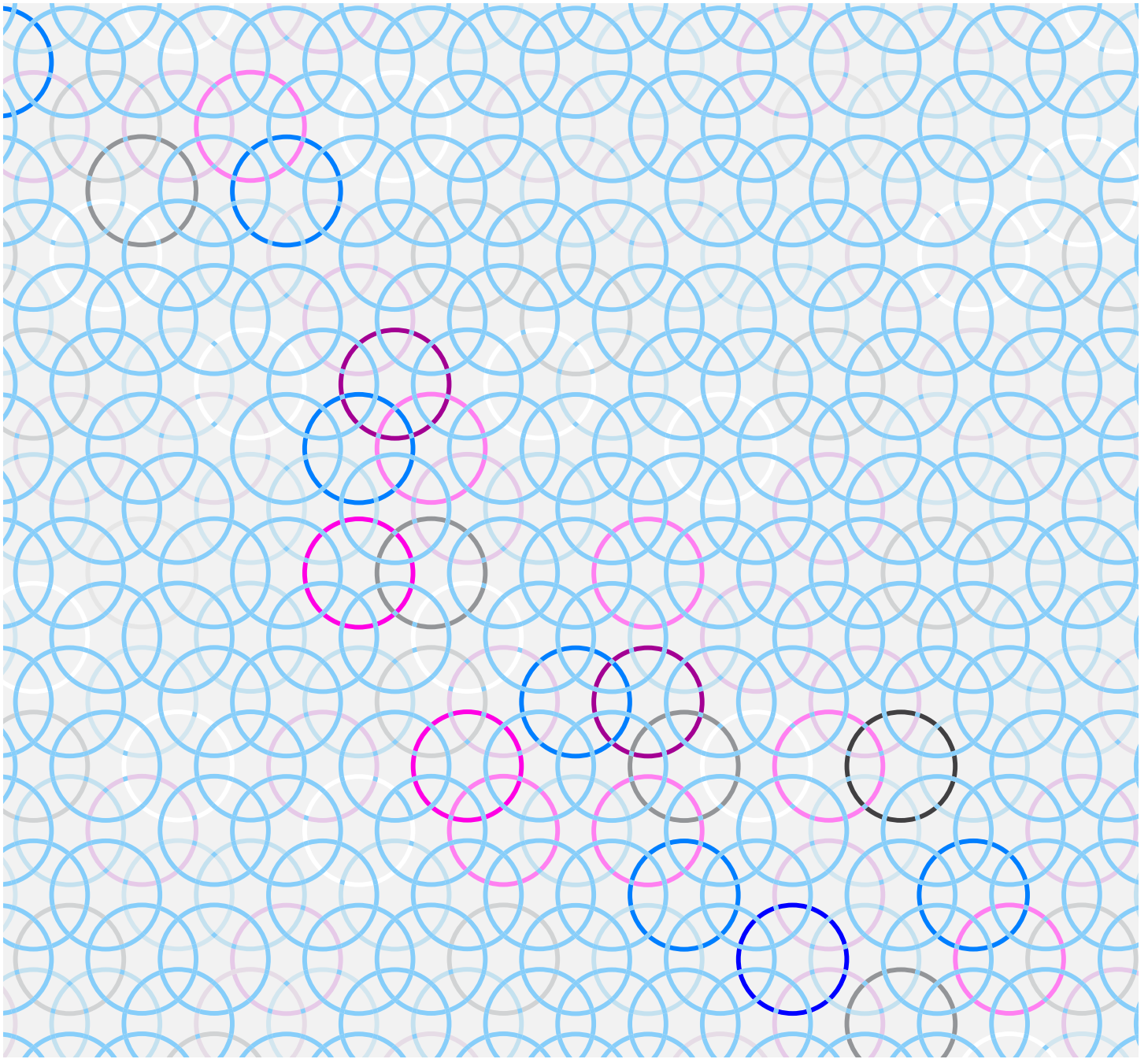




Career Development Professional Centre

Interim Project Report

May 2024

Blueprint

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About the Future Skills Centre

The [Future Skills Centre](#) (FSC) is a forward-thinking centre for research and collaboration dedicated to driving innovation in skills development so that everyone in Canada can be prepared for the future of work. We partner with policymakers, researchers, practitioners, employers and labour, and post-secondary institutions to solve pressing labour market challenges and ensure that everyone can benefit from relevant lifelong learning opportunities. We are founded by a consortium whose members are Toronto Metropolitan University, Blueprint, and The Conference Board of Canada, and are funded by the Government of Canada's Future Skills Program.

Le Centre des Compétences futures (CCF) est un centre de recherche et de collaboration avant-gardiste qui se consacre à l'innovation dans le domaine du développement des compétences afin que toutes les personnes au Canada soient prêtes pour l'avenir du travail. Nous travaillons en partenariat avec des personnes chargées de l'élaboration des politiques, des personnes chargées de la recherche, des spécialistes, des employeurs et des travailleuses et travailleurs, ainsi qu'avec des établissements d'enseignement postsecondaire, afin de résoudre les problèmes urgents du marché du travail et de veiller à ce que chacun puisse bénéficier de possibilités pertinentes d'apprentissage tout au long de la vie. Nous sommes fondés par un consortium dont les membres sont l'Université métropolitaine de Toronto, Blueprint et le Conference Board of Canada, et nous sommes financés par le Programme du Centre des compétences du gouvernement du Canada.

About Blueprint

[Blueprint](#) was founded on the simple idea that evidence is a powerful tool for change. We work with policymakers and practitioners to create and use evidence to solve complex policy and program challenges. Our vision is a social policy ecosystem where evidence is used to improve lives, build better systems and policies and drive social change.

Our team brings together a multidisciplinary group of professionals with diverse capabilities in policy research, data analysis, design, evaluation, implementation and knowledge mobilization.

As a consortium partner of the Future Skills Centre, Blueprint works with partners and stakeholders to collaboratively generate and use evidence to help solve pressing future skills challenges.



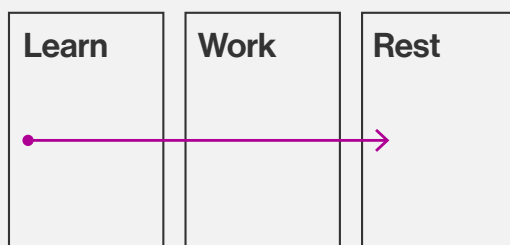
Preface

Canada's economy is rapidly transforming due to technological advancements, particularly in automation and AI. This wave of innovation is reshaping the job market. For Canadians to thrive in within the digital age, workers must be agile and ready to upskill, reskill and/or transition to new careers.

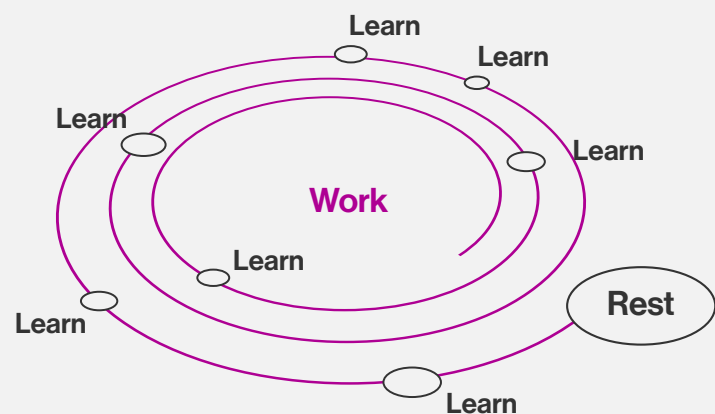
Despite this need, Canada's existing skills development landscape is not designed to support workers seeking to upskill and reskill while remaining employed. Our skills development policies and programs tend to assume a linear 'learn-work-rest' lifecycle and are not well-positioned to help workers engage in a more continuous cycle of acquiring new knowledge throughout their working lives (**Figure 1**). Currently in Canada, we have two strong pillars for learning – our public education system and employment services for the unemployed – but we are missing a “third pillar” that provides career and skills development for working individuals seeking to upgrade their skills or make career transitions.

Figure 1 | Moving Towards a Cyclical Learning Model

Linear model



Cyclical model



Career services are increasingly being recognized as a key lever in supporting this future third pillar. They can facilitate smoother transitions; reduce barriers to information, training and employment; and foster confidence and self-awareness for better decision-making in training and careers. These services can also help employers identify and express their current and future skills needs, improving visibility among workers and aiding in skills matching. However, many adults in Canada are unaware of career services and their benefits. Working adults tend not to engage with these services, and restrictive eligibility criteria limit access to publicly funded career services to people who are unemployed. Further, in most regions, these services are not designed to serve employers, making it difficult to meet their workforce needs effectively.

To address these challenges, the Future Skills Centre (FSC) and Blueprint have launched the [Re-imagining Career Services](#) initiative (formerly called Responsive Career Pathways).

Re-imagining Career Services is developing innovative, future-oriented career service models to better support workers and employers facing labour market disruptions, especially mid-career workers and small- and medium-sized enterprises that are set to experience increasing economic uncertainty amid a rapidly changing labour market.

Together with our partners – The Canadian Career Development Foundation, MixtMode, The Manitoba Institute of Trades and Technology, Douglas College and The Nova Scotia Departments of Labour, Skills and Immigration and Economic Development – Blueprint is leading three user-centred innovation projects. These projects are designing and testing new approaches to career services and generating evidence to inform a future third pillar of Canada’s learning ecosystem that focuses on working adults.

About this report

This report presents early findings from the Career Development Professional Centre (the Centre), one of three projects in the Re-imagining Career Services initiative. The Centre is a pan-Canadian professional centre of excellence launched by the Canadian Career Development Foundation (CCDF) and MixtMode, with support from the Future Skills Centre, to foster professional identity and connection, encourage collaboration, drive innovation and facilitate overall advancement for career development professionals. The Centre aims to play a pivotal role in unifying the career development sector and addressing many of the challenges faced by career development professionals across Canada, at scale.

Interim findings are based on data collected by Blueprint and CCDF from April to October 2023. All findings should be considered preliminary due to the Centre's early stage of development.

This report is organized into five sections:

- **Section 1: Introduction** (pp. 11-15) illustrates the critical role for career development professionals in Canada's learning ecosystem and the challenges they currently face in fulfilling their potential.
- **Section 2: About the Centre** (pp. 16-19) outlines the goals and components of the Career Development Professional Centre, how it was developed and its progress to date.
- **Section 3: Methodology** (pp. 20-23) shares Blueprint's approach to evidence generation and our learning agenda and data sources used.
- **Section 4: Early findings** (pp. 24-39) presents interim findings on the Centre's foundational training and online platform, focused on access and utilization, user experience and outcomes.
- **Section 5: Concluding thoughts and next steps** (pp. 40-41) summarizes what we're learning so far and what's next for the Centre and our evidence generation activities.



Executive Summary

Canada's labour market is undergoing significant transformation due to globalization, automation, an aging population and the far-reaching effects of the COVID-19 pandemic. In this evolving landscape, workers must be agile and ready to upskill, reskill and transition to new careers. But Canada's learning ecosystem is not designed to support these transitions. Our skills development policies and programs tend to assume a linear “learn-work-rest” trajectory rather than a continuous cycle of acquiring new knowledge and skills. In essence, we are missing a “third pillar” of career services: those for working adults who are actively seeking opportunities to upgrade their skills and make meaningful career transitions.

While some Canadians have access to career coaches via their employers or by paying for these services directly, most either do not have access or cannot afford to pay out of pocket. Thus, a vital public policy question is how to ensure equitable access to high-quality, affordable career services for all Canadians.

Career development professionals (CDPs) operating in publicly funded employment services have the potential to play a critical role in delivering these “third pillar” services. They can assist individuals in balancing learning and work, acquiring and enhancing skills, seeking employment and accessing services that bolster personal and professional growth. But to realize this potential, CDPs working in public systems must overcome a set of interconnected challenges, ranging from a lack of sector cohesion and standardized credentials to limited opportunities for professional development and the means to stay on top of the evolving workforce landscape and in-demand skills.

In response to these challenges, the Canadian Career Development Centre, MixtMode and Blueprint are designing and testing a pan-Canadian professional centre of excellence for career development professionals: the Career Development Professional Centre (the Centre).

The Centre aims to elevate CDP capacity and professional identity and equip the sector to deliver high-quality person-centred career services. The Centre includes five components:

Building a New Era Foundational Training	This 30-hour hybrid course covers the fundamental principles of working in career development services, providing a foundation for further learning. It includes self-paced online modules, Zoom sessions and face-to-face components.
Social Learning Community (and Events Calendar)	The Social Learning Community acts as a dynamic hub for CDPs to interact, share insights and engage in discussions, while the Events Calendar shares information on Canada-wide and international training events, fostering connections between CDPs, leaders and experts in the field.
Resource Library	The Library provides CDPs with current summaries of peer-reviewed literature, offering accessible insights in both French and English for frontline professionals.
National Certification	The Centre acts as a central repository for the newly published Pan-Canadian Competency Framework for Career Development Professionals, ensuring easy access and promoting application by CDPs, their employers and training providers.
Advocacy	The Centre’s leadership team leverages relationships with government bodies and stakeholders to offer timely, research-based policy briefings. This helps transition from awareness to policy integration and practical application.

The Centre was launched in spring 2023. The first phase focused on launching the **Building a New Era Foundational Training, Social Learning Community and Resource Library**. The training was delivered though three online modules and one in-person module. The Social Learning Community and Resource Library are housed together on the Centre’s online platform. In this interim report, we share findings from the launch of these three components, from April to October 2023.

Key findings

The Centre has reached about 450 training participants and almost 1,000 registered users on its online platform.

Training was delivered in 29 cohorts across 12 provinces and territories, including six Indigenous-focused cohorts and two cohorts conducted in French. Participants reflected a range of organizations (e.g., public employment services, settlement services, private sector, etc.) and client groups (e.g., newcomers, youth, Indigenous people, etc.). A total of 957 users created an account on the online platform, with the Social Learning Community seeing the highest uptake relative to other features.

Training participants are highly satisfied with their learning experience.

Almost nine in 10 participants were satisfied with the training content (89%) and its relevance to their work (88%), and 86% said they would recommend the training to their colleagues.

Training improved participants' understanding of career development practice and its core skills

Most participants (88%) felt more confident and capable in their practice due to the training. The highest increases were observed in applying the steps of the career development process (+49%), appreciating the scope of the career development field (+48%) and recognizing the drivers behind the changes in the world of work (+44%).

Training learnings could be applied in practice.

At the end of the training, 91% of participants felt they would have an opportunity to put their learning into practice. Four months later, 95% said they had applied what they learned in the training.

Both the foundational training and the platform are fostering a sense of community and professional identity.

Centre users (across the training and the platform) said that the Centre helped them feel more a part of a professional community (83%) and more connected with others in the field (65%). This was especially true for training participants: 89% said they felt more connected to the CDP community following the training.

Overall, training participants, platform users and other stakeholders are excited about the Centre's potential for addressing unmet sector needs and anticipate that awareness and benefits of its offerings will continue to grow.

Next steps

As the Centre moves into its next phase of development, future activities will include:

- an online onboarding tool to support CDPs new to the sector;
- a pan-Canadian survey of managers and supervisors to determine their learning needs and develop tailored supports;
- a new national certification standard; and
- new Social Learning Community content, including live “ChatCDP” sessions, focused discussions, skills development sessions and hosted panel discussions.

The next stage of evidence generation will aim to engage a higher proportion of the Centre’s users in our research to better assess the Centre’s value and utility in the career services landscape. Future reporting will also evaluate other upcoming components of the Centre (e.g., advocacy efforts and national certification processes) along with its long-term sustainability to support Canada’s CDP community.



1. Introduction

1.1 The missing ‘third pillar’

Canada’s labour market is undergoing significant transformation, driven by the influences of globalization, automation, an aging population and the far-reaching effects of the COVID-19 pandemic. In this evolving landscape, Canadians are facing more frequent job and career changes, and often require support to help them navigate these shifts effectively.

To thrive in this evolving landscape, workers must be agile and ready to upskill, reskill and transition to new careers. But Canada’s learning ecosystem is not designed to support these transitions. Our skills development policies and programs tend to assume a linear “learn-work-rest” trajectory rather than a continuous cycle of acquiring new knowledge and skills. Canada boasts a robust public education system and a strong “second pillar” that helps individuals who are unemployed find work. But there is a glaring gap for those seeking to upskill and reskill while remaining employed.

To meet the needs of those seeking to upskill or reskill while remaining employed, Canada urgently needs to build a “third pillar” focused on working adults. The need to address this missing third pillar was identified by Canada’s Advisory Council on Economic Growth in their [Learning Nation Report \(2017\)](#).

This missing third pillar was further explored in Blueprint’s recent [Responsive Career Pathways](#) research paper series. A key finding was that while some working Canadians have access to career coaches via their employers or by paying for these services directly, most either do not have access or cannot afford to pay out of pocket. Thus, in this era of rapid labour market change, a key public policy question is how to ensure equitable access to high-quality, affordable career services for all Canadians.

While Blueprint’s research identified Career Development Professionals (CDPs) operating in publicly funded employment services as having the potential to play a role in delivering third pillar services, the research also identified several challenges that would need to be overcome for CDPs to realize this potential. (See **Box 1** for more information about CDPs in the Canadian context).

| **Box 1** | Understanding the Career Development Sector in Canada

Who are career development professionals in Canada?

“Career development professional” (CDP) is a designation that describes a wide variety of roles. CDPs vary significantly in terms of their experience, education, professional accreditation/certification, salaries, client base, working environments and available resources. This variability presents challenges in gathering comprehensive and reliable data about CDPs: there is no reliable public information on the total number of CDPs in Canada and their characteristics.

CDPs in Canada work across a range of settings, including the charitable/public/non-profit sector, secondary and post-secondary institutions and in the private/corporate sector. A [recent CERIC survey](#) suggests that the most common work setting for CDPs is in non-profit organizations that are delivering employment services funded through provincial and territorial employment service systems.

Challenges CDPs face operating in publicly funded employment services systems

To understand the challenges that CDPs face, it is helpful to understand the broader policy context.

- In Canada, provincial and territorial employment services have historically prioritized what some have referred to as a “fail-first” approach, which assists individuals only after they become unemployed. Employment services also tend to emphasize a “work-first” approach that emphasizes rapid job placement.
- In this context, there is often a perceived tension between investing in upfront services, like career development (which may facilitate better matches and more sustainable employment), versus other services, like job search assistance, that facilitate more rapid employment. Given this tension, many provinces and territories have historically underinvested in career development skills frameworks.
- We note that this pattern may change as more provinces and territories are shifting to policy frameworks that include sustainable employment as key outcomes measures.

A further challenge CDPs face is that because employment services are provincial and territorial responsibilities, this means there are as many as 13 approaches to providing career services. While this flexibility is essential to ensuring that employment services meet provincial and territorial needs, it can be challenging for jurisdictions to invest in capacity building and to stay abreast of technological advancements to innovate and enhance service offerings. This is especially true for technological innovations that require substantial upfront investments, such as for AI-powered digital services.

| **Box 1** | Understanding the Career Development Sector in Canada

Professionalization and building sector capacity

Despite the challenges described above, there have been significant advancements in the effort to standardize the role of CDPs in Canada. For example, the sector is currently moving towards national certification through the Pan-Canadian Career Development Professional Competency Framework. This framework describes effective performance, knowledge, understanding and abilities for CDPs and can be used by the public, employers, training providers and current and future CDPs. Once a national certification program is launched, the Competency Framework will underpin the designation requirements. See **Appendix 1** for more information.

1.2 Challenges CDPs face in realizing their potential

Building on Blueprint's research, the Canadian Career Development Foundation (CCDF) conducted a study exploring the needs of CDPs working in publicly funded employment systems. Together, this research identified four key challenges CDPs face in reaching their full potential to support Canadians with high-quality career services.

1. **Limited access to professional development, especially for working professionals:** CDPs need access to training aligned with professional standards to help them stay updated with the evolving demands of their roles and industry changes. However, both new and experienced practitioners face challenges accessing relevant professional development opportunities. This training gap can be traced to a historical misalignment with the policy priorities of most employment services systems. (See Box 1 for more information on this policy context).
2. **Limited uptake of certification due to barriers related to value, costs and effort:** Quebec is the only province in Canada that has adopted mandatory certification for CDPs. In regions where certification is voluntary, CDPs often view certification as difficult, somewhat costly to obtain and lacking job market value and recognition. This contributes to a fragmented professional landscape and inconsistent standards, which impact the overall credibility and cohesion of the profession.
3. **Limited access to modern technologies that could streamline processes and improve service access and quality for clients:** Technological advances and service digitization create an opportunity for CDPs to allocate more of their time to the human side of services and to focus efforts on clients with the greatest needs. However, the career development sector encounters challenges in adopting modern technologies, hindered by limited funding and difficulties integrating new technology with older infrastructure. This impedes the sector's capacity to streamline processes, provide efficient career services and adapt to evolving digital trends.

- 4. Low level of professional identity:** The lack of rigorous and consistent recruitment standards, variations in job titles and roles for similar types of work, and the multitude of career associations and organizations in Canada are all factors that complicate cohesion and professional identity in the sector. This makes it harder for CDPs to align on goals and strategies for meeting Canada's career development needs.

In addition to these challenges, CDPs are increasingly expected to face two interconnected pressures from the changing landscape of career development and client needs:

- 1. Upskilling and reskilling pathways:** As Canada's training programs continue to proliferate and the training marketplace becomes more complex, it is increasingly challenging for CDPs to assess quality and determine the value and suitability of different offerings. With rapid shifts in skills demands and more Canadians seeking upskilling and reskilling, CDPs need to deepen their understanding of in-demand skills. This includes identifying transferable skills, recognizing skill gaps and finding the most effective and efficient ways to bridge them. To effectively guide individuals through this dynamic landscape and help clients thrive, CDPs must actively engage with the latest advancements in these areas, continuously updating their expertise and staying abreast of emerging trends and educational opportunities.
- 2. New segments of the labour market needing career services:** Career services traditionally focus on individuals facing labour market barriers. The evolving workforce landscape, influenced by advancements in AI, technology and the impact of climate change, underscores the need to serve individuals proactively before they encounter unemployment. There is also a growing need for career services to facilitate transitions and advancements for mid-level professionals, as well as to support small- and medium-sized businesses in meeting their workforce development requirements.

Taken together, these factors point to a need for enhanced collaboration to address pan-Canadian challenges at scale and strengthen the overall impact of career services.

1.3 Responding to challenges by building capacity

In response to these challenges, CCDF, MixtMode and Blueprint have partnered on a project to design and test a pan-Canadian professional centre of excellence for career development professionals called the Career Development Professional Centre (the Centre). See **Box 2** for more information about CCDF and MixtMode.

| **Box 2** | Project partners

About CCDF

The Canadian Career Development Foundation (CCDF) is a non-profit organization that works to enhance career services and develop practitioner capacity. Based in Ottawa, CCDF has worked in career development for over four decades. The organization has considerable experience designing programs, developing training resources for practitioners and providing thought leadership for the career development sector in Canada and internationally. CCDF developed and maintains Canada's Competency Framework for Career Development Professionals, a key foundational resource for career development professionals.

About MixtMode

MixtMode is a consulting agency that offers relevant and innovative career development solutions for practitioners, service providers, educational institutions and governments. With a history of operating government-funded career services for 25 years in British Columbia, combined with groundbreaking work in online delivery and service/systems planning with national and international governments, MixtMode has a comprehensive understanding of all facets of the career development sector. Their mission is to leverage and strengthen career services to meet changing labour market demands to ensure all individuals can positively engage in their career journey.

This user-centred innovation project is exploring how the Centre is fostering greater collaboration, cohesion and knowledge-sharing among CDPs. Launched in spring 2023, the Centre is a virtual entity designed to provide pan-Canadian leadership within the career development profession through:

- maintenance of national standards;
- addressing gaps in training and professional development;
- resources and evidence on best practices; and
- a social learning community.

The Centre has the potential to play a pivotal role in unifying the career development sector and addressing many of the challenges faced by CDPs across Canada, at scale. In doing so, it would support a stronger return on investment in public employment and training services and better position CDPs to respond effectively to the future career development needs of workers and employers in Canada.



2. About the Centre

2.1 Designing an evidence-informed model

CCDF and MixtMode drew on the research findings discussed in the previous section, along with their decades of expertise in enhancing career services and developing practitioner capacity, to identify the need for the Centre and to shape their understanding of its prototype design.

To validate the idea for the Centre and gain a deeper understanding of the sector's needs, CCDF conducted a feasibility study in spring 2022. This study included nearly 30 stakeholder interviews, 47 community engagement sessions involving almost 450 participants and an online survey that received over 560 responses.

The study affirmed the need for an initiative to effectively address professional development needs in the sector. An Advisory Council, composed of 12 career development experts and leaders (see **Appendix 2** for a list of members and their experience), was formed to guide and shape the Centre's design.

2.2 Goals and components of the Centre model

The Centre aims to elevate CDPs' capacities, increase their sense of professional identity, equip them to deliver high-quality, person-centred career services of the future, and strengthen their voice in shaping policy decisions. Importantly, it does not aim to replicate or replace provincial associations or existing training providers; instead, it takes a collaborative approach, shaping the Centre with key stakeholders to ensure it complements existing offerings and fills identified gaps. The Centre's work is structured around five main goals, each connected to a core component of the Centre's model: foundational training, a Social Learning Community, a Resource Library, national certification, and advocacy. Below we present a concise overview of the five goals of the Centre, detailing their corresponding objectives, model components and a brief description of how these elements have been implemented in the Centre's initial iteration.

The Centre model



1

Cultivating lifelong learning

Model component: **Training**

Objectives

- Deliver affordable and accessible training for CDPs.
- Establish common language and baseline competence for delivery of quality career services.

What this looks like

The Centre's core training course is called Building a New Era, which focuses on the fundamental principles of working in career development services, acting as a foundation to future learning. It is a 30-hour hybrid course consisting of four modules, delivered via a blend of self-paced online learning, facilitated Zoom sessions and a two-day face-to-face session. See **Appendix 3** for more details.

The Centre also envisions continuous expansion of its training offerings as additional gaps are identified, such as a course for CDP managers and leadership roles.



2

Unifying the profession

Model component: **Social Learning Community (and Events Calendar)**

Objectives

- Foster professional connections and collaboration.
- Nurture a professional identity.
- Create a more unified and collaborative career development landscape.
- Connect CDPs with existing training resources to avoid duplication.

What this looks like

The community serves as a dynamic hub for CDPs to interact, share insights and engage in meaningful discussions. Practitioners can participate in topic-specific groups, explore thought-provoking discussion forums and stay informed through community announcements.

To facilitate a range of connections, the Centre also features an Events Calendar, sharing information about Canada-wide and international training events, as well as opportunities for CDPs to forge connections with peers, leaders and experts in the field.

The Centre model



3

Fostering innovation and future readiness

Model component: **Resource Library**

Objectives

- Support CDPs to stay informed on the latest developments in the profession and career transition needs so they can mobilize emerging evidence on ‘what works.’

What this looks like

The Resource Library offers CDPs up-to-date summaries of peer-reviewed literature, making emerging evidence accessible in both French and English for those on the front line. This is especially important as P/T associations typically do not have the funding or capacity to advance this type of work.



4

Empowering professionals

Model component: **National Certification**

Objectives

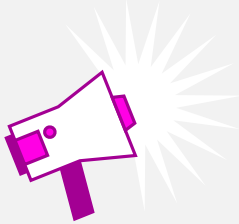
- Promote the integration and application of a national certification for CDPs.
- Empower CDPs with standardized recognition of their expertise and skills nation wide.
- Facilitate regular reviews and updates of standards to reflect leading-edge practice.

What this looks like

The Centre is serving as a central repository for the profession’s newly published Pan-Canadian Competency Framework for Career Development Professionals and related resources (e.g., its National Profile and Code of Ethics). This repository ensures convenient access and supports application by CDPs, their employers and training providers.

In 2024, the Centre will support the launch of a national certification developed in collaboration with provincial associations and P/T governments.

The Centre model



5

Serving as a voice for the career development profession

Model component: **Advocacy**

Objectives

- Highlight the profession's critical contribution to the socio-economic well-being of individuals, businesses and communities across Canada.

What this looks like

The Centre's leadership team leverages relationships with various government bodies and stakeholders to provide timely research-based policy briefings, facilitating the transition from awareness to policy integration and practical application.

2.3 Progress to date on delivering the Centre model

The Centre was launched in spring 2023, aligned with the public release of the newly developed Competency Framework and National Standards (see **Appendix 1**), which aims to efficiently promote collective professionalization within the sector.

The work to date has focused on launching the *Building a New Era* **foundational training, Social Learning Community and Resource Library**. The Social Learning Community and Resource Library are housed together on the Centre's online platform, while the training was delivered in three online modules and via one in-person module (see **Appendix 3** for more details about the training content and structure). Future reports will share more information about the Centre's other components: advocacy efforts and progress on a national certification.

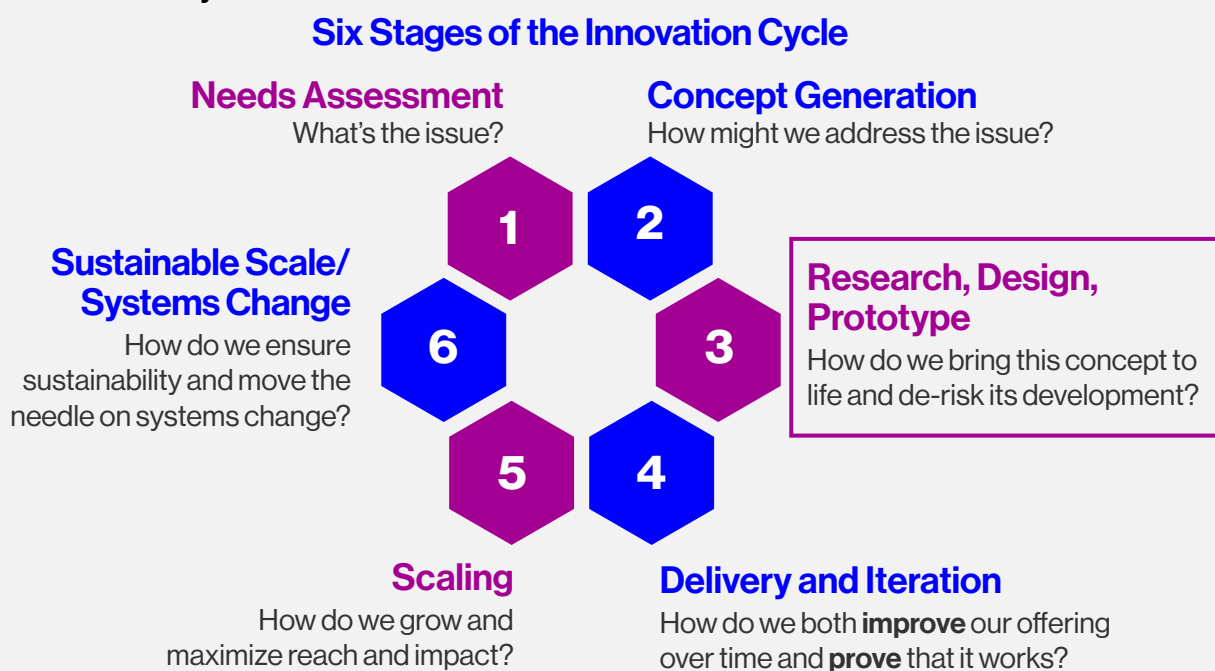
The training and online platform (featuring the Social Learning Community and Resource Library) were developed over five months. Their design and delivery will be continuously improved over time based on user feedback. This iterative approach reflects a commitment to responsiveness in meeting the evolving needs of career development professionals and the broader employment services landscape.

3. Methodology

3.1 Blueprint's evidence generation approach

To understand promising service models and how to scale them, Blueprint developed a novel approach to evidence generation that fits within the stages of the **Innovation Cycle (Figure 2)**. In a well-functioning innovation ecosystem, innovations move along the cycle starting with needs assessment, moving to conceptualization and design and then to delivery, testing and iteration. For those interventions that are proven to work, the goal is to expand to meet the need at scale and create system changes to institutionalize the innovation.

Figure 2 | Innovation Cycle



Knowing where an intervention is in the innovation cycle allows us to ask the right questions and collect the right evidence to move the project forward. Re-imagining Career Services projects are currently in Stages 1 to 3 of the Innovation Cycle. This means the emphasis is on co-designing models with partners and end users and developing and testing multiple iterations. Our evidence generation approach aims to support each project through Stages 3 and 4 via better understanding of user needs and data-driven continuous improvement. Interventions typically progress to Stage 4 when they are deemed a full model, meaning the model is developed with all anticipated components, and future changes are expected to focus on continuous improvement. For more details about our approach, please refer to the [Re-imagining Career Services Design Report](#).

The Centre is currently in **Stage 3: Research, Design, and Prototype**. The prototype platform is live online and the first phase of foundational training has been delivered to CDPs across Canada. At this stage of the innovation cycle, evidence generation is focused on understanding the following questions to support continuous improvement:

- To what extent are service needs being addressed by the intervention?
- What outcomes are users experiencing and what are their connections to model components?
- What are the required resources, opportunities and constraints for model delivery?

3.2 Learning agenda

Blueprint, CCDF and MixtMode are working to build, test and iterate the Centre model to both assess its effectiveness in improving CDPs' competencies and to understand what is needed to support sustainability in an uncertain funding landscape.

In this interim report, we share findings gathered during the early stages of the Centre's launch, from April to October 2023, and explore the three components of the model that have been launched: (1) the *Building a New Era* training; (2) the Social Learning Community, including its events calendar; and (3) the Resource Library. For these components, we report on three areas of inquiry:

1. **Access and utilization:** To what extent is the Centre and its offerings being accessed and utilized by CDPs? What factors may affect uptake?
2. **User experience:** What are users' perceptions of the quality and utility of the Centre's offerings? What is working well and what are opportunities for improvement?
3. **Outcomes:** How do CDPs perceive the Centre is affecting their competencies and practice? How does the Centre influence CDPs' sense of professional identity? How are CDPs applying learnings? Do any barriers or enabling factors influence the application of learnings into practice?

3.3 Data sources

A mixed-methods approach was employed to address research questions, collecting and analyzing both quantitative and qualitative data at various points throughout the evaluation period.

Table 1 contains a summary of the data sources used to inform early insights. Due to small sample sizes in some data sources, findings presented here are early indications of outcomes, uptake and experiences with the Centre that will be explored further with larger sample sizes.

| Table 1 | Data sources

Data Source	Data Collection Lead	Timeframe	Responses (n) Response rate (if applicable)	Description
Administrative Data	CCDF	April to September 2023	N/A	A tabulation process was conducted to quantify various utilization indicators related to the Centre. These data aimed to complement other research methods and provide additional context, covering metrics such as the number of registered users, page views and resources posted.
Training Participant Exit Survey	CCDF	Spring 2023	316/452 70%	Administered immediately upon the completion of each training cohort, designed to evaluate training participants' experience, satisfaction and initial achievement of outcomes in relation to the training.
Training Facilitator Survey	CCDF (co-developed with Blueprint)	July 2023	18/32 56%	Administered following the completion of delivery for all cohorts, designed to supplement focus group discussions related to the curriculum, facilitator support and the impact of training on participants.
CCDF Staff and Stakeholder Interviews	Blueprint	August 2023	14	Interviews were conducted with a range of stakeholders, including CCDF staff and training facilitators, to gain insights into their roles and their experiences related to the Centre, its different components and the delivery of training.
Follow-Up User Survey	Blueprint	September to October 2023	95/510 18.6%	An online survey targeted to registered Centre users who had consented to participate in research.
Follow-Up User Interviews	Blueprint	October 2023	12	Interviews were conducted one-to-two weeks after the survey completion to capture insights from training participants and users about the factors influencing their engagement with the Centre. Interviewees were chosen to reflect a diverse sample of Centre users, considering factors such as experience in the field, gender, spoken language, persons with disabilities, newcomer status, and so forth.

3.4 Data limitations

Blueprint has identified three limitations with the data collected so far:

- 1. Limited generalizability:** Some survey findings may have limited generalizability due to low response rates. Not all participants responded to each survey,¹ and within a survey, respondents may not respond to all survey questions, meaning that sample sizes can vary from finding to finding. Responses may not capture the diversity of perspectives and experiences within the larger CDP community.
- 2. Retrospective data collection:** In the training participant exit survey, respondents were asked questions about their competency, both before and after the training (i.e., retrospective pre- and post-assessment), immediately after the training was completed. Recalling and assessing competency for both periods at the same time may introduce inaccurate responses given the fallibility of human memory.
- 3. Limited demographic data collection:** Many users opted out of the demographic questions on the follow-up user survey. This limits the ability to draw insights about specific demographic groups.

¹ Low response rates may have been influenced by a lack of financial incentives offered for participation, low visibility distribution channels and CDPs' busy schedules. Blueprint is aware of this issue and is actively working on addressing it for the next phase of the project.



4. Early findings

Findings at a glance

- In its first phase of implementation, the Centre reached about 450 training participants and almost 1,000 registered users on its online platform.
- Training participants and facilitators are highly satisfied with their training experience, especially the opportunity to connect in person.
- A large majority (88%) of training participants feel that the training helped them feel more confident and capable in their practice. Increases in mastery following training were observed across all 12 knowledge areas reported on.
- Among training topics, CDPs are most commonly applying knowledge around career service delivery models and would most like to learn more about career development practices and techniques.
- There are early signals that the online platform is helping CDPs keep up to date on best practices, emerging evidence and upcoming events.
- Both the training and the platform are supporting CDPs in fostering a sense of community and professional identity, which are key priorities for the sector.
- Overall, training participants, platform users and other stakeholders are excited about the Centre's potential for addressing unmet sector needs and anticipate the awareness and benefits of its offerings will continue to grow.

4.1 Access and utilization

What we investigated

- To what extent is the Centre and its offerings being accessed and utilized by CDPs?
- What factors may affect uptake?

The training reached about 450 participants across Canada.

The *Building a New Era* training was launched on April 5, 2023. CCDF leveraged its partnerships with provincial and territorial associations, provincial and territorial governments, ISETs (Indigenous Skills and Employment Training groups) and other interest holders to promote the training opportunity.

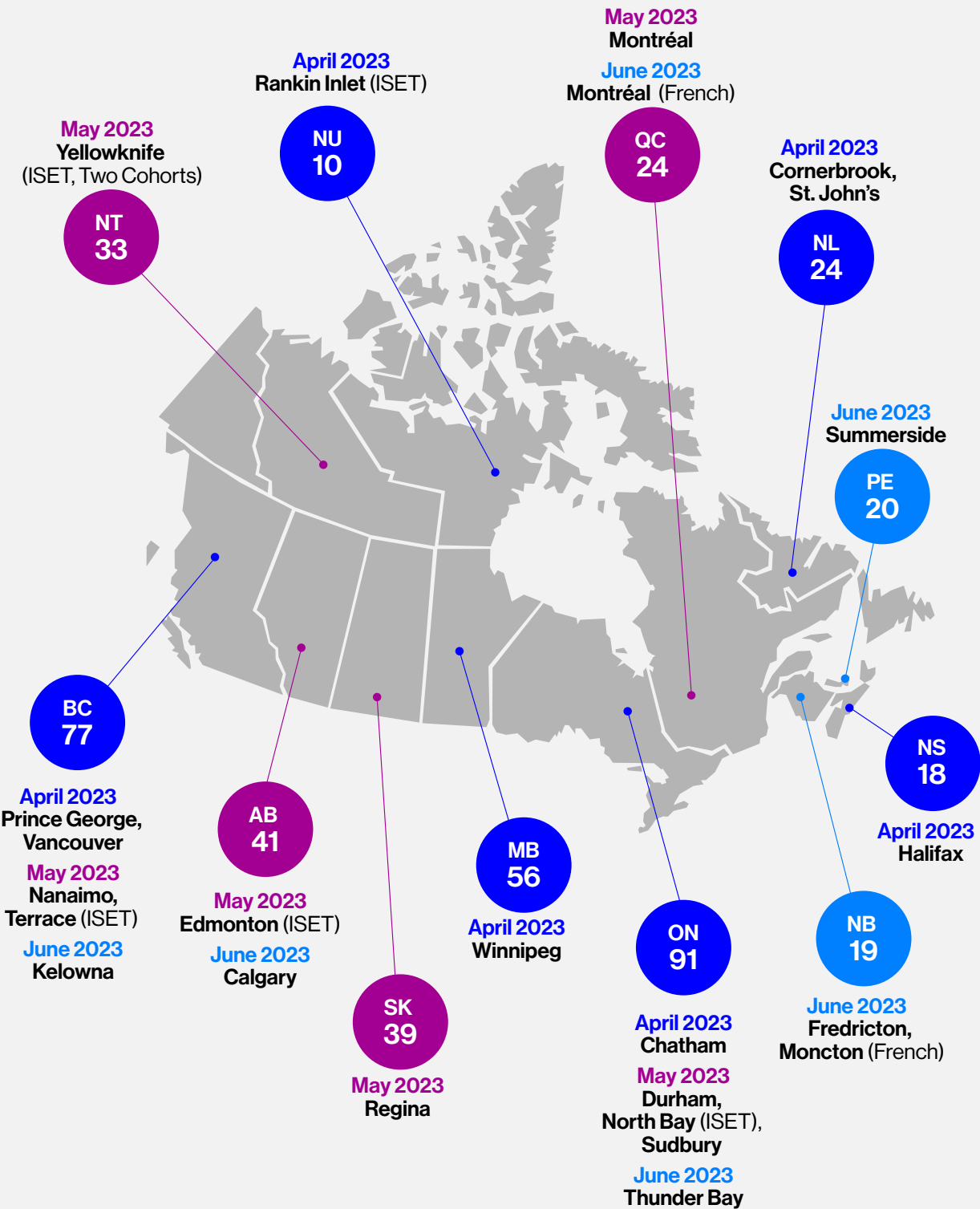
By the end of June 2023, the initial delivery of *Building a New Era* engaged 452 training participants in 29 cohorts, reaching 12 provinces and territories and 25 communities. Training participants came from various types of organizations (e.g., public employment services, settlement services, the private sector, etc.) and served a range of clients, such as newcomers, immigrants, youth and Indigenous communities. Between one and four cohorts were held in each province and territory, except for the Yukon, as illustrated in **Figure 3**.²

Six Indigenous-focused cohorts were held in British Columbia, Alberta, Manitoba and Ontario, recognizing the distinct needs of First Nations, Métis and Inuit Peoples. Two cohorts were conducted in French (held in Moncton, NB, and Montréal, QC)³ and training sites were extended beyond urban centres to reach rural communities. In cases where sessions were over-subscribed, priority was given to CDPs new to the field or those with limited or no access to professional development and training.

2 Additional cohorts were held in Yukon in fall 2023, which was after the reporting period for this report.
3 Additional French cohorts were held in Montréal in fall 2023, which was after the reporting period for this report.

| **Figure 3** | Map of delivery sites and timelines

(as of September 2023)



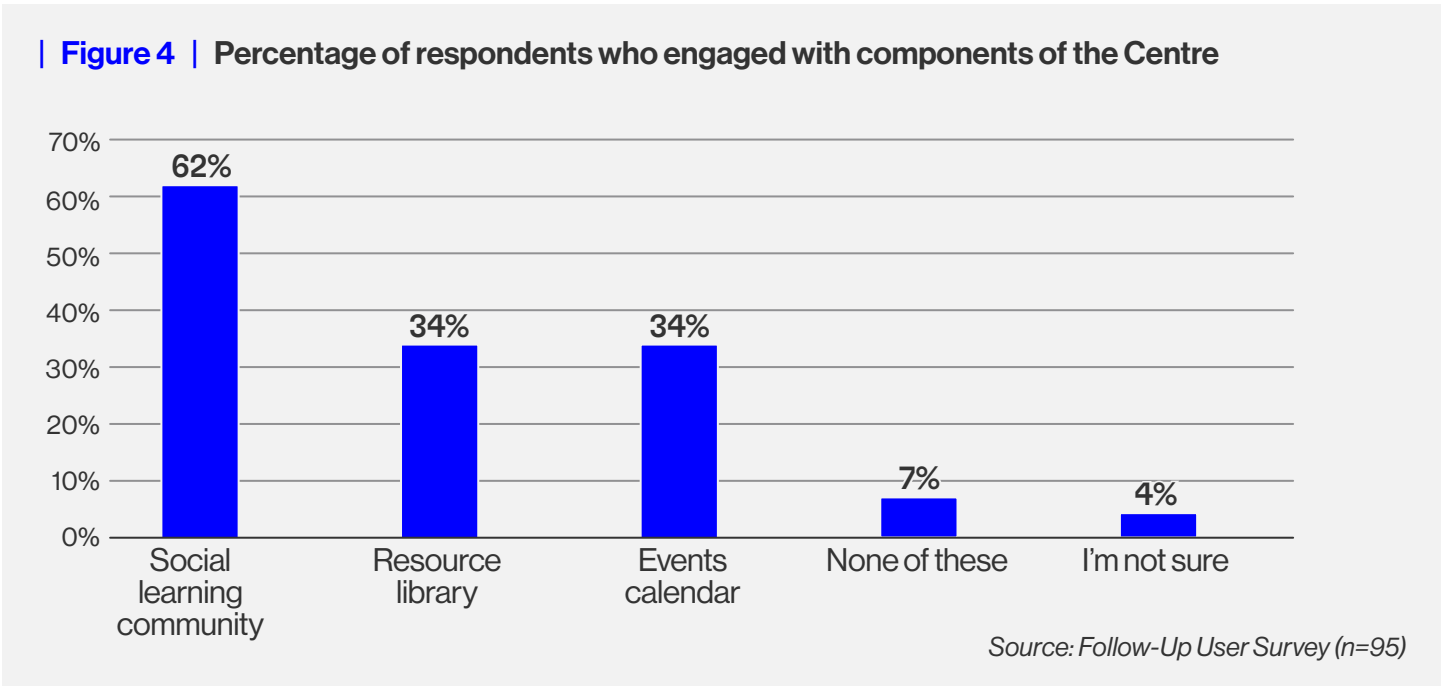
Nearly 1,000 users have created accounts and accessed the platform.

The Social Learning Community and Resource Library are delivered through the Centre’s online platform, and went live in January and April 2023, respectively. Access to the Social Learning Community and Resource Library requires registration (which is offered at no charge), while the Social Learning Community’s Events Calendar is publicly available, broadening accessibility to a wider audience.

From September 2022 to June 2023, a broad series of activities were conducted to promote awareness of and access to the platform. These efforts included presentations at prominent events, such as the Ontario Association of Career Management’s Annual General Meeting and the Career Development Practitioners Certification Board of Ontario’s Annual General Meeting. The Centre was also promoted in the Forum of Labour Market Ministers newsletter, through provincial associations and at conferences across Canada (including CANNEXUS and the SK Contact Conference), and at the International Association for Educational and Vocational Guidance Conference.

According to administrative data, 957 users created accounts on the online platform as of the end of September 2023.

At this initial stage, evidence suggests that awareness of and access to the platform’s individual components are somewhat limited. Of the three main components of the platform (the Social Learning Community, the Resource Library and the Events Calendar), the Social Learning Community had the greatest uptake according to the small sample of participants who completed the follow-up user survey (see **Figure 4**). However, user interviews (n=12) reveal that the degree to which they engaged with this component is still limited.



Platform users identified several factors that may be negatively affecting uptake.

In the follow-up survey and interviews, registered platform users who had not engaged with its key features or reported minimal engagement overall cited the following reasons for low levels of engagement:

- **Lack of time to explore the platform components:** Some users perceive exploring a new platform as a time-intensive process that involves a learning curve. Given the time constraints that many CDPs face, this learning curve is perceived as daunting. However, despite the lack of time to explore the Centre, users still expressed an interest in the resources being offered.
- **Unclear about platform benefits:** Some users are uncertain about the added benefits of the Centre's resources. The Centre is still in an early stage of its implementation and efforts to build awareness continue.
- **Lack of awareness of platform components:** Interviews with users revealed that in some cases, they had not noticed key components of the platform. This was also the case for 60% (34/57) of follow-up survey respondents who hadn't accessed the Events Calendar and 46% (26/57) of those who hadn't accessed the Resource Library.

"Some days my day is so chaotic [...] I don't get the time that I would love to go through the page and the material. I think the site is an excellent layout of resources and I do recall that at one point I was trying to utilize them as best as I could. The biggest challenge for me was scheduling the time in my day to access those resources."

– Centre User

"I love the idea of [the] Centre. I love it. I absolutely do. I just wish I had more time to look at it."

– Centre User

Many users conveyed optimism and excitement about the platform as awareness of it and its content continue to expand. It is noteworthy that even users who had not actively engaged with the platform to a significant extent thus far still expressed optimism and recognized its potential.

"I am incredibly grateful for the fact that [the Centre] was created [...] So I would hate to think that it went away because we just aren't engaged enough. I recognize that if I were to put more time into it, I'd probably find it to be a very valuable resource. So, I just hope that there's time to do that."

– Centre User

4.2 User experience

What we investigated

- What are users’ perceptions of the quality and utility of the Centre’s offerings?
- What is working well and what are opportunities for improvement?

The Centre has potential to address a sector gap in unifying CDPs.

There is agreement among training participants, platform users and stakeholders who participated in our research that the Centre is addressing an unmet need and acting as a valuable resource for a historically fragmented sector. Many shared that the sector lacked a cohesive approach to unifying and supporting CDPs in their practice and that the Centre’s training and platform have the potential to help fill this gap.

“I’m super excited. I’m really glad that this is coming together because it’s been a long time in the making.”
– Centre User

Training participants reported high levels of satisfaction.

Participants who completed the training expressed high levels of satisfaction with the learning experience (see **Figure 5**). Satisfaction (those who ‘agreed’ and ‘strongly agreed’ with the statement) with the content of the training and its relevance to participants’ work were both very high (89% and 88%, respectively), with most respondents (86%) stating they would recommend the training to their colleagues.

“For many this training was significant as many of them had received little, if any, professional development related to employment counselling.”
– Facilitator

| Figure 5 | Training satisfaction

Source: Training Participant Exit Survey (n=316)

Participant satisfaction was also captured through facilitator perceptions. In the training facilitator survey, almost all (94%, 17/18) facilitators felt that the curriculum resonated ‘extremely’ or ‘strongly’ with participants. Some facilitators noted that the curriculum was valuable for training participants in part because many participants had never received similar training or content before.

Training participants and facilitators valued the opportunity to connect in-person.

Many training participants and facilitators emphasized the value of in-person training. They highlighted how the face-to-face sessions fostered meaningful community-building and created a conducive environment for open discussions about career development practices, fostering a high level of comfort among participants.

“Absolutely amazing experience ... I cannot recommend it enough to colleagues and am excited for future offerings! [...] I would LOVE for there to be check-ins, follow-ups, meet-ups, a way for all of us to re-connect again because this was IMMENSELY valuable.”

– Training Participant

“The in-person training brought back excitement as well as [solidified] the community of participants.”

– Facilitator

“The two in-person days were incredibly powerful. I really loved making connections with other career development professionals in the NWT.”

– Training Participant

Constructive feedback about the training focused on the online platform and the nature of online training.

In the training participant exit survey, participants were asked an open-ended question about the part of training they liked the least. Among the 279 respondents, 21% (58/279) provided positive or neutral feedback, while 79% (221/279) offered constructive feedback, with three recurring themes emerging.

The main topic of feedback provided related to aspects of the online portions of the training that participants disliked, which was noted by 28% (63/221) of respondents. Despite raising drawbacks of online training, most participants acknowledged its necessity in terms of convenience and accessibility. Fifteen percent (34/221) of responses focused on participant discomfort with homework and self-reflection assignments. Nine percent of respondents (20/221) raised technical issues, highlighting challenges with the learning management system (LMS) and the complexity of transitioning between the LMS, where training modules were hosted, and the Social Learning Community, where participants were required to respond to reflective discussions. Facilitators echoed these concerns, describing difficulties in navigating the LMS and its integration with the Social Learning Community. The remaining 47% of comments (104/221) covered a broad range of disparate topics which included challenges with timing (juggling work and life commitments), the time required to complete assignments, more time needed for the course overall, and comments about specific topics covered or learning activities.

4.3 Outcomes

What we investigated

- How do CDPs perceive the Centre is affecting their competencies and practice?
- How does the Centre influence CDPs’ sense of professional identity?
- How are CDPs applying learnings? Do any barriers or enabling factors influence the application of learnings into practice?

The *Building a New Era* training improved participants’ understanding of career development practice and their mastery of core knowledge.

When asked on the exit survey about the most important thing learned in the training, participants reported a wide range of learning outcomes, from developing a more client-centred practice to being a more reflective professional. Participants described specific tools and techniques in career development that they learned about as well as broader learnings about the scope of practice. In addition to improved understanding, 88% of training participants gained confidence in their capabilities – another important outcome of training.

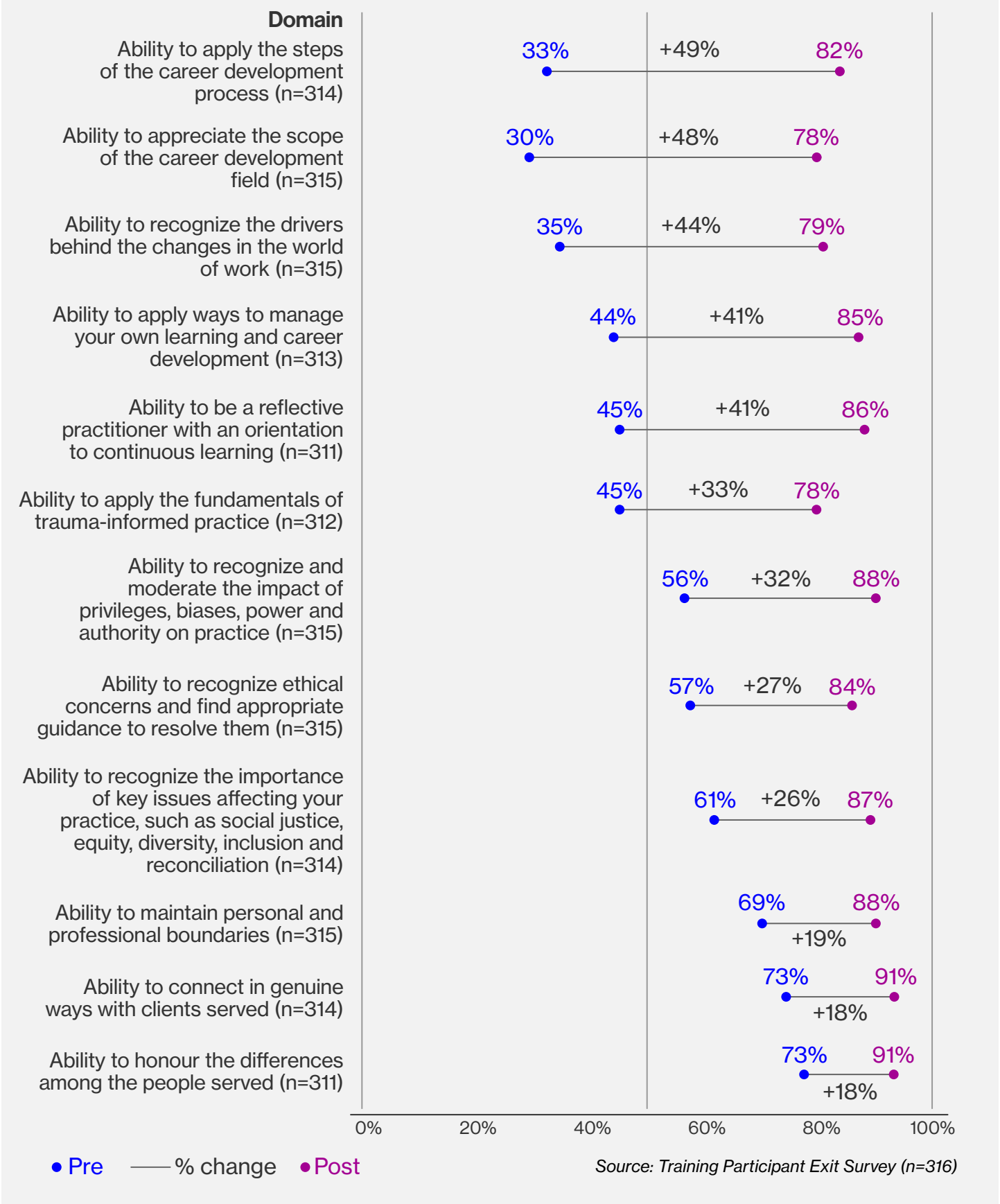
Training participants self-reported their level of mastery (as well mastered, very well mastered or perfectly mastered) of multiple knowledge and practice domains, pre- and post-training. Increases in mastery were observed in ratings across the board (**Figure 6**). Training participants reported particularly high increases in mastery in three domains: applying the steps of the career development process (+49%), appreciating the scope of the career development field (+48%) and recognizing the drivers behind the changes in the world of work (+44%). These were also the abilities with the lowest self-reported mastery before the beginning of training.

88%

(277/316) of training participants either ‘agreed’ or ‘strongly agreed’ that they feel more confident and capable in their practice because of the training.

(Source: Training Participant Exit Survey)

| Figure 6 | Increases in reported proficiency across knowledge areas



Facilitators also observed improvements in participants' knowledge. In the training facilitator survey, they reported that the training helped participants gain a deeper understanding of the profession, the underlying career development processes and their roles in the profession.

"I think the participants appreciated the universality of the terminology and the process of Career Development as a whole. Most have never reflected on what they actually do. The program put meaning to their jobs and provided not only the avenue but the vocabulary to discuss their roles"

– Facilitator

Most training participants felt that they were able to apply learnings in their practice.

At the conclusion of training, 91% (288/316) of survey respondents 'agreed' or 'strongly agreed' that they were interested in applying what they learned during the training and 91% (287/315) 'agreed' or 'strongly agreed' that they have real opportunities to put into practice what they learned.

In the follow-up survey, administered approximately four months following the training, 95% (36/38) of participants reported that they had applied what they learned in the course 'somewhat' or 'a lot' (see **Figure 7**).

According to responses in the follow-up survey, 87% of participants reported that they had shared learnings 'somewhat' or 'a lot' (see **Figure 7**). Sharing practices and information suggests that CDPs have gained a greater appreciation of their community and feel a connection to each other. Very few respondents identified any barriers to the application of learning.

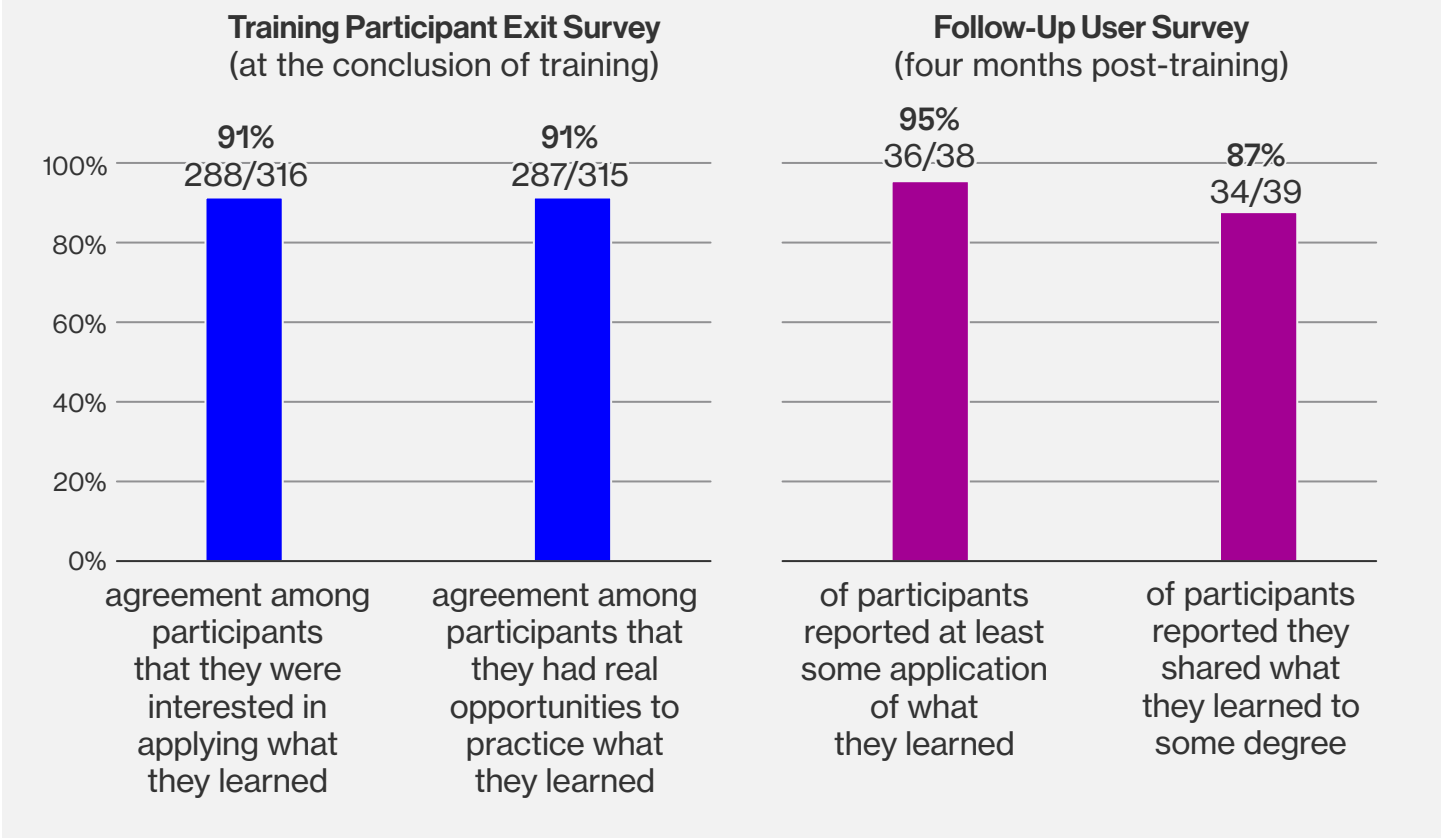
"Impacts will all be positive in my opinion, as everything covered only helped to further strengthen my abilities and knowledge of the field. Everything we learned I feel confident in applying going forward to best assist my clients."

– Training Participant

"The training is already having a very positive impact on the way I approach my practice. I am more intentional [with how] I use the steps of the career development process in my daily practice. I will also share them with my team members."

– Training Participant

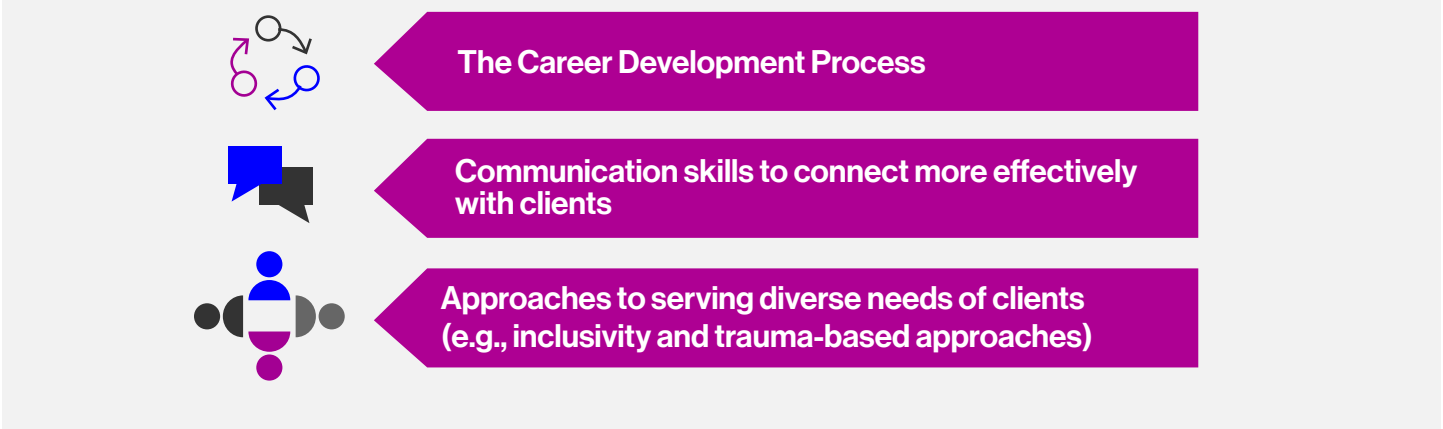
| **Figure 7** | Interest in and ability to apply learning ratings



Training participants reported application of the Career Development Process.

In an open-ended question on the follow-up survey, respondents identified key concepts they applied so far in their practice (**Figure 8**). Respondents mentioned the Career Development Process – a step-by-step model that guides CDPs on the process of career service delivery – most often, and credited it for providing them with guidance in how they serve and support their clients (see **Figure 9**).

| **Figure 8** | Key career development concepts applied



Training participants also discussed the communication skills practiced during training. They credited these learnings with their improved ability to connect effectively with clients.

Finally, some training participants reported applying concepts related to inclusivity and trauma-based approaches to better respond to the diverse needs of their clients.

These early signs of application are promising and demonstrate that the Centre is making progress toward its objective of establishing baseline competence for responsive approaches to career service delivery.

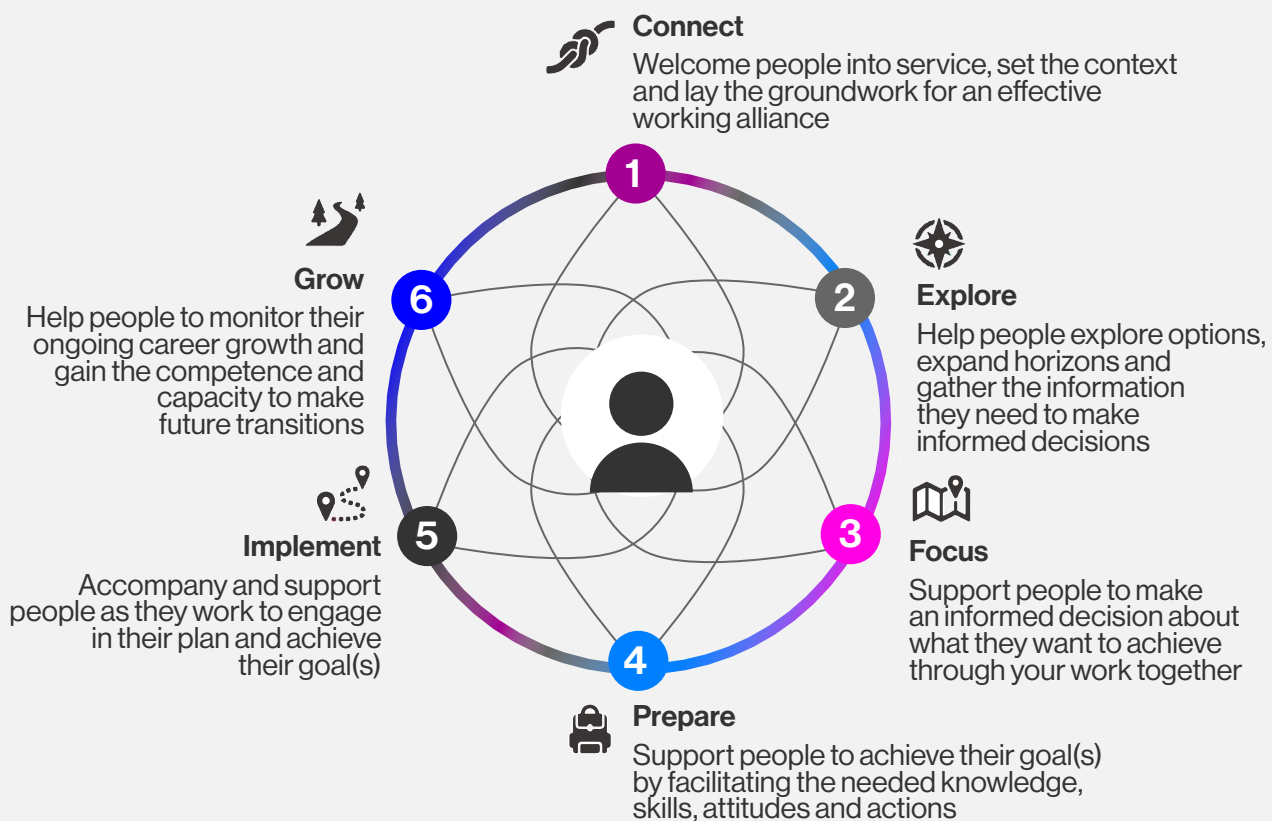
“Listening skills: by taking time to listen openly to what my clients [have] to say, I found it easier to get to know their needs.”

– Training Participant

“I shared how my knowledge and applying of trauma-informed practice helps me to create a safe and supportive environment, and as a result, increase trust and more productive counselling.”

– Training Participant

| **Figure 9** | Career Development Process



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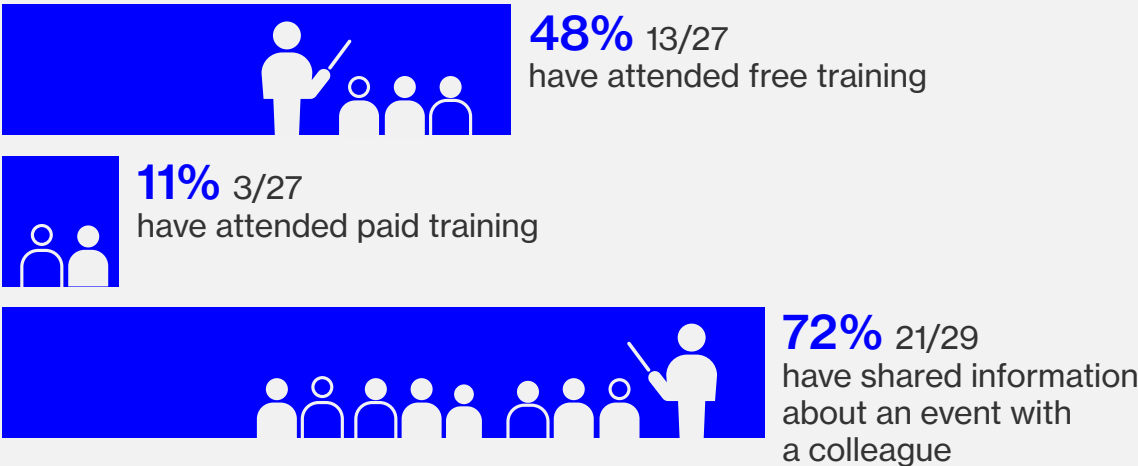
Adapted with permission from Dr. Kris Magnusson's *Five Processes of Career Counselling* (1992; 1995)

While sample sizes are small, early indicators suggest positive outcomes for those using the platform’s Resource Library and Events Calendar.

The Resource Library was implemented to support CDPs by offering summaries of research that would help them stay informed of career transition needs of clients and other developments in the profession. Among follow-up survey respondents who had accessed more than two articles from the Resource Library (14/32 who engaged with the Library), all reported that the Library helped them keep up to date on best practices and emerging evidence. Many users who engaged with the Events Calendar reported taking action as a result of accessing the Calendar (see **Figure 10**).

| Figure 10 | Events calendar influencing action

As a result of accessing the Events Calendar



Both the training and the online platform fostered a sense of professional identity and belonging.

In interviews, facilitators shared that they witnessed training participants begin to view their practice in a different way, build a sense of professional identity and feel a part of the larger CDP community. In the training exit survey, 89% of participants reported that they felt more connected to the career development sector. Facilitators attributed this transformation to the participants’ deepened appreciation of the profession, heightened understanding of the underlying career development processes, a clearer grasp of their role within the profession and an increased sense of connection to a broader community of CDPs.

89%
(282/316) of training participants reported that they felt more connected to the career development sector as a result of the training.
(Source: Training Participant Exit Survey)

While training participants reported that developing knowledge and skills in career development was a valuable outcome of the training, many placed particular emphasis on the transformative power of connecting with others.

“It gave a compass to direct my practice, [and helped me know] that I’m on the right path, [in the] right environment with amazing, supportive community. A sense of community is so strong too, seeing all practitioners have the same purpose, shared values and integrity. I was inspired to have more impact in the sector.”

– Training Participant

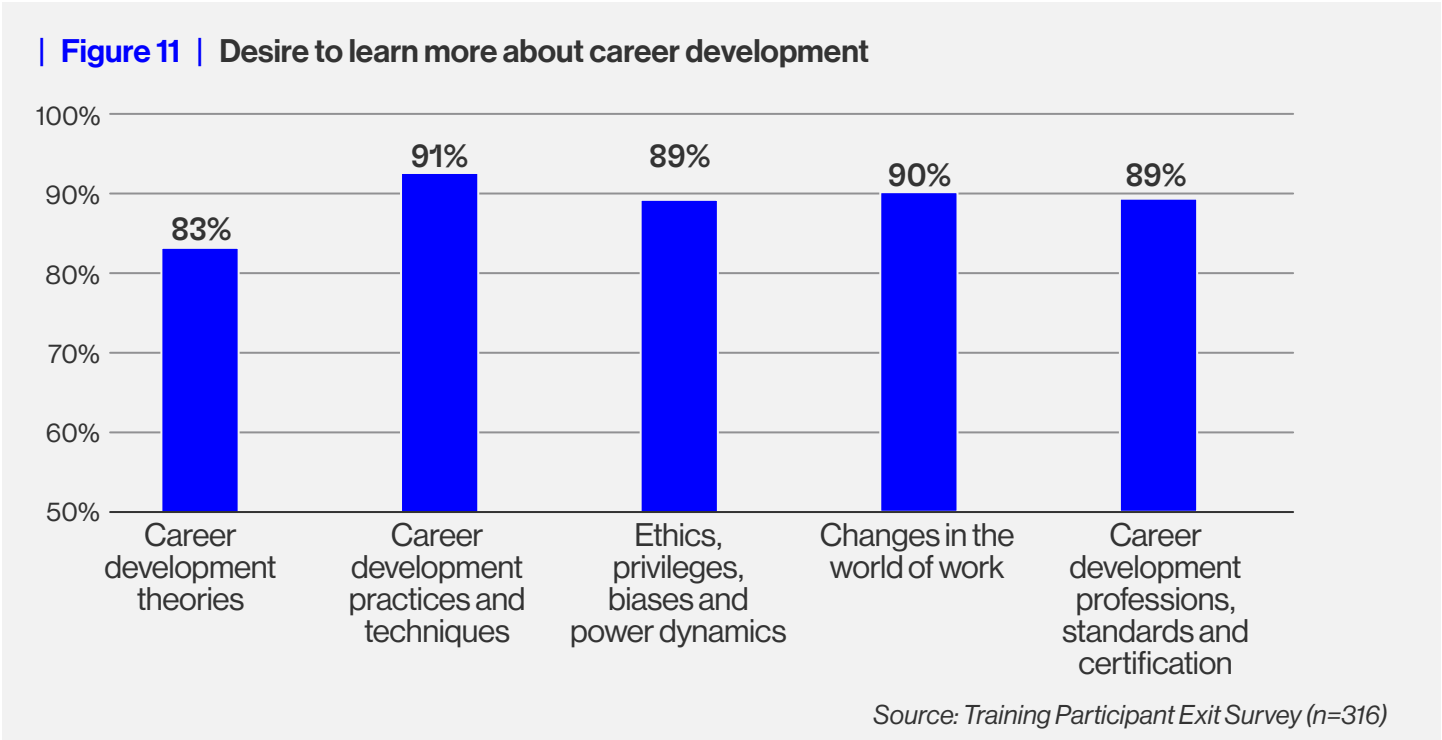
“The vast majority of people who are learners in the sessions I facilitate don’t identify as career development practitioners. So, it just struck me as something that’s pretty relevant. And you know, knowing that the field is still kind of newer in Canada, I think it’s a really good opportunity to try to change how people are seeing themselves.”

– Facilitator

There are indications that training participants were interested in developing themselves as professionals, providing further evidence that the Centre is making progress toward its goal of increasing professionalization. In the training exit survey, the majority of respondents ‘agreed’ or ‘strongly agreed’ that the course had “sparked a desire to learn more” about a number of aspects of the career development field (see **Figure 11**). The topic participants most wanted to learn about was career development practices and techniques (92%).

“The time and emphasis given to connecting with others in the same sector ... [and] getting to connect and grow with colleagues [is] absolutely life-changing!”

– Training Participant



83%

(69/83) reported that the Centre helped them feel more a part of a professional community.

65%

(55/84) reported that the Centre helped them connect with others.

(Source: Training Participant Exit Survey)

The follow-up survey echoed the positive outcomes noted in interviews, with users reporting that the Centre as a whole helped them feel more part of a professional community (83%) and connected with others in the field (65%). Qualitative feedback from participants and facilitators reveals that this was particularly true of the training experience, helping isolated CDPs understand the network of professionals available to them.



5. Concluding thoughts and next steps

5.1 What we're learning

As of December 2023, the Centre's *Building a New Era* training had been delivered to over 500 participants, and its online platform (which includes the Social Learning Community and Resource Library) had reached nearly 1,000 users.

Training participants were highly satisfied and reported both better understanding of career development practice and learnings that can be applied in their practice. Following the training, participants reported increases in mastery across all measured competencies, and four months later, almost all training participants reported that they applied what they learned in the course. Taken together, these are promising indications that the *Building a New Era* training can influence CDP practices and support the development of baseline competence for the delivery of quality career services.

While platform engagement levels are still modest, early signs indicate that the platform enhanced participants' connection to the field, awareness of research and engagement in the sector. Initial findings suggest that the Resource Library and Events Calendar have the potential to meet their objectives. Users who accessed more than two articles from the Resource Library found it helped to keep them up to date on best practices, while Events Calendar users said the information there led them to take action around upcoming training opportunities. This suggests that the Centre can help connect CDPs to both emerging evidence in their field and relevant events happening in their communities.

Overall, training participants and users felt that the Centre addressed a previously unmet need in the sector. Both the training and the online platform contributed to CDPs' professional identity and their sense of connection to the broader CDP community. There was agreement among stakeholders that the sector lacked a cohesive approach to unifying and supporting CDPs in their practice – and that the Centre is bridging this gap.

While feedback was positive and there was a general consensus regarding the necessity of the Centre and its offerings, there remains a need to explore methods to enhance engagement among working CDPs who have limited time.

5.2 Next steps

For the Centre

CCDF offered additional fall 2023 cohorts of *Building a New Era*, extending the reach to 97 more CDPs in the sector. While training participants expressed a high preference for in-person training, not all CDPs will be able to take advantage of courses in this delivery format. As the Centre moves into its next phase of development, CCDF is developing an online, simplified resource to serve as an onboarding tool for those new to the sector and to address the need for multiple, flexible access options.

Plans for the next phase of the project also include:

- completing a pan-Canadian survey of managers/supervisors to determine their learning needs and developing tailored supports accordingly;
- launching the new national certification standard; and
- growing the Social Learning Community with compelling content, live “ChatCDP” sessions, focused discussions, skills development sessions and hosted panel discussions

For evidence generation

Blueprint is collaborating closely with CCDF and MixtMode to refine our evidence generation strategy for the upcoming phase of the project. Our primary focus will be to increase sample sizes for our research by employing financial incentives for research participation and integrating data collection tools more seamlessly into the Centre’s components. This approach will enable us to make more robust claims about the demand for and utility of the Centre. Additionally, we will evaluate the Centre’s long-term sustainability. All these aspects, along with our findings, will be explored in a final report towards the conclusion of the project’s funding period.



Appendix 1

About the Pan-Canadian Competency Framework for Career Development Professionals

The Pan-Canadian Competency Framework (Competency Framework) for Career Development Professionals details and describes effective performance, knowledge, understanding and abilities for CDPs.

The National Competency Profile (National Profile) is derived from the Competency Framework and can be used by the public, employers, training providers and current and future CDPs to aid understanding of the work of CDPs. The National Profile is specific to the work of public-facing, generalist CDPs who deliver services in a range of contexts to diverse clientele. Once the national certification program is launched, the National Profiles will also underpin the requirements of the national Certified Career Development Professional (CCDP) designation.

The National Profile encompasses a range of competencies that are categorized into two main sections: Professional Practice and CDP Characteristic. Professional Practice competencies enable effective practice, are foundational to CDPs and indicative of related fields of practice.

The competencies in this group include:

- Professional responsibility
- Ethics and regulations
- The client-practitioner relationship
- Diversity and inclusion
- Evidence-based practice
- Professional development
- Health and wellness
- Communication
- Digital literacy

CDP Characteristic competencies distinguish the field of career development and embody the main activities that apply to most CDPs.

- Foundation knowledge and applied theories
- Service delivery processes
- Learning and job readiness
- Awareness of diverse worldviews
- Career resources
- Client work search strategies
- Referrals to professional services

Appendix 2

Advisory Council Members

Name	Biography
Dr. Roberta Borgen (Neault)	With over four decades of experience, Dr. Borgen is the President of Life Strategies Ltd., an Adjunct Professor at UBC and a recognized leader in career development. Co-developer of the Career Engagement model and a recipient of international awards, she is a multifaceted professional known for her roles as a speaker, counsellor, coach and author.
Fabio Crespin	Transitioning from investment banking, Fabio has dedicated his career since 2001 to socio-economic development programs. As part of the United Way Greater Toronto's Community impact team, he innovates workforce development models for job seekers facing barriers.
Teresa Francis	As the Director of Learning and Professional Practice at the Nova Scotia Career Development Association, Teresa is a Registered Counseling Therapist with a passion for supporting adults in work-life transition. With a diverse career background, she specializes in Recognition of Prior Learning (RPL) and has delivered programs across Canada and in the Caribbean.
Dr. Candy Ho	Wearing multiple hats in career development, Candy is an Assistant Professor at the University of the Fraser Valley and Vice Chair of CERIC. Her diverse teaching roles provide insights into supporting post-secondary graduates and career development practitioners globally.
Gillian Johnston	With over 40 years in career development, Gillian is the Co-Director of the Career Development Practitioners Certification Board of Ontario. As a professor and coordinator at George Brown College, she has a lengthy history of preparing individuals for the field, training CDPs in Canada and the UAE.
Cindy Leggott	With 20 years of Facilitation/Case Management practice, Cindy is a Lead Facilitator at the Regina Work Preparation Centre. Passionate about empowering diverse populations, she develops interactive learning tools that recognize and support individuals in realizing their own potential.
Dr. Kris Magnusson	Formerly the Dean of the Faculty of Education at Simon Fraser University, Kris is a professor with a background in counseling psychology and career development. A co-founder of the Canadian Research Working Group for Evidence-based Practice, Kris has a history of leadership and excellence in career development.
Trina Maher	Since 1999, Trina has been dedicated to helping Canadian companies design human resource strategies to recruit and retain Indigenous talent. As the President of Bridging Concepts, she facilitates dialogues, manages career awareness projects and supports training.
Dr. Dave Redekopp	President of the Life-Role Development Group Ltd., Dr. Redekopp has devoted over 30 years to advancing career development and workplace concepts. Recognized with provincial and national awards, he co-authored Strengthening Mental Health Through Effective Career Development: A Practitioner's Guide.
Hilu Tagoona	Hailing from the Canadian Arctic, Hilu has extensive experience in community development and environmental review processes. A member of Nunavummiut Makitaganarngingit and the board of MiningWatch Canada, Hilu has represented Inuit nationally and internationally, advocating for the rights of Indigenous Peoples.
Patrick Hébert	Patrick has worked in the health and social services network for nearly 20 years. He specializes in developing the potential of individuals and organizations. He is a consultant to Canadian career development organizations and offers training in this field. A professional coach since 2021, he helps managers overcome professional challenges.

Appendix 3

Overview of *Building a New Era* training

Course learning outcomes	• Appreciate the scope of the career development field. • Recognize the drivers behind the changes in the work world. • Maintain personal and professional boundaries. • Connect in genuine ways with the people you serve. • Apply the steps of a reimagined career development process. • Honour differences among the people you serve. • Recognize and moderate the impact of your privileges, biases, power and authority on your practice. • Recognize the importance of key issues affecting your practice, such as social justice, equity, diversity, inclusion and reconciliation. • Apply the fundamentals of trauma-informed practice. • Recognize ethical concerns and find appropriate guidance to resolve them. • Apply ways to manage your own learning and career development.
Delivery	A 30-hour course composed of blended delivery of four modules, with three delivered online via Zoom in two-hour sessions, one delivered face-to-face over two days. Learning activities are individual and group-based.
Module 1: Career Development Today Two-hour Zoom session	Learning agenda: • Career development – as a process, a field and a community • Introduction to current issues, such as trauma-informed practice and inclusion • Reflective practice Key takeaway: immediately see different ways you can help others succeed.
Module 2: Career Development Practice in a Changing World Two-hour Zoom session	Learning agenda: • Career development competency framework • Boundaries of competence • Ethics overview • Key drivers of the changing world of work • Considering privilege, biases, power and authority • More on key issues such as social justice and the dual-client model Key takeaway: use new skills to better look after yourself while more effectively helping others.

Module 3: Reimagining the Career Development Process Two-day face-to-face session	Learning agenda: • Fundamental skills of career practice, reimagined and practiced • Putting Career Development Dimensions into practice • Applying a reimagined career development process • More on reflective practice Key takeaway: confidently help people with a process that effectively produces results.
Module 4: Reflective Career Development Practice Two-hour Zoom session	Learning agenda: • Your own career development, professional development and strategic learning • Reflective practice that is person-centred, trauma-informed, anti-oppressive and inclusive. Key takeaway: continuously improve your practice in support of your own career development.

