

# **THE CASE FOR A CAREER DEVELOPMENT STRATEGY FOR PEI**

PREPARED FOR:  
CAREER DEVELOPMENT ASSOCIATION OF PEI

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Inc



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## THE PURPOSE OF THIS REPORT

The Career Development Association has been keenly aware of the challenges facing young Islanders, and sees the lack of a well-developed provincial career development strategy as a huge gap in helping all Islanders make good career/employment decisions, and being successful in entering the labour market. While secondary, post-secondary students and young adults are important target groups, other important groups include: mature workers, persons with disabilities, persons experiencing mental health issues, First Nations, ethnic groups, and newcomers.

Career development practitioners across the province are actively engaged in working with their respective clients' groups. However, there is a sense that both the province and the profession need to become more focused on:

- developing clear career development outcomes (a strategy);
- developing new approaches (programs, services, and supports) to delivering career development education and experiences; and
- ensuring that career development practitioners have the knowledge, skills and competencies to deliver effective services to address the province's current labour market challenges.

Over the past year the Association has taken a series of steps to more actively engage its membership, and promote the work of career development professionals within the province. The most recent Annual Conference (October 2015) was designed around the themes of CONNECT, COLLABORATE, AND LEARN; the program content included key note speakers who provided conference participants with new trends and perspectives regarding challenges and opportunities facing the profession, the importance of certification, as well as a new provincial school-based initiative. In addition, participants were able to work in small discussion groups to share their views and ideas regarding the messages provide by the keynote presenters.

Following the Conference, the Association conducted a survey of its membership on their views regarding the need for a provincial career development strategy, a provincial certification program, and opportunities for more effective networking and collaboration within the profession.

This report provides: (1) a brief summary of the contextual background regarding the labour market and employment challenges facing the province; (2) the results of the recent CDA Conference; (3) the results of a recent survey of career development practitioners on PEI; and (4) a series of recommendations intended to:

- Enhance the Association's capacity to build and strengthen its networking building efforts between and among career development practitioners on PEI.
- Position the Association to be a strong advocate and player in the development of a provincial career development strategy.
- Position the Association to be the leader in the development and implementation of a career development certification program on PEI.

## EXECUTIVE SUMMARY

### BACKGROUND

Career promotion and development as an approach to address labour shortages, and recruitment and retention issues is seen as a critical need facing all industry sectors across PEI. Increasingly it is viewed as an issue that is multi-faceted, involving many interwoven variables and factors, and will require a variety of short and longer-term strategies to address.

All industry sectors are encountering a convergence of complex issues: an aging workforce that is moving into its retirement phase; a shrinking younger population cohort; the lack of 'job ready' new entrants; and a mobile skilled workforce that is prepared to readily move where job opportunities exist. This convergence of issues will present industries, and the PEI economy as a whole, with a very serious challenge over the next five-ten years.

For some time, there has been a growing awareness and concern with respect to our capacity as a province to adequately prepare our students and young people to transition from Secondary, to Post-Secondary education and/or training, to the world of work. Along with this awareness, there is a growing convergence between and among many stakeholders that new approaches need to be explored and undertaken. This awareness and convergence can be seen on a number of levels within: many industry sectors; business groups and associations; and within government (2015 Throne Speech), and respective government ministries.

### **Career Development Association of PEI Inc.**

The Career Development Association of PEI (CDA of PEI) Inc. was formed in 1999 and was incorporated in 2011. Its membership includes career and education providers, influencers, and other stakeholders working in the field. The mandate and broad objectives of CDA of PEI include:

- To promote networking opportunities, professional development, resource sharing and best practices: it also offers an annual conference, Lunch N Learn sessions, newsletter and blog options.
- To disseminate information on developments occurring within the field provincially and nationally including training and certification opportunities.
- To advance career development and the capacity of the profession to respond effectively to all clients and stakeholders in an ever changing work environment.
- To advocate for services that strengthen the continued growth of career development.
- To increase public awareness of the career development field.

CDA of PEI and its members have been acutely aware of negative consequences of not having a systematic approach to career development within the province, and have been increasing their efforts to address this gap over the past few years. The Association is well positioned to be one of the key partners in working to help government achieve its objectives regarding its workforce strategy and engaging young Islanders.

## CDA of PEI 2015 Annual Conference

On October 8, 2015, CDA of PEI hosted its Annual Conference in partnership with the Department of Education, Early Learning, and Culture, and the Canadian Education and Research Institute for Counseling. Some 120 participants working in the broad career development, education, employment counseling, and labour market fields were in attendance.

The Conference themes were: CONNECT – COLLABORATE – LEARN. The Conference program was designed to explore and address three important elements related to the career development field.

- Networking and collaboration: participants were provided opportunities to network with colleagues working in the career, education, employment, and labour market fields.
- Framing a process for strategy development: exploring steps towards a long-term career development model or strategy for PEI.
- Exploring options to renew efforts to introduce a set of standards and guidelines (similar to other provinces) to establish a provincial career development certification process.

Sareena Hopkins, Executive Director of the Canadian Career Development Foundation opened the conference with her keynote address. In addition to providing the larger context in which to see and understand the critical role of career development work, her address focused on two key themes:

- The importance of a provincial career development strategy.
- The important role of career development professionals, and the importance of certification.

She noted that career development practitioners, and any career development strategy, must strive to focus on what clients really need: comprehensive, holistic, and quality services. And the strategy must be grounded in four important elements:

- **Self Awareness:** Helping students and clients to know themselves; to be able to determine a sense of personal direction that is consistent with their culture, with their economy, with their interests, values, abilities, and what is important to them.
- **Understanding the Labour Market Realities:** Helping students and clients to better understand what is going on in their local labour market, and the current and emerging employment and work realities.
- **Acquiring a Range of Critical Skills:** Helping students and clients to acquire the skills that will be needed as they move forward; how to access work, how to identify opportunities, how to manage transitions, and how to develop labour market resiliency.
- **Addressing Barriers:** Helping students and clients to address systemic and personal barriers that can get in the way of them achieving their career, work, and employment goals.

## FUTURE IN FOCUS: ATLANTIC CAREER DEVELOPMENT FRAMEWORK

The Conference afternoon address was given by Kathy McDonald, Student Success and Transition Specialist with the Department of Education, Early Learning, and Culture. Her presentation introduced Conference participants to two important new initiatives:

- Future in Focus: Atlantic Career Development Framework for Public Education 2015 to 2020; and
- The Student Graduation and Transition Planner Project.

In June 2015, the Atlantic Council of Ministers of Education and Training released the document *Future in Focus: Atlantic Career Development Framework for Public Education 2015 to 2020*. The vision embraced by the document is that every student in Atlantic Canada's public schools will have access to quality career development programs, services and supports delivered by educators with career development competencies needed to support their roles.

The highlights of the framework include:

- **Begin the Work at an Early Age:** Urges schools to take career development seriously, and to begin this work with students early on, this is critical. Ensure that each student graduate is ready for transition into Post-Secondary training and the workplace.
- **Key Partnerships Are Essential:** Effective career development with students will require a collaborative series of partnerships with government departments and agencies; Post-Secondary educational and training institutions, industry sectors, businesses associations, employers, community leaders and parents.
- **Community-Based Learning:** There is a strong emphasis on community-based learning, getting outside the classroom and into the workplace, and strong access to career and labour market information that is current and relevant and local.
- **Trained and Skilled Professionals:** It recognizes that quality career services cannot happen in the absence of quality training of people delivering those services.
- **Ensure Other Supports Are Available:** The approach needs to be holistic; health and other socio-economic factors must be anticipated and the necessary supports are in place.
- **Include Evaluation:** It is important to monitor implementation progress as the initiative moves forward; it is important to know what is 'working well' and what is 'not working well' so that what is 'working well' is further expanded and supported, and what is 'not working well' is addressed and remediated.

Currently, the Department of Education, Early Learning, and Culture is at the beginning stage of implementing two new career development initiatives; the *Future in Focus Framework and the Student Graduation and Transition Planner*. However, in order for either initiative to be successful, a wide range of other stakeholders need to be involved, including: other levels and/or departments of government; post-secondary education and training institutions; industry sectors and employers; parents, and community leaders. All stakeholders need to be 'on board' and committed to helping students become engaged in a more meaningful and productive career development experience.

## The Career Development Practitioners Survey

As a follow up to the Annual Conference, CDA of PEI conducted a survey of career development practitioners on PEI. The survey included questions designed to collect data on:

- The profile of the career practitioner on PEI.
- Their level of interest and views on the need for a provincial CD certification program.
- Their level of interest and views on the need for a provincial CD strategy.
- Their level of interest and views on the importance and need for more networking and collaboration between and among career development practitioners.
- Their level of interest in committing time to sit on a strategy development, certification, and/or networking working group.

The survey was disseminated electronically to some 150 career development practitioners and 'influencers' across the province. There were 67 respondents to the survey, resulting in a response rate of forty-eight percent (48%).

The survey results provide a broad profile of those working in the profession on PEI. Survey respondents indicated a strong interest in the issues of professional certification (38 respondents (57%)), the development of a career development strategy (48 respondents (71%)), and the importance of more opportunities for networking and collaboration within the profession, and with other relevant stakeholders. Many would like to see these issues further explored and/or pursued by CDA of PEI, and they wished to be kept informed and up-to-date as developments unfold. In addition, a number of respondents indicated that they would be prepared to sit on and contribute to working groups set up to further explore and work on the issues of certification, strategy development and networking.

### Summary

It is evident on a number of levels that career development is increasingly seen as a critical function in helping a range of Islanders better prepare for entry into the labour market. While secondary, post-secondary students and young adults are important target groups, other important groups include: mature workers, persons with disabilities, persons experiencing mental health issues, First Nations, ethnic groups, and newcomers.

It is clear that the need for a provincial career development strategy is now more urgent than ever; with a rapidly aging workforce, and a shrinking school aged population cohort, the need to assist and support all Islanders in making relevant career study decisions is a critical element of any future provincial workforce strategy.

There is the opportunity for CDA of PEI to become one of the key leaders in advancing the career development agenda within the province. In order for CDA of PEI to 'set the stage' for it to assume a primary role in this process going forward, the following next steps are proposed:

#### Internal:

- Disseminate the findings of this report to its membership; provide opportunities for members to meet (regional sessions) to review and discuss.
- Use the regional sessions to build up and reinforce the networking and collaborative capacity of the CDA, and to build support for the Association's mandate.
- Develop terms of reference for the working groups on the development of a provincial strategy, certification, and networking; set up the groups and recruit members to each group.

**External:**

- Disseminate the findings of this report to key departments within government; request an opportunity to meet with department officials to discuss results; explore potential partnership options. (initial departments to approach would include Workforce and Advanced Learning, and Department of Education, Early Learning, and Culture).
- Using the report's findings and results, prepare a proposal to seek government funding for CDA of PEI; this funding would be to:
  - Support CDA's mandate to be highly involved in a collaborative process to help with the development of a provincial career development strategy.
  - Support the development, implementation, and management of a provincial career development certification for practitioners working in the field.
  - Complete an inventory of the scope and nature of career development activities and initiatives that are currently taking place across the province.



## SECTION I: BACKGROUND

### 1.1 INTRODUCTION

Career promotion and development as an approach to address labour shortages, and recruitment and retention issues is seen as a critical need facing all industry sectors across PEI. Increasingly it is viewed as an issue that is multi-faceted, involving many interwoven variables and factors, and will require a variety of short and longer-term strategies to address.

All industry sectors are encountering a convergence of complex issues: an aging workforce that is moving into its retirement phase; a shrinking younger population cohort; the lack of 'job ready' new entrants; and a mobile skilled workforce that is prepared to readily move where job opportunities exist. This convergence of issues will present industries, and the PEI economy as a whole, with a very serious challenge over the next five-ten years.

Many stakeholders, especially those in the economic and business development arenas, describe a 'disconnect' between the labour needs of industry and 'outputs' of secondary and post-secondary educational and training systems. Young people and new entrants are not well prepared when entering the job market. And, there is a lack of any formal transition step between education and training and the workplace.

Career development and education is increasingly seen as having a critical role. However, to be effective there must be a provincial strategy that defines clear outcomes, is structured and systematic in its delivery, and involves a wide range of stakeholders working together. In addition, the career development must begin with students at a much earlier age.

Recent research studies and reports confirm many of the issues and trends that are outlined above. Most notably, the national and international research on career development describes a shift taking place in how career development is being viewed. A recent Organization for Economic Co-operation and Development (OECD) report on career guidance policies in some fourteen OECD countries contends that countries need to move away from the old 'vocational model' to a 'life long learning' model. The research describes the workplace and the world of work of the 21<sup>st</sup> century as being much different than a generation ago, and proposes that a much more encompassing, interactive, and empowering set of career development strategies and tools are needed.

The research strongly urges countries around the world to expand their views and approaches when developing career development strategies. These strategies need to: develop programs and supports that address the whole life span; have a strong focus on school-aged and young people; address the critical transitions points from public school to post-secondary and/or to work; and help build life long career 'resiliency'.

The awareness level around the issues of labour shortages, skill gaps and mismatches, career development, and the need to focus on recruitment and retentions strategies is much higher among stakeholders and employers than even a few years ago. This provides for a more open and ready climate for more creative strategies and actions, and provides the Career Development Association of PEI, and other stakeholders and partners a starting point from which to develop a long-term vision and strategy regarding career promotion and development on PEI.

## 1.2 A CONVERGENCE OF AWARENESS AND INTEREST

For some time, there has been a growing awareness and concern with respect to our capacity as a province to adequately prepare our students and young people to transition from secondary schools, to Post-Secondary education and/or training, to the world of work. Along with this awareness there is a growing convergence between and among many stakeholders that new approaches need to be explored and undertaken. This awareness and convergence can be seen on a number of levels.

- **Industry Sectors and Employers:** a number of industry sectors have completed labour market studies within the past several years. The issue of ‘job readiness’ of new younger entrants to the workforce is a constant theme noted in many of these studies.
- **Business Associations:** The Charlottetown Chamber of Commerce released its Island Advance Report in early 2014. This report chronicled a series of labour market challenges being faced by local business, and job readiness and preparedness of new entrants was noted once again.
- **Post-Secondary Education and Training Institutions:** in recent years, both UPEI and Holland College have introduced student transition courses. These courses were needed because a significant number of students entering post-secondary programs did not have the necessary academic and study skills, nor the needed academic prerequisite courses to be accepted into their area of study.

## 1.3 GOVERNMENT’S COMMITMENT - THE SPEECH FROM THE THRONE

In the June 2015 Speech From The Throne, the provincial government outlined its long-term vision for PEI; to build a prosperous economy, achieving growth above national averages, and develop a stronger society through the three integrated priorities of *people, prosperity and engagement*.

While the throne speech addressed a range of issues and initiatives intended to move the Island toward this vision, it made particular reference to the reality that, as a province, we need to be much more effective at engaging and retaining our younger cohort of workers.

*“... Prince Edward Island, like all parts of Canada, has an aging population with many people leaving or getting ready to leave the workforce... at the same time, we can create work and career opportunities for young people so that they do not have to leave the province...”*

*“... my Government will undertake a coordinated strategy to build our workforce and enhance the talents of current workers... we will pay particular attention to involving the young people of Prince Edward Island... we will do this by working with primary industries, advanced manufacturing, and the culinary community... we will also get young people connected to and involved in Prince Edward Island’s other growth sectors, including bioscience, information technology, aerospace and marine technology...”*

This Commitment to undertake a more coordinated, strategic approach is further reflected in the Premier's Mandate Letters to Ministers: some examples include:

#### Minister of Workforce and Advanced Learning

*"... your first aim is to build a strong and cohesive effort that engages Islanders to meet the education and skills development challenge so that there is individual and collective success in our efforts to improve productivity and competitiveness..."*

The Minister is asked to place priority on the following areas:

- Build a comprehensive population and workforce strategy with an objective of growth and opportunity around key economic sectors on PEI;
- Working with all parts of Government, achieve higher levels of employment, including specific strategies for young people in PEI;
- Establish more detailed labour market projections for PEI that builds better alignment between job opportunities and education and training programs;
- Develop long-term plans for higher education to increase opportunities for young Islanders.

#### Minister of Education, Early Learning, and Culture

*"... your first aim is to build a strong and cohesive effort that provides the young people in PEI's education system with every opportunity to grow and succeed and that our cultural efforts and institutions are developed through enterprise and collaboration...."*

The Minister is asked to place priority on the following areas:

- Providing leadership in building opportunities for success, achievement and excellence for Island children and students in our education system;
- Building the technology capacity and engagement in PEI schools to enhance learning possibilities for Island students;
- Contributing to the Poverty Reduction Strategy and the Mental Health and Addictions Strategy.

#### Minister of Economic Development and Tourism

*".... your first aim is to build a strong and cohesive effort that builds greater prosperity for the province and its residents by encouraging business investment, development and sales in key economic sectors...."*

The Minister is asked to place particular priority on the following area:

- Collaborating with the Minister of Workforce and Advance Learning on the development of labour market strategies that support business development opportunities in the province, including an entrepreneurship strategy and specific avenues for youth employment.

All three letters end with the following direction: *All of this work can and will only be accomplished through active engagement with Government and community partners. To this end, I expect you to build positive and constructive relations with leaders in industry, higher education and labour, as well as with other levels of Government.*

## **1.4 THE CAREER DEVELOPMENT ASSOCIATION OF PEI**

The Career Development Association of PEI (CDA of PEI) Inc. was formed in 1999 and was incorporated in 2011. Its membership includes career and education providers, influencers, and other stakeholders working in the field. The mandate and broad objectives of CDA of PEI include:

- To promote networking opportunities, professional development, resource sharing and best practices: it also offers an annual conference, Lunch n Learn sessions, newsletter and blog options.
- To disseminate information on developments occurring within the field provincially and nationally including training and certification opportunities.
- To advance career development and the capacity of the profession to respond effectively to all clients and stakeholders in an ever changing work environment.
- To advocate for services that strengthen the continued growth of career development.
- To increase public awareness of the career development field.

CDA of PEI and its members have been acutely aware of negative consequences of not having a systematic approach to career development within the province, and have been increasing their efforts to address this gap over the past few years. The Association is well positioned to be one of the key partners in working to help government achieve its objectives regarding its workforce strategy and engaging young Islanders.

## **SECTION II: CONNECT – COLLABORATE - LEARN**

### **2.1 THE CDA OF PEI 2015 ANNUAL CONFERENCE**

On October 8, 2015, CDA of PEI hosted its Annual Conference in partnership with the Department of Education, Early Learning, and Culture, and the Canadian Education and Research Institute for Counseling. Some 120 participants working in the broad career development, education, employment counseling, and labour market fields were in attendance.

The Conference themes were: CONNECT – COLLABORATE – LEARN. The Conference program was designed to explore and address three important elements related to the career development field.

- Networking and collaboration: participants were provided opportunities to network with colleagues working in the career, education, employment, and labour market fields.
- Framing a process for strategy development: exploring steps towards a long-term career development model or strategy for PEI
- Exploring options to renew efforts to introduce a set of standards and guidelines (similar to other provinces) to establish a provincial career development certification process.

The Conference format was informative and interactive; participants were seated at tables to allow for small group discussion and networking over the course of the day.

## 2.2 SUMMARY OF CONFERENCE PROGRAM

The Conference was opened with an Aboriginal drum ceremony performed by 'HEY CUZZIN', a Mi'kmaq drumming group from PEI. Conference participants were welcomed by Tina Mundy (MLA – Summerside and St. Eleanors) on behalf of government, and CDA of PEI President Kim Murphy. Honorable Mundy opened the Conference with the following remarks.

*“Optimism, hope, and a vision for the future is a big part of what the people who work in career development on PEI bring to their work each day.... the Premier has said that the solution to poverty is a steady, rewarding job.... employment gives someone more than an income....it gives them a role and a responsibility.... good jobs boost the individual, strengthen the family, and build our communities”.*

*“With the help of Career Development Professionals, Islanders are able to find opportunities to complete school and training to achieve careers.... through your work, you help those workers find the jobs they are seeking.... your efforts lead to improved lives and productive workplaces, and a better Prince Edward Island.... our government believes in your work.... we believe in encouraging young Islanders to find opportunities in this province and build homes and families here.... all Islanders have the potential to make a contribution to the well-being of this province”.*

## 2.3 CONFERENCE KEYNOTE ADDRESS – MORNING SESSION

Sareena Hopkins, Executive Director of the Canadian Career Development Foundation opened the conference with her keynote address. In addition to providing the larger context in which to see and understand the critical role of career development work, her address focused on two key themes:

- The importance of a provincial career development strategy.
- The important role of career development professionals, and the importance of certification.

The profession is at an exciting but critical stage in its development; the importance of, and need for, a structured approach to career development has become more and more evident. There is an opportunity for the profession to take a lead role in moving the field forward.

*“We are at a critical cross-roads in our profession. I have seen remarkable growth in our field in the last decade and particularly in the last five years. There has been a deepening sense of professional identity in Canada and around the world. For career Practitioners, a much stronger clarity of purpose and a dipping of our collective toes in the waters of raising our profile. It is time to be much more visible in our profession, but it will take a collective effort to do that”.*

Sareena noted that career development practitioners, and any career development strategy, must strive to focus on what clients really need: comprehensive, holistic, and quality services. And the strategy must be grounded in four important elements:

- **Self Awareness:** Helping students and clients to know themselves; to be able to determine a sense of personal direction that is consistent with their culture, with their economy, and with their interests, values, abilities, and their sense of what is important to them.
- **Understanding the Labour Market Realities:** Helping students and clients to better understand what is going on in their local labour market, and the current and emerging employment and work realities.
- **Acquiring a Range of Critical Skills:** Helping students and clients to acquire the skills that will be needed as they move forward; how to access work, how to identify opportunities, how to manage transitions, and how to develop labour market resiliency.
- **Addressing Barriers:** Helping students and clients to address systemic and personal barriers that can get in the way of them achieving their career, work, and employment goals.

As a professional group, and as individual practitioners, Sareena noted that it is important to examine 'where we are at' with respect to these four elements:

- How well as a profession do we know ourselves?
- What are the opportunities for career development professionals in 'our labour market'?
- What skills do we need to develop in order to get to the next step as a profession and raise the bar?
- What barriers must the profession address in order to move forward?

With respect to professional standards and certification, she noted that Canada was the very first country in the world to articulate competency standards of practice; these are reflected in the Canadian Standards and Guidelines for Career Development Practitioners. These standards and guidelines were developed by front-line career development practitioners working together to establish the criteria and parameters that defined their profession. In addition to providing a clear outline of who career development practitioners are, and what they uniquely offer their clients, these standards provide the foundation for professional training and skill development, and for certification.

There is a career development certification program in place in five Canadian provinces and emerging in several others. Certification underlines the visible markers of professionalism; capability, competence, community of practice, and credentials. As CDA of PEI begins to examine how best to implement certification in PEI, there is a national network of support to assist in this process. In moving forward on the certification issue, PEI can work from these guidelines, and as well as learn from other provinces who have implemented a certification program.

With regard to the expanding view of career development, she referenced some of the recent OECD research that suggests that countries around the world expand their view of career development to a 'lifelong learning' model, and create career development strategies, programs, and supports that include the whole life span.

Sareena noted that, in order for Canada (and individual provinces) to achieve its prosperity and workforce goals, it will need the help of a strong cadre of committed and proactive career development professionals. She noted several opportunity areas for the profession to explore:

- **The Skills Shortage Gap:** Industry sectors and employers are experiencing unprecedented skill shortages, while at the same time one in three young Canadians are underemployed. There is a need to move ‘beyond the office walls’, reach out and make stronger connections with employers and industry sectors to remediate this gap.
- **Public Awareness and Education:** There is an important awareness-raising and public education role with employers, government departments and agencies, and the public generally. Employers need help and support in engaging with students and young, new workforce entrants.
- **Workplace Health and Mental Health Issues:** Mental health is another potential opportunity area. The workplace environment has changed, and there are a lot more stressors to be aware of and address. Career development professionals can provide employers and workplaces with insight and support in this area.
- **Outreach, Advocacy and Social Justice:** There are a number of groups that have always been ‘on the margins’ of the labour market, and have had difficulty in having their needs and voices heard; e.g. the working poor, persons with disabilities, single parent families, First Nations citizens, and newcomers.

## 2.4 SMALL GROUP DISCUSSION – STRATEGY DEVELOPMENT AND CERTIFICATION

Following Sareena’s address, Conference participants worked in small group format to discuss three questions related to the strategy development and a certification program. The following is a summary of the key points noted by participants with respect to each question:

### Question # 1 – Career Development Model and Strategy

Given the growing importance of career development and the opportunities raised in Sareena’s address, what are the top 3 priorities that relate to PEI which need focus and further work?

- **Awareness/Public Education:** Need to ensure that career development for students and young people is viewed and acknowledged as a critical function in today’s world; it is critical to the current and future prosperity, and quality of life, within the province.
- **Identity and Focus Within the Profession:** The need to better understand, quantify, and describe the competencies (knowledge base and skills) that career development professionals possess, and communicate this profile to partners and stakeholders.
- **A Common Vision - Clear Provincial Direction:** It is clear what investments in career development are designed to achieve; having a vision and clear outcomes will allow all partners and stakeholders to align their work with the long-term outcomes.
- **A Central Point of Coordination:** A provincial model or strategy would require direction and coordination from a central body or agency; this is needed to ensure that there is a cohesive and consistent approach to working toward achieving the long-term goals.
- **All Relevant Stakeholders Are Engaged and Committed:** Developing and implementing a provincial strategy requires the investment and commitment from multiple departments, agencies and groups.

- **Students, Parents and Employers Are Committed:** In addition to key stakeholder groups, it is critical that students, parents and employers are invested in the steps to achieve better career and employment outcomes.
- **Address LMI Gaps and Disconnects:** The availability of timely, up-to-date, and local and/or sector specific labour market information is a big gap within the province; any 'go forward' strategy would need to address these gaps.
- **Early Exposure to 'Hands On' Experience:** This is critical for students; the young person needs to have 'first hand' contact and exposure with a range of career options – both the professional career options as well as the 'hands on' occupations.
- **More 'Face-to-Face Time with Employers:** Career development practitioners need to engage employers more frequently; need to more fully understand their employment needs and challenges; need to develop an ongoing working relationship.
- **Capacity to Address Socio-Economic and Health Issues:** Many students and young people face social, health (physical or emotional), or financial issues that can disrupt career planning activities; timely supports need to be available to minimize the impacts of these situations.
- **Strong Communication Linkages:** This is needed especially between schools/educators, post-secondary education and training institutions, and employers.

## Question # 2 – Steps to Certification

Given what has been happening with regard to certification in other jurisdictions, what could be the next steps for PEI with regard to developing a certification process?

- **Education and Awareness:** Conduct an awareness and education exercise that help career development practitioners understand the intent/purpose of certification, the benefits, how the process would work, etc.
- **Learn from Others (Best Practice):** Other jurisdictions have implemented certification programs, so PEI can learn from their experience. However, it is important to ensure that any program is based on PEI's context, issues, and needs. (the National Standards and Guidelines plus five provinces have programs including Nova Scotia and New Brunswick).
- **Ensure the Purpose and Process is Clear:** Outline the purpose of certification, its benefits for both career development practitioners and their clients, and the process to be followed to become certified.
- **Ensure Broad Commitment from Stakeholders:** In order for certification to be implemented, there must be 'buy-in' and commitment from practitioners, employers, government, and education and training institutions.
- **Ensure that Curriculum Meets Certification Requirement:** The design and delivery of the curriculum for the various training options (workshops, seminars, online courses) are aligned with, consistent with, the competencies required for certification.
- **Ensure Resources are in Place:** Designing, implementing, and managing a certification process will require dedicated resources (Funding, Human Resources); core funding would need to be in place prior to undertaking such an initiative.
- **Ensure Access for Everyone:** Access to the certification program would need to be equitable; the implementation process should address any potential barriers to regarding access.
- **Ensure Prior Learning is Recognized:** A number of career development workers have been working in the field for a period of time, but may not have the required entry level prerequisite; the process must have the capacity to recognize and accept relevant prior experience.



- **Identify Lead Agency:** Ensure that there is a single agency mandated to develop, administer and monitor the program.
- **Engage Other Relevant Stakeholders:** In addition to career development practitioners themselves, other key stakeholders would need to be engaged; this includes government departments and agencies, industry sectors, businesses associations and employers, and education and training institutions.

### Question # 3 – Who Should Lead These Processes?

With respect to the processes identified in question 1 and 2 above, who/which agency should lead these processes?

#### Career Development Strategy

- **A Government Department or Agency:** The logical Department to take the lead might be Workforce Development and Advanced Learning. CDA of PEI would be a key player in terms of representing the views and interests of the profession. Other stakeholders would include: Education, Early Learning, and Culture, Post-Secondary Institutions, industry and business groups, etc.

#### Career Development Certification

- **Career Development Association of PEI:** The Association is the logical agency to lead and manage a certification program, but it would need dedicated funding to undertake the initiative.
- **CDA in Partnership with Other Stakeholders:** There are many stakeholders who would need to be involved in the development and implementation of a certification program; their 'buy in' is important to implementation; some of the major stakeholders would include: government departments, sector councils, employer and business associations, and the PEI Counselling Association.
- **Learning from/Working with Others:** This would include national agencies such as the Canadian Education and Research Institute for Counseling (CERIC) and the Canadian Council of Career Development (CCCD), as well as provinces such as Nova Scotia and New Brunswick.

In summary, Sareena provided an informative and engaging overview of the 'status of the profession', its capacity to add timely and significant value to its clients, the work of governments, and the needs of industry sectors and employers. She noted that the profession is well poised to make a significant contribution to the work of preparing its clients to become more 'self-directed' career planners, and helping governments and industry sectors achieve their economic and prosperity goals.

However, the profession must do its own homework first; it must take steps to confirm and promote its professional identity; and develop a more proactive approach in engaging with new and emerging opportunity areas for the profession.

## SECTION III: STRENGTHENING STUDENT TRANSITIONS THROUGH CAREER DEVELOPMENT

The Conference afternoon address was given by Kathy McDonald, Student Success and Transition Specialist with the Department of Education, Early Learning, and Culture. Her presentation introduced Conference participants to two important new initiatives:

- ***Future in Focus: Atlantic Career Development Framework for Public Education 2015 to 2020.***
- ***The Student Graduation and Transition Planner Project.***

### 3.1 FUTURE IN FOCUS: ATLANTIC CAREER DEVELOPMENT FRAMEWORK

In June 2015, the Council of Atlantic Ministers of Education and Training released the document *Future in Focus: Atlantic Career Development Framework for Public Education 2015 to 2020*. The document provides governments in Atlantic Canada with a framework and strategic approach to strengthen student transitions from public high school to post-secondary education, training, and the labour market.

The document was the result of a comprehensive research initiative into career education in Atlantic Canada. While the framework focused on the K-12 context within the school system, it clearly recognizes that, for career education with students to be effective, there are other necessary and needed partners, including: post-secondary education and training institutions, industry sectors, career development practitioners, school boards, parent and guardian organizations, and our larger community.

*“...a comprehensive career development strategy for our province will need to ensure that all Islanders have the critical knowledge, skills and attitudes needed to effectively navigate education, learning, work, and employment choices, and transitions in today’s complex and precarious labour market throughout their lifespan”.*

The vision embraced by the document is that every student in Atlantic Canada’s public schools will have access to quality career development programs, services and supports delivered by educators with career development competencies needed to support their roles. The highlights of the framework include:

- **Begin the Work at an Early Age:** Urges schools to take career development seriously, and to begin this work with students early on, this is critical. Ensure that each student graduate is ready for transition into Post-Secondary training and the workplace.
- **Key Partnerships Are Essential:** Effective career development with students will require a collaborative series of partnerships with government departments and agencies; post-secondary educational and training institutions, industry sectors, businesses associations, employers, community leaders and parents.
- **Community-Based Learning:** There is a strong emphasis on community-based learning, getting outside the classroom and into the workplace, and strong access to career and labour market information that is current and relevant and local.
- **Trained and Skilled Professionals:** It recognizes that quality career services cannot happen in the absence of quality training of people delivering those services.
- **Ensure Other Supports Are Available:** The approach needs to be holistic; health and other socio-economic factors must be anticipated and the necessary supports are in place.

- **Include Evaluation:** It is important to monitor implementation progress as the initiative moves forward; it is important to know what is 'working well' and what is 'not working well' so that what is 'working well' is further expanded and supported, and what is 'not working well' is addressed and remediated.

The *Future in Focus* framework is organized into three category areas, and includes seven distinct goals:

**Program:**

- Support career development using a coordinated whole school approach; providing students with a cohesive, career development experience from Kindergarten to grade 12.
- Implement age-appropriate career development programs, services or supports, with a strong focus on experiential, community-based learning opportunities.

**Students:**

- Promote career development as an integral part of student learning.
- Ensure that each student graduates with a personal career plan.
- Provide multiple opportunities for students to engage in community-based/experiential learning.

**Educators:**

- Provide professional learning for educators to ensure effective and engaging career development opportunities for students.
- Ensure educators have access to timely, reliable, and relevant career and labour market information.

Kathy noted that the Department is not starting from 'ground zero'; there have been a number of new programming and investments undertaken within the school curriculum regarding career development in recent years. Since 2007, there has been a strong focus on career development in the health curriculum; and there have been some twenty course enhancements related to the trades and technical education. As new developments such as cooperative education, applied math and science, robotics, independent study, and communication and information technology tools have emerged, efforts have been made to link these initiatives to the student's school experience.

### 3.2 THE STUDENT GRADUATION AND TRANSITION PLANNER

The most recent initiative to be undertaken is the Student Graduation and Transition Planner Project. With Post-Secondary institutions, school boards, and other government agencies as partners, the project is designed to help students engage in a process to make more informed course/study choices during high school so they can achieve their career goals after high school. The Project strives to guide and support students within four areas:

- The development of a personal life and career plan
- Ensuring that the graduation requirements to access post-secondary education or training programs that meet their career goals are obtained.
- The development of a personal financial plan to support those goals.
- Identifying the support networks and resources needed for the future.

To support the student's efforts to develop their focus, the Department partnered with the Canadian Career Development Foundation to develop a model of career development for high school students. The model included a four-step model approach.

1. **Meandering:** A self-awareness exercise; helping students begin to explore: who am I? What attracts me in the world of learning and work? What am I good at? What do I like to do? What do I care about? What inspires me?
2. **Maneuvering:** Becoming aware of, and exploring, future opportunities: what are my opportunities? What do I need to know and do to access those opportunities? How can my choices in high school create opportunities for me? What kinds of occupations interest me? What post-secondary programs interest me?
3. **Meaning:** Exploring next steps: what are my next steps and why? What information and skills do I need to move forward to reach these steps? What is most important to me and how does that affect my next steps? What is available in my high school pathway? Have I selected the courses required for high school graduation and that meet the entrance requirements of the post-secondary programs that are of interest?
4. **Momentum:** Helping students with their action plan as they graduate. Given who I am, given my opportunities and what is most important to me, what is my action plan? How do I position myself to be strategic and successful? What resources will I need to achieve my goals? What challenges will I face and how will I deal with them?

Following Kathy's address, Conference participants worked in small group format to discuss three questions related to how all stakeholders can work together to ensure the success of the Future in Focus. The following is a summary of the key points noted by participants with respect to each question:

## Future in Focus

### Question # 1 – Working Together

Future in Focus identified a challenge for schools: to build and support partnerships to support student CBL. How can we work together to make this happen?

- **Promote the Initiative:** Future in Focus is a new program initiative; a communication strategy is needed to promote the program to key stakeholder groups.
- **Stakeholder Engagement:** Approach and inform all needed partners; this includes students, parents, teachers, employers, community leaders, PS institutions, and service clubs such as Rotaries. Invite their involvement and participation is helping to achieve the goals of the initiative.
- **Establish a Structured Approach to Implementation:** Outline or describe a ‘road map’ in which everyone can see how their involvement will help achieve the goals; this will help everyone see how ‘we are all working together’.
- **Ensure Dedicated Funding and Resources:** The initiative requires a large/prominent role for student activity ‘outside the school environment’; this outreach activity will require resources (funding, staffing) to set up, coordinate and manage.
- **Work with Existing Programs and Initiatives:** The Future in Focus initiative provides a framework to focus all career development work that currently is happening within the school system; existing programs such as community work co-ops, Junior Achievers, etc. can be further developed and enhanced within the framework.
- **Use of Technology Where Relevant:** There are a number of information technology and communication tools available; where possible and relevant, these tools should be utilized to increase communication and coordination at all levels of implementation.
- **Ensure Program is Offered in French:** The initiative must be available to French language students and the Francophone school system.

### Question # 2 – Align with Work in Career Development Field

How does the Future in Focus framework align with the work currently being done in the career development field? How can we work together, across sectors, to further align the work being done in the K-12 system with the current work in the career development field?

- **Promote/Communicate Purpose and Benefits:** There exists a strong culture of working in ‘silos’; for most systems there is not a long history of collaboration – especially on a long-term strategy; so benefits/positive outcomes for the students will need to be well communicated to the other stakeholders.
- **Engaging Partners Will Require Resources:** Developing strong working relationships outside of the school environment will require investments of time and resources; it will be important to ensure that resources are committed to support these processes.
- **Design and Delivery Reflect Local Needs:** The needs and support requirements of students, and the availability of community-based ‘hands on’ learning experiences, will vary across the province, and especially in rural areas. Implementation of the initiative will need to address these challenges.
- **Continuity for Students Through Key Transition Points:** During the transition points between and/or among secondary schools, and between and among Post-Secondary institutions can be when the student is most vulnerable to ‘falling through the cracks’; the implementation process

must ensure support is available through the 'transition phases'.

- **Provide Support for Other Needs (mental health, addictions, personal crises, etc.)** 'Life issues' can happen to anyone, without support during times of personal stress, the career development focus can be disrupted. Supports need to be available to the student experiencing stressful episodes or a personal crisis.
- **Need Support of Timely/Relevant Labour Market Information (LMI):** This is a key element to successful career preparation and decision-making; it is crucial that timely and relevant LMI is available to support the process.
- **Increase Student Exposure to 'Hands On' and 'On Site' Experiences:** More field trips, more work co-op opportunities, more job shadowing options, etc.
- **Use of Information Technology and Social Media Communications Tools:** Utilizing the opportunities of Facebook, other social media communications tools, and career development tools such as Next TV.

### Question # 3 - Working Across Sectors to Develop 'Life Long' Learning

How can we build on the current practice to collaborate across sectors to develop a provincial career development strategy that extends from cradle to grave?

- **Acknowledge That the 'World of Work' Has Changed:** Recent research has concluded that, with respect to careers and employment, we need to shift our focus from a tradition view of one career-one job to a multi-faceted view that requires life long learning and career change.
- **This New Focus Requires a Multi-Stakeholders Approach:** No one system or stakeholder group can effectively carry the mandate/responsibility for effective career planning; multi-stakeholders must work from a common vision and approach. The single-focused, 'one-of' project will no longer be sufficient.
- **Strong Partnerships Are Needed:** Will require less 'ME and more 'WE'; the focus of the partnerships must be on what the student/young person requires in terms of knowledge, skills and supports to successfully adapt to a changing world, changing jobs, and a changing workplace.
- **Address Implementation Issues as They Arise:** New initiatives will always encounter implementation issues and 'glitches'; these should be anticipated and mechanisms and supports put in place to address and resolve as they arise.
- **Communicate, Communicate, Communicate:** A strong commitment to 'build in' strong, clear and effective communicate strategies/mechanisms; use social media and other IT communication tools to strengthen communications.

In summary, Kathy's presentation provided Conference participants an overview of two new and important career development initiatives that are at the beginning stages of implementation; the *Future in Focus Framework* and the *Student Graduation and Transition Planner*. The Department of Education, Early Learning, and Culture is providing the leadership in embracing and implementing both initiatives.

However, in order for either initiative to be successful, a wide range of other stakeholders need to be involved; including, other levels and/or departments of government; post-secondary education and training institutions; industry sectors and employers; parents and community leaders. All stakeholders need to be 'on board' and committed to achieving the ultimate goal; helping students become engaged in a more meaningful and productive career development experience.

### **3.3 SUMMARY OF ANNUAL CONFERENCE RESULTS**

With respect to its themes CONNECT – COLLABORATE- LEARN, and its stated objectives, the Annual Conference was an unqualified success. Some 115 participants were in attendance, and the small group discussion format provided ample opportunity for networking and sharing of views and perspectives among participants.

The presentations of both keynote speakers provided participants with new perspectives, new initiatives and opportunities, and challenges to consider and address. Participants had the chance to discuss their views, ideas and suggestions with regard to issues important to the profession on PEI; namely, the need for a more focused provincial strategy, the importance of professional certification, and the value and need for continued networking and collaboration.

## SECTION IV: THE CAREER DEVELOPMENT PRACTITIONERS SURVEY

### 4.1 BACKGROUND

The Career Development Practitioners Survey included questions designed to collect data on:

- (1) The profile of the career practitioner on PEI.
- (2) Their level of interest and views on the need for a provincial CD certification program.
- (3) Their level of interest and views on the need for a provincial CD strategy.
- (4) Their level of interest and views on the importance and need for more networking and collaboration between and among career development practitioners.
- (5) Their level of interest in committing time to work with a strategy development, certification, or networking working group.

The survey questionnaire was developed in conjunction with the CDA Executive Committee; the survey was disseminated electronically (Fluid Survey) to some 122 career development practitioners and ‘influencers’ across the province (a copy of the survey is attached – Appendix A).

There were 67 respondents from the survey; the target audience is estimated to be about 150 potential respondents; the response rate was about 48%. For a survey of this nature, this is a good response rate.

This section of the report summarizes the results of the survey. The first section of the survey provides results on the profile of practitioners working in the field.

### 4.2 PROFILE OF SURVEY RESPONDENTS

Survey respondents were asked to profile the number of years they have been working in the field; as summarized in table # 1 below, almost one-half (30 respondents) had more than ten years’ experience.

**Table 1. Number of Years in CD Field – or Teaching Related Courses**

	Respondents	Frequency
<b>0-5 years</b>	17	25.4%
<b>5-10 years</b>	20	29.9%
<b>10-15 years</b>	16	23.9%
<b>15+ years</b>	14	20.9%
<b>Total</b>	67	100%



Respondents were asked to identify the primary target group that they work with; this question also provided feedback on the nature and scope of their role (i.e.; direct service, management, policy, etc.) About one-half of respondents work with older adults and young adults between 18-30; about one-quarter of respondents work with secondary school students.

<b>Table 2. My Work is Mostly with the Following Target Groups</b>	
<b>Target Groups</b>	<b>Respondents</b>
<b>Older Adults</b>	34 (50.7%)
<b>Young Adults (age 18-30 – not-in-school)</b>	32 (47.8%)
<b>Students (Post-Secondary)</b>	24 (35.8%)
<b>Employers (Human Resource Focus)</b>	19 (28.4%)
<b>Students (Secondary School)</b>	17 (25.4%)
<b>Management (develop, manage, and/or deliver career focused programs)</b>	16 (23.9%)
<b>Research and Policy Development</b>	8 (11.9%)
<b>Other</b>	6 (9%)

Those who noted ‘Other’ indicated that they work with the following groups:

- A special project connecting students with employers (Kensington area)
- Working with persons with disabilities (all ages)
- Working with persons with mental health issues
- With other stakeholders in the career development field
- With Intermediate and High School teachers

The actual job title of respondents covered a wide range of options; this result is consistent with the observation noted by Sareena Hopkins in her Conference address. While many people view their job function in a career development context, their actual job titles do not convey this.

<b>Table 3. My Actual Job Title is</b>	
<b>Indicators</b>	<b>Respondents</b>
<b>Career Development Practitioner</b>	10 (13.4%)
<b>Program/Project Officer</b>	10 (13.4%)
<b>Employment Counsellor</b>	10 (13.4%)
<b>School Counsellor</b>	6 (9%)
<b>Executive Director (Community Non-Profit Organization)</b>	6 (7.5%)
<b>Teacher</b>	3 (4.5%)
<b>Career Development Counsellor</b>	3 (3%)
<b>Curriculum Specialist</b>	2 (3%)
<b>Research and Policy Analyst</b>	2 (3%)
<b>Human Resource Manager (Private Business)</b>	2 (3%)
<b>Labour Market Information Specialist/Officer</b>	1 (1.5%)
<b>CEO/Director – Private Business</b>	2 (1.5%)
<b>Other</b>	8 (25%)
<b>Total</b>	65 (100%)

Those who noted 'Other' indicated the following work titles/roles.

- Academic Advisor
- Administrative
- Director
- Government Official
- HR Non-Profit
- Journalist
- Project Instructor – Vocational Assessment
- Publisher – LMI Newspaper

The workplace location of respondents is quite diverse; there are career development practitioners and influencers working in a wide range of workplaces. This can be a strength for CDA going forward as it engages the necessary partners in discussions regarding strategy, certification and networking.

<b>Table 4. My Place of Employment is</b>	
<b>Indicators</b>	<b>Respondents</b>
<b>Provincial Government Department</b>	15 (22.4%)
<b>Secondary School (Intermediate, High School, or School Board)</b>	10 (14.9%)
<b>Employment Assistance Services (EAS)</b>	10 (14.9%)
<b>Not-for-Profit</b>	10 (14.9%)
<b>Career Development Services</b>	7 (10.4%)
<b>UPEI</b>	5 (7.5%)
<b>Private Business/Corporate Sector</b>	4 (6%)
<b>Holland College</b>	1 (1.5%)
<b>Federal Government Department</b>	1 (1.5%)
<b>Other</b>	4 (6%)
<b>Total</b>	<b>67 (100%)</b>

EAS respondents noted that their place of employment included:

- Canadian Mental Health Association – PEI Branch
- Career Development Services
- The PEI Association of Newcomers to Canada
- PEI Council of Persons with Disabilities

Provincial government respondents noted their place of employment included:

- Dept. of Workforce Development and Advanced Learning
- Dept. of Education, Early Learning, and Culture
- Skills PEI
- Post-Secondary and Continuing Education

The federal government respondent did not indicate the department/agency.

The 'Other' respondents included:

- Invesco
- LMI Publication
- Private Incorporated Business
- Tribal Council

The educational attainment profile of survey respondents is high; more than half (35) have a Bachelor level degree, while another one-quarter (18) have a Masters level degree. This is a strong base from which to go forward.

<b>Table 5. My Highest Level of Educational Attainment is</b>	
<b>Indicators</b>	<b>Respondents</b>
<b>Bachelor Degree</b>	35 (52.2%)
<b>Masters Degree</b>	18 (26.9%)
<b>College or Diploma</b>	9 (13.4%)
<b>PhD</b>	1 (1.5%)
<b>High School Diploma</b>	1 (1.5%)
<b>Other</b>	3 (4.5%)
<b>Total</b>	67 (100%)

Almost one-half (31) have some level of career development training; this could include a career development specific course, a workshop, or a program leading to some level of certification.

<b>Table 6. I Currently Hold Some Level of CD Training/Education</b>		
	<b>Response</b>	<b>Frequency</b>
<b>Yes</b>	31	46.3%
<b>No</b>	36	53.7%
<b>Total</b>	67	100%

More than one-half of respondents (38) are currently a member of the Career Development Association of PEI.

<b>Table 7. I am Currently a Member of CDA of PEI</b>		
	Response	Frequency
<b>Yes</b>	38	56.7%
<b>No</b>	29	43.3%
<b>Total</b>	67	100%

Of those who were not currently a member of CDA, about one-half (13) indicated that they would be interested in becoming a member of the Association.

<b>Table 8. I Would Like to Be a Member of CDA of PEI</b>		
	Response	Frequency
<b>Yes</b>	13	44.8%
<b>No</b>	16	55.2%
<b>Total</b>	29	100%

A small number of respondents (3) indicated that they would be interested in becoming a CDA board member. While another 9 respondents indicated that they are currently on the board.

<b>Table 9. I Would like to be a Board Member of CDA of PEI</b>		
	Response	Frequency
<b>Yes</b>	3	5.8%
<b>No</b>	39	76.4%
<b>I am currently on the Board of CDA of PEI</b>	9	17.6%
<b>Total</b>	51	99.8%

### 4.3 INTEREST IN PROFESSIONAL CERTIFICATION

This section of the survey deals with the respondent interest and views on the issue of developing and implementing a certification program for career development practitioners on PEI. Survey respondents indicated a strong interest in a certification program. Thirty-eight respondents were either very interested or interested; another twenty-three were somewhat interested, while only six indicated no interest.

<b>Table 10. Degree of Interest in a Provincial Certification Program</b>	
<b>Extent of Interest</b>	<b>Respondents</b>
<b>Not Interested</b>	6 (9%)
<b>Somewhat Interested</b>	23 (34.3%)
<b>Interested</b>	23 (34.3%)
<b>Very Interested</b>	15 (22.4%)
<b>Total</b>	67 (100%)

Respondents were asked to indicate what would be most important with respect to developing a provincial certification program. Issues such as ensuring that core competencies are clearly defined, that the benefits are clear, and that there is ‘buy-in’ from relevant stakeholders, were noted as important by a strong majority of respondents.

<b>Table 11. Please Indicate What Would Be Important/Necessary for You</b>	
<b>Important Issues</b>	<b>Respondents</b>
<b>Core Competencies for Certification Are Defined</b>	50 (74.6%)
<b>That the Benefits of becoming certified are clear</b>	44 (65.7%)
<b>There is Up-Front ‘Buy-in’ from Stakeholders; industry sectors, employers, educational institutions and government</b>	44 (65.7%)
<b>Other</b>	7(10.4%)

Respondents who noted ‘Other’ included issues like:

- The affordability of any training that is required
- That there are a variety of training options available
- Prior learning and experience be recognized
- That the certification would ‘add value’ to their resume
- That any training would count as credits toward a CCPA certification
- That the certification process is managed by/through one body/agency

Survey respondents were asked to indicate which study options were important to them. Their responses outline that a wide range of study/learning options would be preferable.

<b>Table12. Study Options and Supports Important to You</b>	
<b>Study Options and Supports</b>	<b>Respondents</b>
<b>Recognition of Prior Learning and Experience</b>	42 (62.7%)
<b>Conferences</b>	39 (58.2%)
<b>Web-Based Courses (college, university, private training institutions)</b>	37 (55.2%)
<b>In-Person Workshops and Seminars</b>	34 (50.7%)
<b>On-Line Workshops and Seminars</b>	31 (46.3%)
<b>Blended Learning (classroom and on-line)</b>	30 (44.8%)
<b>In-House Training</b>	28 (41.8%)
<b>Independent Study</b>	24 (35.8%)
<b>Face-to-Face Course Delivery</b>	24 (35.8%)
<b>Coaching and Mentoring</b>	24 (35.8%)
<b>Other</b>	2 (3%)

Those who noted 'Other' indicated that they 'could not afford to pay for more school'.

Respondents were asked to indicate to how much they would be willing to pay for training toward certification, if there were no other funding available (e.g.; study/training subsidies, the employer is willing to pay, etc.) Table 13 below indicates that the majority of respondents (54) indicated that they would be willing to contribute financially, at some level, for such training. Thirteen respondents indicated that they would not be able to pay.

<b>Table 13. How Much Would You Be Willing to Pay for Training</b>		
	Response	Frequency
<b>\$0</b>	13	19.4%
<b>Up to \$300</b>	33	49.3%
<b>Between \$300 and \$500</b>	17	25.4%
<b>Between \$500 and \$1,000</b>	2	3 %
<b>\$1,000 Plus</b>	2	3%

Survey respondents were asked to indicate how CDA could help, what type of support could it provide to its members around the issue of certification. A strong majority (52) indicated that it was important that the ‘steps to certification’ are open and accessible; 49 respondents indicated that having the CDA represent their interests in any certification process; and 47 indicated that the CDA should provide information to them regarding the purpose and benefits of certification.

<b>Table14. How Could CDA of PEI Help</b>	
Ways to Help	Respondents
<b>Ensuring that the ‘Steps to Certification’ are Open and Accessible to All</b>	52 (77.6%)
<b>Represent the Interests of its Membership and Others Working in CD</b>	49 (73.1%)
<b>Provide Information About the Purpose and Benefits of Certification</b>	47 (70.1%)
<b>Other</b>	5 (7.5%)

Those respondents that noted ‘Other’ indicated such things as:

- Ensure that the people who have worked/are working in the field but are ‘without credentials’ are not excluded.
- Ensure that all voices within the field are heard/considered (i.e.; one specific group/professions is not given ‘higher status’.
- That there are ‘grant opportunities’ to help with study costs.
- The CDA should lead this process – with funding to support the process.
- I’m new to the field – not sure of what CDA of PEI does.



Respondents were asked to indicate their interest in being kept informed about the certification discussion. Eight respondents indicated they would be interested in being a member of the certification working group.

<b>Table15. Nature and Extent of Ongoing Interest of Certification Initiative</b>	
<b>Nature and Extent of Interest</b>	<b>Respondents</b>
<b>I want to be regularly updated through newsletters, email, etc.</b>	50 (74.6%)
<b>I want to be informed/involved through periodic discussion and workshops</b>	28 (41.8%)
<b>I want to be updated through social media – Facebook, Twitter, etc.</b>	15 (22.4%)
<b>I want to be a member of the Career Development Certification Working Group</b>	8 (11.9%)

Survey respondents were asked which stakeholders should be involved in the certification working group. A strong majority (62) indicated that the CDA be a part of the working group. There was also strong support for a wide range of other government departments, employer groups, industry sectors, and education and training institutions. These are noted in the table below.

<b>Table16. Which Stakeholders Should Be Involved in the CD Certification Working Group</b>	
<b>Stakeholders to Involve</b>	<b>Respondents</b>
<b>Career Development Association of PEI</b>	62 (92.5%)
<b>Dept. of Workforce and Advanced Learning</b>	45 (67.2%)
<b>Employer Groups</b>	43 (64.2%)
<b>Education and Training Institutions</b>	41 (61.2%)
<b>Skills PEI</b>	40 (59.7%)
<b>Industry Sectors/Councils</b>	38 (56.7%)
<b>Dept. of Education, Early Learning, and Culture</b>	36 (53.7%)
<b>PEI Counselling Association</b>	31 (46.3%)
<b>School Boards</b>	22 (32.8%)
<b>Other</b>	6 (9%)

Those respondents who noted 'Other' indicated other stakeholder groups.

- Employment Assistance Services Agencies
- Workers Compensation Board
- Human Resources Firms or Companies
- PEI Counselling Association

#### 4.4 INTEREST IN THE DEVELOPMENT OF A CAREER DEVELOPMENT STRATEGY

Survey respondents were asked to indicate whether they felt a provincial career development strategy was needed. Forty-eight respondents indicated that they either ‘strongly agreed’ or ‘agreed’ that a strategy is needed. Another eighteen indicated that they ‘somewhat agreed’, while only one did not agree.

<b>Table 17. I agree that A Provincial Career Development Strategy is Needed</b>	
<b>Extent of Agreement</b>	<b>Respondents</b>
<b>Do Not Agree</b>	1 (1.5%)
<b>Somewhat Agreement</b>	18 (26.9%)
<b>Agree</b>	28 (41.8%)
<b>Strongly Agree</b>	20 (29.9%)
<b>Total</b>	67 (100%)

Respondents were asked to indicated, with respect to the development of a provincial career development strategy, what would be the most important elements to consider and include.

<b>Table 18. The Most Important Elements of a Provincial Career Development Strategy.</b>	
<b>Most Important</b>	<b>Respondents</b>
<b>That the outcomes are clearly defined (i.e.; what it is we are trying to achieve)</b>	52 (77.6%)
<b>There is a commitment of resources to achieve the outcomes (funding, staff)</b>	41 (61.2%)
<b>There is commitment and ‘but in’ from all key stakeholders.</b>	30 (44.8%)
<b>The indicators of success are defined, and an evaluation plan is in place</b>	11 (16.4%)

Respondents were asked to indicate the nature and extent of their ongoing interest in being kept informed about the career development strategy discussion. As indicated in Table 19, the majority (51) want to be kept informed through newsletters and email communication. Twenty-nine wish to have periodic opportunities to attend workshop updates and discussions; sixteen would prefer communication through other social media tools such as Facebook and Twitter. Eight respondents indicated they would be interested in being a member of the career development strategy working group.

<b>Table19. Nature and Extent of Ongoing Interest of CD Strategy Initiative</b>	
<b>Nature and Extent of Interest</b>	<b>Respondents</b>
<b>I want to be regularly updated through newsletters, email, etc.</b>	51 (76.1%)
<b>I want to be informed/involved through periodic discussion and workshops</b>	29 (43.3%)
<b>I want to be updated through social media – Facebook, Twitter, etc.</b>	16 (23.9%)
<b>I want to be a member of Career Development Certification Working Group</b>	8 (11.9%)

Survey respondents were asked which stakeholders should be involved in the strategy working group. A strong majority (62) indicated that the CDA be a part of the working group. There was also strong support for a wide range of other government departments, employer groups, industry sectors, and education and training institutions. These are noted in the table below.

<b>Table 20. Which Stakeholders Should Be Involved in the CD Strategy Working Group</b>	
<b>Stakeholders to Involve</b>	<b>Respondents</b>
<b>Career Development Association of PEI</b>	62 (92.5%)
<b>Department of Workforce and Advanced Learning</b>	51 (76.1%)
<b>Industry Sectors/Councils</b>	46 (68.7%)
<b>Skills PEI</b>	45 (67.2%)
<b>Department of Education, Early Learning, and Culture</b>	44 (65.7%)
<b>Employer Groups</b>	43 (64.2%)
<b>Education and Training Institutions</b>	42 (62.7%)
<b>PEI Counselling Association</b>	33 (49.3%)
<b>School Boards</b>	21 (31.3%)
<b>PEI Home and School Association</b>	20 (29.9%)
<b>Other</b>	6 (9%)

Those respondents who noted 'Other' indicated other stakeholder groups.

- Employment Assistance Services Agencies
- Workers Compensation Board
- Human Resources Firms or Companies
- Parent-led groups or associations
- Worker-led groups and associations
- Student-led groups and associations

#### 4.5 INTEREST IN NETWORKING OPPORTUNITIES WITHIN THE FIELD

With respect to networking, and having opportunities to connect up with others working in the career development field, survey respondents were asked how they are/stay connected with other colleagues. The majority of respondents are most connected through their workplace. Having the opportunity to attend/participate in things like workshops, conferences, career/job fairs, and industry sponsored career/employment related events and worksites visits were noted by many respondents.

<b>Table 21. Networking: I am Connected with Others in the CD Field</b>	
<b>Where/How I am Connected</b>	<b>Respondents</b>
<b>My workplace</b>	61 (91%)
<b>CDA of PEI workshops, newsletters, and conferences</b>	39 (58.2%)
<b>Career Fairs – Job Fairs</b>	32 (47.8%)
<b>Industry sponsored events and worksite visits</b>	21 (31.3%)
<b>University and College sponsored courses</b>	3 (4.5%)
<b>Other</b>	8 (11.9%)

Survey respondents indicated that networking and connectivity are important within the career development field; a strong majority of respondents (57) would like to be more aware of ‘who is doing what’ within the field.

<b>Table 22. With Respect to Future Networking and Collaboration Opportunities I Would</b>	
<b>Information and Opportunities</b>	<b>Respondents</b>
<b>Like to be more aware of ‘who is doing what’ on PEI</b>	57 (85.1%)
<b>A chance to attend workshops with other stakeholders (e.g.; parents, community leaders, employers, etc.)</b>	49 (73.1%)
<b>Opportunities to come together with regional colleagues to work together to address local issues</b>	39 (58.2%)
<b>Have more outside my workplace ‘field visit’ opportunities (information interviews, worksite visits, job shadowing, etc.)</b>	28 (41.8%)
<b>Other</b>	2 (3%)

With respect to how CDA of PEI could help strengthen ‘connectivity’ between and among career development practitioners, and support more networking opportunities, survey respondents noted things such as more discussion workshops and events, and establishing a database of professionals working within the field.

<b>Table 23. How CDA of PEI Could Help</b>	
<b>Ways to Help</b>	<b>Respondents</b>
<b>Set up/coordinate regional workshops to update issues and/or invite discussion on local issues (e.g.; youth underemployment, youth transitions, etc.)</b>	52 (78.8%)
<b>Establish a database of career development practitioners within PEI, make the database available to CDA members</b>	47 (71.2%)
<b>Other</b>	3 (4.5%)

**4.6 INTEREST IN BECOMING MORE INVOLVED WITH CDA OF PEI WORKING GROUPS AND BOARD ACTIVITY**

Survey respondents were asked if they were interested in being involved in the CDA of PEI’s Certification Working Group. Sixteen persons responded ‘yes’ to this question.

<b>Table 24. I am Interested in Being Involved in the Certification Working Group</b>		
	<b>Response</b>	<b>Frequency</b>
<b>Yes</b>	16	23.5%
<b>No</b>	51	76.5%
<b>Total Registrations</b>	67	100%

Survey respondents were asked if they were interested in being involved in the CDA of PEI’s Career Development Strategy Working Group. Twenty persons responded ‘yes’ to this question.

**Table 25. I am Interested in Being Involved in the CD Strategy Working Group**

	Response	Frequency
<b>Yes</b>	20	29.4%
<b>No</b>	47	70.6%
<b>Total Registrations</b>	67	100%

Survey respondents were asked if they were interested in being involved in the CDA of PEI’s Networking Working Group. Eighteen persons responded ‘yes’ to this question.

**Table 26. I am Interested in Being Involved in the CDA Networking Working Group**

	Response	Frequency
<b>Yes</b>	18	25.5%
<b>No</b>	49	75.5%
<b>Total Registrations</b>	67	100%

Survey respondents were asked if they would like to be a board member of CDA of PEI. Thirteen persons responded ‘yes’ to this question.

**Table 27. I Would Like to be a Board Member of CDA of PEI**

	Response	Frequency
<b>Yes</b>	13	19.1%
<b>No</b>	54	80.9%
<b>Total Registrations</b>	67	100%

## Summary

Sixty-seven career development practitioners responded to the survey; this represents more than one-half of the initial target group (122) to which it was disseminated. The survey results provide a broad profile of those working in the profession on PEI. Survey respondents indicated a strong interest in the issues of professional certification, the development of a career development strategy, and broader opportunities for more networking within the profession. Many would like to see these issues further explored and/or pursued by CDA of PEI, and they wished to be kept informed and up-to-date as developments unfold.

In addition, a number of respondents indicated that they would be prepared to sit on and contribute to CDA Working Groups set up to further explore and work on the issues of certification, strategy development and networking.

## SECTION V: SUMMARY AND CONCLUSION

It is evident on a number of levels that career development is increasingly seen as a critical function in helping a range of Islanders better prepare for entry into the labour market. While secondary, post-secondary students and young adults are important target groups, other important groups include: mature workers, persons with disabilities, persons experiencing mental health issues, First Nations, ethnic groups, and newcomers. A provincial career development strategy would need to include provisions to assist persons from all groups to become more successfully integrated into the Island workforce. Since its inception, the Career Development Association of PEI has had this broad focus as part of its mandate.

It is clear that the need for a provincial career development strategy is now more urgent than ever; with a rapidly aging workforce, and a shrinking school aged population cohort, the need to assist and support all Islanders in making relevant career study decisions is a critical element of any future provincial workforce strategy. There is a convergence of views emerging on the importance of moving forward as a province to better prepare all groups in the labour market to take their place in our Island society and community as resourceful, energetic and committed workers, entrepreneurs and businesses and community leaders.

The CDA of PEI is well positioned to play a strong leadership and influencing role in working with the government, and other relevant stakeholders, to put a provincial career development strategy in place; and work with its members to establish and implement a provincial certification program.



## SECTION VI: PROPOSED NEXT STEPS

As noted throughout this report, there is a higher level of awareness regarding the reality that many Islanders are 'missing out' on formal career development experiences and opportunities. This includes secondary, post-secondary students and young adults, mature workers, persons with disabilities, persons experiencing mental health issues, First Nations, ethnic groups, and newcomers. And it is evident that there is a convergence of views emerging about the importance of a more focused career development approach within the province.

There is the opportunity for CDA of PEI to become one of the key leaders in advancing the career development agenda within the province. In order for CDA of PEI to 'set the stage' for it to assume a primary role in this process going forward, the following next steps are proposed:

### Internal:

- Disseminate the findings of this report to its membership; provide opportunities for members to meet (regional sessions) to review and discuss.
- Use the regional sessions to build up and reinforce the networking and collaborative capacity of the CDA, and to build support for the Association's mandate.
- Develop terms of reference for the working groups on the development of a provincial strategy, certification, and networking; set up the groups and recruit members to each group.

### External:

- Disseminate the findings of this report to key departments within government; request an opportunity to meet with department officials to discuss results; explore potential partnership options. (initial departments to approach would include Workforce and Advanced Learning, and Department of Education, Early Learning, and Culture).
- Using the report's findings and results, prepare a proposal to seek government funding for CDA of PEI; this funding would be to:
  - Support CDA's mandate to be highly involved in a collaborative process to help with the development of a provincial career development strategy.
  - Support the development, implementation, and management of a provincial career development certification for practitioners working in the field.
  - Complete an inventory of the scope and nature of career development activities and initiatives that are currently taking place across the province.

## APPENDIX A. CAREER DEVELOPMENT PRACTITIONER SURVEY QUESTIONNAIRE

### Career Development Influencer's Survey Questionnaire

As a follow-up to its recent annual conference, the Career Development Association of PEI Inc. is asking you to complete the following survey questionnaire. The questionnaire is designed to find out: information about the profile of people working in the career development field; and their views and perspectives on the questions of certification, strategy development, and networking. The results of the survey will be used by CDA of PEI Inc. to better understand your views regarding these initiatives. The results of the survey will be presented at our AGM to be held later in November. The survey should take 12-15 minutes to complete. There is a Chance to Win a Prize!! At the end the survey, you will have an opportunity to put your name into a draw for a \$60 gift certificate to a restaurant of your choice on PEI. Click <<NEXT>> to begin.

### About you

This section of the survey invites you to tell us a bit about yourself.

#### Number of years in the career development field – or teaching/supporting career related courses.

- 0-5
- 5-10
- 10-15
- 15 plus

#### My work is mostly with the following target group(s):

*Check all that apply*

- With Students (Secondary)
- With Students (Post Secondary)
- With Young Adults (18-30 - not-in-school)
- With Older Adults (30 plus)
- With Employers (HR focus)
- Management – develop, manage, and/or deliver career focused programs
- Research and policy development
- Other, please specify... \_\_\_\_\_

**About you**

**My actual job title is:**

- Teacher
- School Counselor
- School Administrator
- Curriculum Specialist
- Career Development Practitioner
- Career Development Counsellor
- Employment Counsellor
- Labour Market Information Specialist/Officer
- Program/Project Officer
- Research and Policy Analyst
- Human Resource Manager/Coordinator (Private business)
- CEO/Director – private business
- Executive Director (community non-profit organization)
- Other, please specify... \_\_\_\_\_

**My Place of Employment is:**

- Secondary School (Intermediate, High School, or School Board)
- Holland College
- Private College
- L'College Acadie
- UPEI
- Career Development Services
- Private Business/Corporate Sector
- Registered Charity
- Not-For-Profit Organization
- Employment Assistance Services (EAS), please specify... \_\_\_\_\_
- Provincial Government Department, please specify... \_\_\_\_\_
- Federal Government Department, please specify... \_\_\_\_\_
- Other, please specify... \_\_\_\_\_

**About you**

**My highest level of educational attainment is:**

- Some High School
- High School Diploma
- Private Training Diploma and/or Certificate
- College Certification or Diploma
- Bachelor Degree
- Masters Degree
- PhD
- Other, please specify... \_\_\_\_\_

**I currently hold some level of career development training/education?**

- Yes
- No

**If yes, please indicate:**

The designation you currently hold

Which training institution or program you received the designation from

**About you**

**I am currently a member of CDA PEI Inc.**

- Yes
- No

**I would like to become a member of CDA of PEI Inc.**

- Yes
- No

**I would like to be a Board Member of CDA of PEI Inc.**

- Yes
- No
- I am currently a board member of CDA of PEI Inc.

## Conference Objectives

CDA of PEI Inc. wishes to represent and support your interests with regard to the issues of certification, strategy development, and networking and collaboration. Your responses to the following survey questions will assist us in doing this.

### Career Development Certification

*Please click on the degree of your interest*

	Not Interested	Somewhat interested	Interested	Very interested
To what degree are you interested in the development of a provincial career development certification program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Please indicate what would be important/necessary for you?

*Check all that apply*

- That the benefits of becoming certified are clear
- That the core competencies for certification are defined
- That there is 'up front buy in' from industry sectors, employers, educational institutions and government
- Other, please specify... \_\_\_\_\_

### What are various study options and supports that would be important to you?

*Check all that apply*

- In-house training
- Independent study
- Web-based courses (college, university, or private training institution)
- Blended learning (classroom and online)
- Face-to-face course delivery (college, university, or private training institution)
- In-person workshop/seminar
- Online workshop/seminar
- Conferences
- Coaching and mentoring
- Recognition of prior learning and experience (PLAR)
- Other, please specify... \_\_\_\_\_

### **Career Development Certification**

**If your employer were not in a position to assist with the costs of your professional development, how much would you be willing to pay for professional development annually?**

- \$0
- Up to \$300
- \$300-\$500
- \$500-\$1000
- \$1000 plus

### **How CDA of PEI Inc. could help:**

*Check all that apply*

- Provide information regarding purpose and benefits of certification
- Represent the interests of its membership, and those working in career development, to industry sectors, employers, and government
- Ensure that the 'steps to certification' are open and accessible to all influencers in the field
- Other, please specify... \_\_\_\_\_

### **Career Development Certification**

In going forward, it is anticipated that CDA of PEI Inc., and its members, will have opportunities for input and involvement in the development of a certification process.

Please indicate the nature and extent of your interest in the career development certificate initiative.

*Check all that apply*

- I want to be regularly updated in the form of newsletters via email
- I want to be regularly updated via social media - Facebook, Twitter, etc.
- I want to be informed and involved through periodic discussion and/or workshops
- I want to be a member of the Career Development Certification Working Group

**Which stakeholders should be involved in the Career Development Certification Working Group?**

*Check all that apply*

- CDA of PEI Inc.
- Industry sectors/councils
- Employer groups
- Skills PEI
- School Boards
- PEI Counselling Association
- Education and training institutions
- Department of Education, Early Learning and Culture
- Department of Workforce Development and Advanced Learning
- Other, please specify... \_\_\_\_\_

**Career Development Strategy**

**Please select your level of agreement with the following statement.**

	Do not agree	Somewhat agree	Agree	Strongly agree
I agree that a Provincial Career Development Strategy is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please rate the following important elements of a Provincial Career Development Strategy in the order of priority:**

*With '1st' being top priority, to '4th' lowest priority.*

	1st	2nd	3rd	4th
There are clearly defined outcomes for the strategy; (i.e. what is it we are trying to achieve as a province?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is commitment and 'buy-in' from all key stakeholders to achieve the stated outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a commitment of the needed resources (funding, training and development, etc.) to achieve the stated outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 'indicators of success' are defined, and an evaluation plan is in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If there are other important elements of a Provincial Career Development Strategy not listed above, please describe:

### **Career Development Strategy**

In going forward, it is anticipated that CDA of PEI Inc., and its members, will have opportunities for input and involvement in the development of a career development strategy.

**Please indicate the nature and extent of your interest in the provincial Career Development Strategy initiative.**

*Check all that apply*

- I want to be regularly updated in the form of newsletters via email
- I want to be regularly updated via social media - Facebook, Twitter, etc.
- I want to be informed and involved through periodic discussion and/or workshops
- I want to be a member of the Career Development Strategy Working Committee

**Which stakeholders should be involved in the Career Development Strategy Working Committee?**

*Check all that apply*

- CDA of PEI Inc.
- Industry sectors/councils
- Employer groups
- Skills PEI
- School Boards
- PEI Counselling Association
- Education and training institutions
- Department of Education, Early Learning and Culture
- Department of Workforce Development and Advanced Learning
- PEI Home and School Association
- Other, please specify... \_\_\_\_\_



## Networking and Collaboration

Promoting and providing opportunities for ongoing networking and collaboration between and among those working within the career development field is one of the key mandates of CDA of PEI Inc. The Association is interested your input into how it can continue to serve you in this role.

**With respect to networking and collaboration, I am connected to others in the career development field through:**

*Check all that apply*

- My workplace
- CDA of PEI workshops, newsletters, and conferences
- University and College sponsored courses
- Career Fairs – Job Fairs
- Industry sponsored events and worksite visits
- Other, please specify... \_\_\_\_\_

**With respect to future networking and collaboration opportunities I would:**

*Check all that apply*

- Like to be more aware of ‘who is doing what’ within PEI
- Opportunities to come together with regional colleagues to work together to address, consult on local issues
- A chance to attend workshops focused on working with other important stakeholders (e.g. parents, community leaders, employers, etc.)
- Have more outside my workplace ‘field visit’ opportunities (information interviews, worksite visits, job shadowing, etc.)
- Other, please specify... \_\_\_\_\_

## Networking and Collaboration

**In going forward CDA of PEI Inc. will continue to promote networking and collaboration opportunities to career development influencers. This is an area where everyone can be involved; please indicate the nature and extent of your interest in helping with our networking and collaboration initiatives.**

I am interested and I would consider:

- Helping out with special events (e.g. local workshops, the Annual Conference, etc.)
- Becoming involved with CDA of PEI Inc. Networking Working Groups

**How CDA of PEI Inc. could help:**

*Check all that apply*

- Establish a database of career development practitioners within PEI; make the database available to CDA of PEI members
- Consider establishing and/or coordinating periodic regional workshops to update on new developments and/or invite discussion on a more localized issue (e.g. youth underemployment, youth transitions, leaving school/drop outs)
- Other, please specify... \_\_\_\_\_

**Survey Prize Draw and Future Involvement**

Thank you for taking the time to complete the anonymous portion of the survey. Please click <SUBMIT> below to complete the survey. You will be redirected to a separate page to be entered in the Prize Draw for a \$60 gift certificate to a restaurant of your choice on PEI and to request opportunities **for future collaboration with Career Development Association of PEI.**

**CDA of PEI Inc. thanks you for completing this survey!!!**