



USE OF ASSESSMENT PROCESSES, MODELS, AND TOOLS IN CAREER DEVELOPMENT SERVICES

FINAL REPORT

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Submitted by:

Life Strategies Ltd.

2956 Fleet Street
Coquitlam, BC V3C 3R8

Contact:

Dr. Roberta Neault, President

Tel: 604-464-2382

Email: roberta@lifestrategies.ca

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EXECUTIVE SUMMARY

The objective of this project was to complete a “systematic review of the current use of assessment tools and processes in career development.” In order to achieve this goal, several components were required.

To begin, relevant published literature was reviewed, from both French and English sources, to identify best practices in using career-related assessment processes, models, and tools; innovative and creative approaches; and cautions.

Next, several members of the Career Development Services Working Group were interviewed. In total, 12 members from 10 regions (Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Northwest Territories, Nova Scotia, Quebec, Saskatchewan, and Yukon) contributed to this phase of the project, providing recommendations for the key informant list, research relevant to the project (e.g., print resources, people, agencies, websites), specific questions to ask in the survey, and information about relevant listservs to send the survey invitation to.

Key informant interviews were then conducted in French and English. Key informants included educators teaching assessment-related courses and curriculum developers/consultants with expertise in career assessment. Contributions from key informants influenced development of the survey as well as the project findings.

Finally, an online survey was created and distributed via email invitations sent to a comprehensive list of career development contacts within each province and territory. Quantitative and qualitative results from the survey were analyzed, and integrated with key informant data, to answer the following questions:

1. What is the current range of assessment processes, models, and tools being used in Canadian career development services?
 - a. How are they being delivered? (e.g., Internet, individual, group)
 - b. What qualifications are required to use specific tools?
 - c. Have specialized assessment tools been developed for target population groups? If so, have the properties been psychometrically evaluated?
 - d. Are there gaps in available assessment processes, models, and tools?
2. Why are assessment processes, models, and tools being used in Canadian career development services?
 - a. How do they relate to various competency frameworks?
 - b. How do they support the goal of labour market integration?
 - c. How do they assist the counselor/career practitioner to assist clients?
3. What are key considerations for effective career assessment in Canada?

The results confirmed that there is little consistency across Canada in use of assessment processes, models, and tools. Well over 100 different assessment tools were identified by key informants alone, with numerous others mentioned by the survey respondents. Several tools seemed to be being used for purposes beyond which they

were intended, suggesting a need for further career assessment-related research and training.

Similar to findings from the literature review, both key informants and survey respondents indicated use of interest assessments at a significantly higher rate than assessments for any other purpose. There was limited evidence of use of assessment processes, models, or tools for measuring program or service effectiveness or measuring client change.

As with all research, there are limitations that need to be acknowledged. Although participants were reached across all provinces and territories, distribution across the country was uneven, so results should not be over-interpreted at a regional level. Although a survey is useful for reaching large numbers of people, it doesn't allow for the in depth conversations that a focus group or interview would facilitate – this would be an interesting next step to further extend these findings. The results do not provide accurate information about which assessment processes, models, or tools are used most often or with which specific client groups; nor did this research measure effectiveness of those processes, models, or tools for specific purposes – these, too, would be interesting follow-up projects to extend our understanding of assessment use within career services in Canada.

Several gaps were identified that could also be the focus of future projects. The lack of consistency in assessment use could be partially attributed to the lack of a Canadian textbook or comprehensive resource on the specific topic of career assessment. Although key informants addressed the importance of considering validity, reliability, and appropriateness of norm groups when selecting formal assessment instruments, there is limited information available based on the Canadian population in general, or on specific client groups (e.g., immigrants, Aboriginal people, youth, women) mentioned by survey respondents. Therefore, it seems that career service providers are making intuitive selections of assessment processes, models, and tools informed by eclectic experiences and knowledge rather than research on validity, reliability, or appropriateness for the diverse clients served across Canada. Intentional research involving the assessment processes, models, and tools commonly used within career services in Canada could inform choices, result in published information relevant to the Canadian population, and, perhaps influence test publishers to make necessary adjustments to better accommodate diverse clients.

It is also interesting to note that much of the formal graduate level training in assessment across Canada, with the exception of Quebec, is not focussed specifically on career assessment. Therefore, decisions about career assessment processes, models, and tools are likely being informed less by research and academic knowledge and more by what's already been used or what looks interesting (i.e., street smarts vs. book smarts). This is supported by the results that over 45% of respondents did not know the meaning of qualification levels for standardized assessments (i.e., A, B, and C level) and also that the majority of respondents (58%) reported selecting assessment processes, models, and/or tools because they were effective for their purpose,

compared to only 40% who reported learning about them in their training. The research confirmed uneven access to training for career practitioners across Canada. Especially in terms of assessment use, there would be a benefit to comprehensive resources and training that is accessible and affordable.

CONTEXT

The purpose of the *Use of Assessment Processes and Tools in Career Development Services* project was to conduct a review of the current use of assessment processes, models, and tools in Canada. For the purpose of this project, **assessment process** will be defined as a general approach (e.g., structured interview), a **model** will be defined as having a name and a specific format (e.g., Blueprint, Wheel, Life-Role Analysis), and a **tool** will be defined as a specific assessment instrument (e.g., Self-Directed-Search, skill cards).

This project was initiated by the Forum of Labour Market Ministers' Career Development Services Working Group (the Working Group) in an effort to better understand the current use and limitations of assessment processes, models, and tools in Canadian career development practice; the benefits associated with existing tools; and the identification of gaps and areas where new work in the area of assessment may be needed.

Career practitioners utilize assessment processes and models as a means of determining client service needs. Assessment tools can be used to identify personal characteristics such as aptitude, ability, attitude, interests, personal style, and values. Assessments can also aid in identifying workplace competencies such as employment readiness or Essential Skills.

This report presents the approach employed by the researchers, a brief review of relevant literature, an overview of the study findings from the key informant interviews and survey of practitioners, and considerations based on the overall study findings.

APPROACH

Introduction

For this project, a mixed-method approach to data collection was utilized which included interviews with members of the Career Services Working Group and key informants (where “key informants” were identified as educators teaching assessment-related courses and curriculum developers/consultants with expertise in career assessment), and an online survey combining qualitative and quantitative elements. The project was grounded in a review of relevant journal articles and texts, with a focus on those published since January 2000; the purpose of the review was to identify best practices in career-related assessment processes, models, and tools; innovative approaches and creative uses; and cautions.

Greater detail on the study methodology and research findings is presented in the following sections. The Appendices include lists of working group members and key informants who agreed to share their names, along with copies of research tools, including invitations and questions for the key informant interviews and online survey. The contact and key informant interviews were conducted in either French or English, according to the respondents’ preferences; the survey and invitations were also distributed in both official languages. Research was conducted during February and March 2009 by a team from Life Strategies Ltd., led by Dr. Roberta Neault and Deirdre Pickerell.

Literature Review

To ground this project in recent research and information about assessment, relevant articles and books were reviewed, with a focus on those published since 2000. The literature clustered into four major themes: (1) history of testing, (2) counsellor competency, (3) specific assessment tools, and (4) Internet assessment processes. A summary of the literature as it relates to each of these themes is presented in the following sections.

History of Testing

This project is an update and extension of previous Canadian research including a Survey of Assessment Tests for Employment Counselling conducted for Human Resources Development Canada (Poehnell, 1995¹) and research conducted by l’Ordre des Conseillers et Conseillères d’Orientation et des Psychoéducateurs et Psychoéducatrices du Québec (OCCOPPQ², 2004a; 2004b). These projects identified tests that are commonly used by diagnosticians (Poehnell), and tools used in education and employability (OCCOPPQ):

¹ See Appendix A for references and works consulted for this review

² See Appendix B for a list of acronyms used throughout this report

- Intelligence and Aptitude: General Aptitude Test Battery (GATB); Differential Aptitude Tests (DAT); Otis Lennon; Test d'aptitudes informatisé (TAI); Wechsler Adult Intelligence Scale (WAIS); Stanford-Binet Intelligence Scale; Raven's Progressive Matrices; Wonderlic Personnel Test; Épreuve individuelle d'habileté mentale (EIHM)
- Achievement: Canadian Adult Achievement Tests (CAAT); Tests of Adult Basic Education (TABE); Wide Range Achievement Test – Revised (WRAT)
- Interests: Strong-Campbell Interest Inventory (SCII); Self-Directed Search (SDS); Kuder Occupational Interest Survey; Career Assessment Inventory (CAI); Jackson Vocational Interest Inventory (JVII); Canadian Occupational Interest Inventory (COII); Guide de recherche d'une orientation professionnelle (GROP)
- Personality: Minnesota Multiphasic Personality Inventory (MMPI); Myers-Briggs Type Indicator (MBTI); Sixteen Personality Factor Questionnaire (16PF)
- Others: Épreuve groupements; TRIMA; Self-Esteem Scale; Anxiety Scale; Depression

More recently, Laroche (2006) highlighted, in his article on the history and trends of psychometric assessment in Quebec, vocational assessments he was encouraged to include in his toolbox, including Le Bilan Interqualia, Le Test du Fonctionnement Synergimax, Le Test d'intérêt pour le travail et de personnalité, Copilote Insertion et Pilote Bilan, and Performance Carrière.

Niles and Harris-Bowlsbey (2005) highlighted significant differences between career assessments in the 20th and 21st centuries, due to changes in types of jobs, societal factors, and test-taker needs. They concluded that, to be effective,

- assessment results should only be used as one piece of information for clients and counsellors to explore together
- assessment tools should be used less for predictive purposes, as the future will be different than the present, and
- there should be more client involvement in the assessment process.

Counsellor Competency

Niles and Harris-Bowlsbey (2005) highlighted general competencies that counsellors require when testing, emphasizing the importance of integrating clients into the assessment process when selecting, administering, and interpreting assessments. Erford (2007) noted the many policies and procedures for administering and interpreting assessments, cautioning that counsellors are ultimately accountable for final decisions. Other literature focused on specific frameworks for using assessments, such as a constructivist approach (Arthur & Collins, 2005; Brott, 2004).

Formal standards and guidelines for test users were noted by Arthur and Collins (2005), who also emphasized the importance of incorporating culture into the assessment process and of ensuring that norm groups of tests are considered carefully when using assessments with diverse clients. Leong and Hartung (2000) identified a significant gap: "We are actually in greater need of more research on culture specific variables that

would help us understand WHY these Western models do not work well for culturally different clients when they are found to lack cultural validity” (p. 398).

Westgaard (1999) cautioned about the unethical use of tests:

An administrator can use a test as a *hammer to bring people into line or to establish who's in charge*. Tests can be used *to punish*. They can be used *to frighten respondents*. And they have been used to *brand respondents* one way or another. These activities are unethical. (p. 320)

Specific Tools

Interestingly the bulk of the literature related to a specific tool; by far the most prevalent research focused on interests and, more specifically, the Self-Directed Search (Bullock & Reardon, 2005; Miller, Springer, & Cowger, 2004; Pietrzak & Page, 2001; Rees, Luzzo, Gridley, & Doyle, 2007; Spokane & Catalano, 2000). Other recent articles reported on the Employment Readiness Scale (Ward & Riddle, 2003) and the Career Factors Inventory (Akos, Konold, & Niles, 2004).

There was also an abundance of information on new instruments. In many of the *Career Development Quarterly* annual reports on practice and research in career counselling and development, research on several new instruments was reviewed (Chope, 2008; Dagley & Salter, 2004; Harrington & Harrigan, 2006; Tien, 2007). Other authors also surveyed new tools (Guindon & Richard, 2005; Leong & Hartung, 2000) and some articles introduced specific tools such as the Career-in-Culture Interview (Luzzo & MacGregor, 2001), the Personal-Social Development Self-Efficacy Inventory (PSD-SEI; Yeung et al., 2006), and the IVIP, which is a French instrument designed to explore the interests of individuals using 80 colour photographs (Gingras, Dupont, & Tétreau, 2000).

McMahon and Patton (2002) noted an increasing focus in the literature on qualitative assessments, in comparison to a traditional quantitative focus. Aligned with this shift in emphasis, Palladino Schultheiss (2005) provided a rationale for using qualitative assessments when working within a constructivist paradigm.

Internet Processes

There are diverse opinions on using Internet-based assessments. In a comparison of the online Self-Directed Search and its paper-pencil counterpart, no statistical difference was found (Guindon & Richard, 2005). Jones, Harback, Coker, and Staples (2002) looked at the comparison of online test interpretation using text chat and face-to-face test interpretation for the Session Evaluation Questionnaire and also found no difference. Spokane and Catalano (2000) provided a rationale for computer-assisted testing, arguing that computer-assisted tests have the potential to enhance both validity and reliability. On the other hand, they realistically discussed threats to validity and reliability of computer-assisted tests, acknowledging that they aren't a perfect solution. Other literature noted several issues with online career assessments, such as inappropriate test use, invalid test profiles, absence of psychometric data, the risk of open access to assessments (i.e., individuals taking them independently, even if assessments were not designed for them or intended for their purpose), security issues

with hackers accessing information, and a lack of standardization (Barak, 2003; Dagley & Salter, 2004). Buchanan (2003) cautioned that online tests should be validated for their online use.

This provides only a brief summary of the current research related to career assessment; a comprehensive list of resources consulted, including more than those cited here, is provided in Appendix A. Of particular note are several relevant academic journals, including the *Journal of Career Assessment* and the *Career Development Quarterly* annual review, which always includes a section summarizing published articles on career assessment from the previous year. Unfortunately, similar Canadian sources with a specific focus on career assessment were not identified. In French, the *Revue de Carrierologie* and *L'Orientation Scolaire et Professionnelle* both provide relevant and timely information.

Career Development Services Working Group Interviews

During the first stage of this project, interviews were conducted by telephone with 12 members of the Career Services Working Group (Appendix C). Every province and/or territory, with the exceptions of Nunavut and Prince Edward Island (who did not have representatives on the working group), had an opportunity to contribute to this stage of the project.

The purpose of these discussions was to get working group member input regarding key pieces of this project, including:

- Recommendations for key informants (defined as educators teaching courses on assessment process or career assessments and/or curriculum developers/consultants with expertise in career assessment)
- Identification of relevant local research or resources
- Opportunity to provide input into specific survey questions and/or content
- Suggestions on most effective ways to distribute the survey to career practitioners within their region

Every working group member contributed valuable information to support this project. Several had suggestions for key informants, resulting in a list of over 75 potential contacts. Many working group members had specific goals for the survey and provided questions and/or suggested more general topics from which questions could be developed. Working group members also provided valuable information regarding dissemination of the survey; many made specific suggestions on the most effective ways to get the survey to front-line practitioners within their respective regions. In addition, many volunteered to send the survey to their personal contact lists and/or listservs which require membership in a specific association or group.

Research Questions

The activities and research components of this study were guided by several key research questions, summarized here:

1. What is the current range of assessment processes, models, and tools being used in Canadian career development services?
 - a. How are they being delivered? (e.g., Internet, individual, group)
 - b. What qualifications are required to use specific tools?
 - c. Have specialized assessment tools been developed for target population groups? If so, have the properties been psychometrically evaluated?
 - d. Are there gaps in available assessment processes, models, and tools?
2. Why are assessment processes, models, and tools being used in Canadian career development services?
 - a. How do they relate to various competency frameworks?
 - b. How do they support the goal of labour market integration?
 - c. How do they assist the counselor/career practitioner to assist clients?
3. What are key considerations for effective career assessment in Canada?

These questions formed the foundation upon which the study methodology was developed and implemented.

Key Informant Interviews

A key component of the research project involved interviewing Canadian educators teaching courses on assessment process or career assessments and/or curriculum developers/consultants with expertise in career assessment. Key informants were identified through Working Group contacts, referrals made by key informants, and the research team's extensive contact list within the sector. Every effort was made to identify key informants throughout the country and while the final list included informants from 10 provinces no key informants were identified in Nunavut, the Yukon or Northwest Territories although sector leaders within each of the territories were consulted at key points in the project. Each key informant was invited to participate in a 15-30 minute telephone interview, conducted either in English or French (Appendix D). The interviews followed a structured format designed to elicit rich, qualitative responses (Appendix E).

In total, 76 people were invited to participate and 34 key informants were interviewed during February and March 2009 (see Appendix F for a list of key informants that gave permission for their names and affiliations to be shared). Interview participants were asked a set of 11 questions related to various courses and training workshops they have developed or taught that included assessment processes, models, and/or tools. The vast majority of educators who participated in the interviews were affiliated with a university or college. Other participants were employees of provincial government departments, or consultants who have developed or offered professional development or continuing education training that was not delivered through a Canadian college or university.

Survey

Based on the literature review, discussions with working group members, and key informant interviews, a 42-question survey (Appendix G) was developed for distribution

in both French and English using an online survey tool, Advanced Survey. The survey began with general demographic information and contained quantitative and qualitative questions related to training, assessment selection, ethical considerations, and staying current.

An invitation to participate in this survey and a statement of informed consent were developed, in both French and English (Appendix H). The invitation email was created to introduce the survey, explain its purpose, and indicate it was separate from another national survey being conducted concurrently. A statement to ensure informed consent was included in the survey invitation. Informed consent was also built directly into the survey (i.e., the introduction to the online survey included a statement to inform consent and advised potential participants that continuing with the rest of the survey was giving their consent to participate; Appendix I). All contacts with participants (i.e., phone interviews and online surveys) were conducted according to the Government of Canada's Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

Survey respondents were contacted via emails sent out to association membership lists and public and private listservs relevant to the career development sector; email invitations were also disseminated by various working group members. An extensive list developed by the Canadian Career Development Foundation (for a separate survey sent in early 2009) was also utilized to ensure the survey reached as many career professionals as possible. The survey invitation/informed consent form was sent out on February 19, 2009; a follow-up reminder was sent out on February 25, 2009; and the survey was closed on March 1, 2009 at 11:59pm (PST). In total there were 339 respondents to the English survey and 28 to the French survey (367 in all).

FINDINGS

This section of the report presents highlights of the data collected during this project. Part A summarizes data from the 34 key informant interviews. Part B summarizes quantitative and qualitative data from the 338 survey respondents who completed the survey, representing each province and territory in Canada.

Part A: Summary of Findings from Key Informant Interviews

The key informant interviews aided in understanding the types and content of assessment training available to career development practitioners and those studying to become practitioners across Canada. Key findings from these interviews are presented in this section of the report.

Types of Assessment Training

Training on the use of assessment processes, models, and tools for use in career development practice is available through various university programs (at the Bachelor, Masters, and certificate level), college programs, and government-sponsored training targeted at government employees and consultants delivering career services. In some cases, private consultants are also developing and delivering training related to assessment tools and processes.

Program content varied in terms of breadth and depth of scope depending upon program type. In some cases, assessment was discussed as one component within a broader context such as career development theory. Similarly, some assessment courses did not focus exclusively on career-related assessments; rather they examined assessment in a broader context within which career development was only one application.

Of the university courses and programs that were discussed, bachelor level courses tended to offer more introductory information about assessments in relation to career development theories and theorists. Exposure to assessments at this level ranged from brief overviews of assessments to experiencing assessment instruments from a client perspective; more in-depth education around assessment instruments, their selection, interpretation, and psychometric properties was a greater focus at the graduate level.

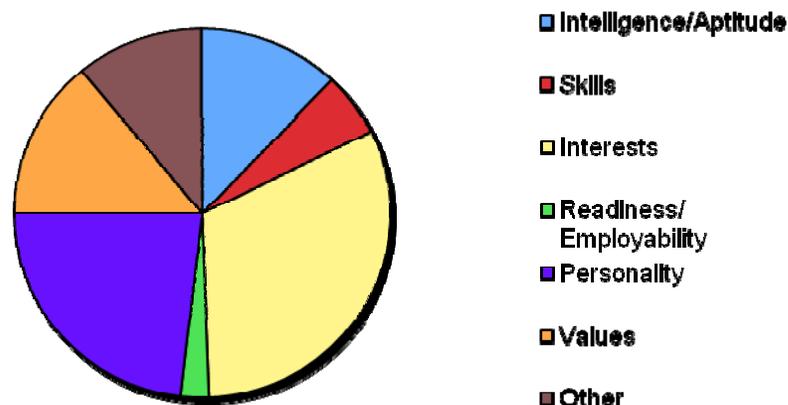
Training targeted to practitioners working in the field tended to be of a shorter duration and was designed to provide practitioners with practical tools to aid them in their work. Assessment tools introduced in these types of training tended to be non-standardized and easily accessible to facilitate immediate use.

Key informant interviews were conducted with four Québec universities that provide training for career/guidance counsellors. The career/guidance counsellor occupation is regulated as a profession in Québec, and as such, there appear to be more structured standards around training, including assessment training for Level A, B, and C tests.

Students wishing to become a career/guidance counsellor in Québec are required to have a minimum of nine credits in psychometrics, with many programs offering 12 credits and a practicum component. All of the universities also require one or two additional courses that address test construction, measurement, evaluation, and associated psychometric properties. Undergraduate level courses address foundational concepts and an introduction to some assessment tools, with more in-depth study focusing on the interpretation, selection, and administration of more complex assessment tools reserved for the graduate level studies.

One of the findings of the interviews was that over 100 assessment tools are introduced through various courses and training programs available to practitioners and students studying assessment. A full listing of these assessment tools is available in Appendix J. The types of assessments that are being taught or introduced to students are illustrated in the following graph (Figure 1).

Figure 1: Types of Assessments Being Taught



It appears that assessments related to interests, personality, and values are the most common assessments introduced in the courses that the key informants discussed. A range of other assessment tools, including informal assessments, are also being introduced within training for career practitioners. Computer-based assessment tools were not as widely introduced as other more traditionally-administered tests.

Cultural Relevance and Diversity

Cultural relevance and diversity are addressed in nearly all of the courses that were discussed, with one key informant reporting that this component could be improved upon. The breadth and depth to which cultural and diversity-related issues are addressed in the assessment courses/training differed from program to program; some programs focused more on traditional cultural/ethnicity issues and others addressed a wider range of diversity issues. Some of the client populations and issues that key informants discussed introducing in assessment courses include:

- Aboriginals, immigrants / new Canadians, ethnicity

- Invisible minorities, learning disabilities, injured workers
- Gender
- Rural vs. urban, economically disadvantaged
- Language – ESL, low literacy
- Older workers, youth

One of the themes that became apparent throughout the interviews, as evidenced in the list above, is the need for awareness when assessing vulnerable populations. In addition to the variety of client populations previously listed, there were several responses that addressed cultural relevance more specifically in terms of the use of assessment processes, models, and tools, especially implications for implementing assessment results in terms of clients within the context of their family and community. For example, a client who seeks upgrading when this is not the community norm may be ostracized and thought to be acting in a way that would make him/her better than fellow community members. The more autonomous Western worldview may clash with a more collective or familial worldview embraced by other cultures. Several key informants emphasized that practitioners who use assessment processes, models, and tools need to be acutely aware of their personal values and sensitive to encountering values that may be markedly different from their own.

The responses strongly indicate a need for awareness of diversity and its interrelation with the choice of assessment processes, models, and tools. Key informants discussed the limitations and biases of commonly used assessments and the importance of embedding assessment within a meaningful and relevant context.

Test Selection

Nearly all of the key informants indicated that test selection is a component of their courses. Although budget or cost of assessment (both money and time) was listed by most of the key informants, other factors affecting test selection included:

- Purpose for use of assessment
- Suitability for client – literacy levels, possible bias, learning disabilities, maturity level, education level, client’s goals, client comfort (e.g., online, classroom setting), ease of use
- Availability
- Quality of instrument

In addition to discussing test selection factors with students, one of the key informants indicated extending the discussion of selection factors by addressing the fundamental underlying question, “Do you need a test?” Another key informant acknowledged that his/her students were likely to leave the course with a strong bias toward limiting use of standardized assessments.

Ethics

Some of the programs discussed in the key informant interviews offered distinct ethics courses as mandatory within the program structure, and nearly all of the informants reported that ethics were discussed within the assessment courses they teach.

Although many of the courses offering assessment components introduced students to a variety of ethical guidelines, a few courses did not specifically address this topic or introduce ethical codes. The Codes of Ethics that featured most prominently in course design and delivery were those associated with the Canadian Standards and Guidelines for Career Development Practitioners and the Canadian Counselling Association. Other codes of ethics that were introduced in specific programs were associated with various Provincial Governments, the National Career Development Association (in the US), the American Counseling Association, the Canadian Psychological Association, and a professional association in BC, Education and Networking for Rehabilitation and Career Practitioners (ENET).

In considering ethical issues related to assessment, key informants presented numerous cautions that they emphasize with their students. Confidentiality and access to information were central themes throughout the responses. Appropriate training and qualifications for administering assessments were identified as significant ethical issues. Also emphasized was the importance of choosing appropriate instruments and administering them in an ethical manner, facilitating communicating results to clients in such a way as to allow clients to make meaningful use of the information.

Key informants reported class discussions about when it is appropriate to use assessment tools and the overall need to be critically aware of the use/overuse/misuse of assessments. Although not mentioned by all informants, this question of appropriate use underpins any discussion of the ethical use of assessment processes, models, and tools.

Best Practices in Teaching Assessment

Several best practices in teaching assessment were shared by key informants during the interviews. These included:

- Allow time for experiential learning in the administering, scoring, and interpreting of assessments
- Encourage students and practitioners to be flexible and not married to certain tools
- Use case studies and examples to encourage students to think about ethical issues
- Introduce the Canadian Standards and Guidelines for Career Development Practitioners Ethical Decision Making Model
- Discuss labelling that can come out of testing and misuse of labels and scores
- Address the power dynamic inherent in assessment and how to neutralize it
- Stress client engagement and ownership of the assessment process
- Emphasize that assessment is only one part of the counselling process
- Teach the importance of understanding the theory, principles, and philosophy behind assessment

Availability of Assessment Courses

Fewer than half of the key informants indicated an awareness of other classes/courses either within their institution or elsewhere that introduce the use of assessment processes, models, or tools within individual or group interventions. Few opportunities for training or professional development were identified outside of the university or college context; the exceptions were some courses available online so across geographical regions.

In summary, the key informant interviews provided a good understanding of how assessment processes, models, and tools are taught in a range of academic and practitioner-focussed environments. This research demonstrates that a vast assortment of assessment processes, models, and tools, are being introduced across the country, that focus on assessing a wide range of client characteristics. Although the structure and delivery of assessment training may differ from program to program, there were many common elements across the country and a shared understanding of the need to ensure ethical practice as it relates to assessment within career services.

Part B: Survey Results

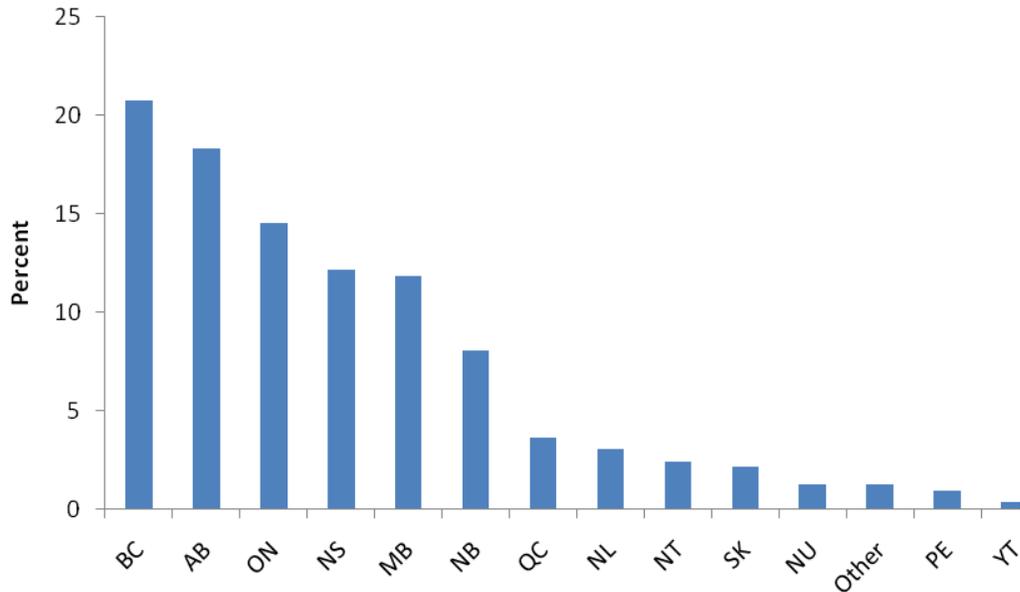
The following sections present a summary of survey results, beginning with respondent demographics; then information about which assessment processes, models, and tools are being used; why (i.e., the purposes for assessment); and how (i.e., in what format?). The section concludes with information about how respondents keep their assessment knowledge and skills current.

Respondent Demographics

A total of 367 individuals responded to the survey. The analysis included data from 338 of those individuals; 29 respondents were removed before the analysis because they had stopped responding prior to question 8 (i.e., providing only demographic data). Survey results were exported into Statistical Package for the Social Sciences (SPSS) software and coded for analysis.

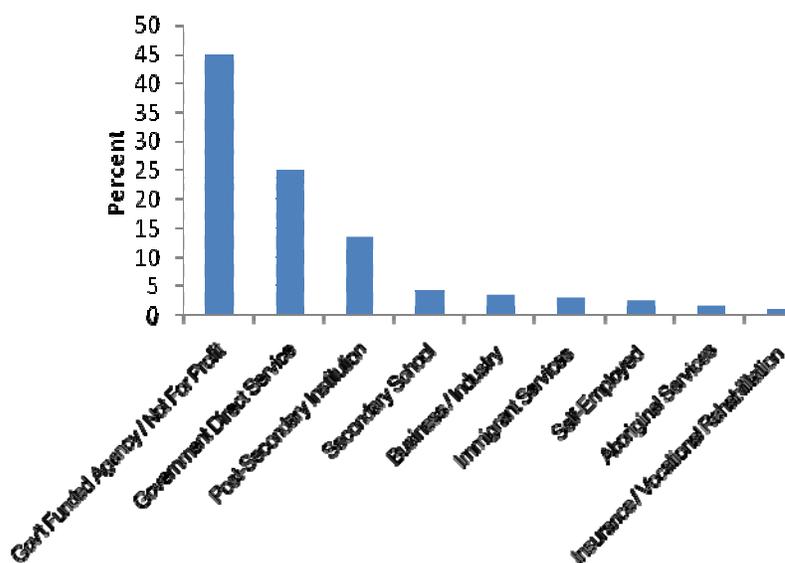
Survey respondents (Figure 2) were primarily from British Columbia (20.7%), Alberta (18.3%), and Ontario (14.5%). Due to fewer respondents from Newfoundland, Nunavut, Prince Edward Island, Quebec, Saskatchewan, and the Yukon, specific results from those provinces should not be over-interpreted. The “other” category represents individuals who reported working in multiple regions or didn’t identify a province within their response.

Figure 2: Survey Respondents by Province



The majority of respondents (49.1%) served a Metropolitan area. More than half (50.9%) were between the ages of 40 and 54; 25.7% of respondents were 55+, 22.2% were between the ages of 25-39, and only 1.2% were less than 25 years old. As illustrated in Figure 3, respondents were primarily employed in government funded community-based agencies or not for profit organizations (45%); most others were employed within government, providing direct services (24.9%) or post-secondary institutions (13.6%). There was minimal representation from employees of Aboriginal services (e.g., AHRDA), immigrant services, insurance/vocational rehabilitation, business/industry, secondary schools, and individuals who were self-employed.

Figure 3: Field of Employment



Most respondents had been working in the career services field for more than 5 years (23.4% for 6-10 years and 38.2% for 11-20 years). Respondents represented a wide variety of positions, ranging from career practitioners to directors and project officers. Job titles varied widely for what appeared to be similar positions. Most respondents were in positions that implied direct service to clients.

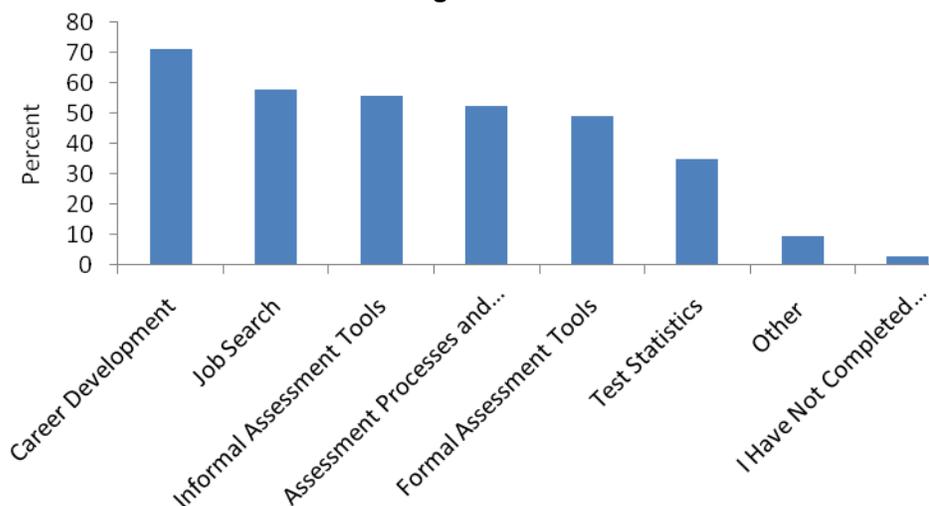
Most respondents were well-educated; 44.4% had a Bachelors degree and, of the rest, almost an equal number had either a certificate, diploma, or apprenticeship (27.5%) or a graduate degree (25.0%). Within both British Columbia and New Brunswick, there were more respondents with a graduate degree (34.8% and 44.4% respectively). Overall, these education results must be interpreted with caution as it is conceivable that individuals with more education may have been more inclined to contribute to a research project, especially when the topic of the survey was assessments.

Specific to the use of assessments, there are three standard qualification levels: A level assessments are available to those without specific training, B level assessments require university level training in tests and measurements or specific training to use a particular assessment tool (e.g., MBTI, SII, Personality Dimensions), and C level assessments are restricted for use by those with advanced graduate level training. Of respondents to this survey, 23.1% indicated that they were B level certified and only 3.3% indicated they were C level certified. It is interesting to note that just over 45% of respondents didn't know what these levels meant; there was a slight negative correlation between those indicating lack of knowledge about levels and use of both informal ($r = .180, p < 0.01$) and formal assessment tools ($r = -.147, p < 0.01$). As expected, education level was significantly correlated with B level certification ($r = .241, p < 0.01$), indicating that those who were B level certified were, in general, more educated.

Respondents were asked to indicate whether they had training on specific assessment tools; 11.2% said yes, indicating several specific A and B level tools, including CDMS, Career Cruising, Choices, ERS, GROU, JVIS, MBTI, Personality Dimensions, Strong, and TRF. Two respondents specifically mentioned the needs of immigrants around assessment of credentials – it was unclear whether this referred to difficulty getting recognition for training in assessment or whether this was identifying a gap in assessment processes, models, and tools.

When asked about assessment-related training or education, 71.3% of respondents reported training related to career development as one of their responses (Figure 4).

Figure 4: Assessment Education/Training



Aside from the other topics specifically listed (e.g., job search, formal and informal assessment tools, assessment processes and models, test statistics), a wide range of other education/training was reported on topics including therapeutic counseling, workplace culture, human resources, teaching, social work, information and guidance studies, psychology of communication, and business administration.

Which Assessment Processes, Models, and Tools Are Being Used?

To map the use of assessment processes, models, and tools in career services across Canada, survey respondents were asked several specific questions, resulting in both quantitative and qualitative data reported in the following sections.

Respondents were asked how often they used assessment processes and models in their work with clients: although 41.7% reported “often” and 36.7% reported “sometimes,” it was somewhat surprising that 21.6% reported “rarely or never.” This could imply that some career service providers do not see ongoing assessment as core to their day-to-day work.

Many survey respondents reported using Essential Skills (46.4%) and Employability Skills (42.9%) frameworks with their clients; use of the Blueprint for Life/Work Design was considerably lower at 14.8%. There was a significant correlation between use of the Essential Skills and Employability Skills frameworks ($r=.403$, $p<.01$), indicating that those using one of these models tended to also use the other.

The pattern of framework use differed across the country, however, with no respondents from Nunavut, Prince Edward Island, or the Yukon using either the Employability or Blueprint frameworks, and no one from Saskatchewan using Blueprint. However, because survey responses from some provinces were quite low, these regional findings must be interpreted with caution.

A small number of respondents (10.7%) specifically identified other frameworks, ranging from ACEC and Nova Scotia Employability Assessment to the RIASEC model, multiple intelligences, narrative approach, PATH, PLAR, and Guiding Circles. Most items listed in the “other” space, however, were actually assessment tools rather than conceptual frameworks. These included MBTI, SDS, EQ-I, personality and skills assessments, in-house tool, Personality Dimensions, Career Cruising, Choices, O’Shea Career Decision Making, NEO, and Career Leader. Similar to the mixture of specific assessments listed within the following sections of this report, it seems apparent that respondents are using career assessment processes, models, and tools without fully understanding their intended purposes.

A series of questions on the survey requested information about specific assessment processes, models, or tools used for various client purposes (see Appendix K for a summary table of responses). Similar to the key informant interviews, there was little consistency in responses – although Appendix K lists assessments identified by three or more respondents, countless others were mentioned by individuals. The inconsistency in responses resulted in an overall inability to state with certainty that a specific tool is being used with a particular client population. In many cases it is implied (i.e., a respondent mentioning use of the Myers-Briggs Type Indicator to assess personal style with youth) but it isn’t clear whether that is the only tool used with that population or whether that tool is also used with other populations.

Also fascinating was the pattern of responses (e.g., some specific assessment tools were listed across all categories – one respondent used “Type Focus” for every purpose listed). As responses were not required to this section of the survey, the percentages reported for each category do not total 100. However, patterns were clearly apparent – especially when considering the number of respondents indicating their use of assessments to identify interests (74.6%)!

The following section summarizes the qualitative results from this series of questions. For each assessment purpose, the tools mentioned by three or more respondents are listed (see Appendix K for a more complete summary). In many cases respondents reported working with “all clients.” However, several specific client groups were identified across most of the categories, including Aboriginals, adults, immigrants, older

workers (i.e., 45+ / 55+), persons with disabilities, students, women, and youth. In some instances, additional client groups were mentioned based on assessment purpose; these are identified in the relevant sections that follow.

- To assess **client needs**, respondents mentioned using tools including the Blueprint for Life/Work Design, Guiding Circles, Myers-Briggs Type Indicator, the Self Directed Search, and Starting Points³. In addition to the clients previously noted, respondents specifically mentioned working with mid-career professionals, parolees, and university students in this category.
- In assessing **employment readiness**, respondents reported using the Employment Readiness Scale, in-house customized tools, and structured interviews. Respondents specifically noted working with HRIF eligible clients, incarcerated women, and women in non-traditional work roles.
- Respondents reported using the Conference Board of Canada's Employability Skills 2000+, Essential Skills, TOWES, and informal or in-house methods to assess clients' **essential skills**.
- When assessing for **employment barriers**, respondents reported using the ACEC, BESI, informal interviews and in-house tools. Underemployed client groups were specifically referenced.
- In assessing a **client's ability to find, interpret, and apply labour market information**, respondents reported using informal interviews/approaches, in-house tools, and the Internet. Some respondents identified using government websites (e.g., Job Futures, national LMI site) for this purpose. Respondents specifically mentioned working with international and graduate students when reporting in this category.
- The COPSsystem, Career Cruising, GATB, in-house tools, and the WRAT were some of the ways respondents reported assessing for **aptitude/achievement**. Clients specifically mentioned included federal offenders, IA recipients, international students, and clients in change and transition.
- When assessing for **learning styles**, survey respondents reported using informal assessments, Personality Dimensions, True Colors, the Strong Interest Inventory, and the Myers-Briggs Type Indicator; although "learning style assessments" was stated, respondents neglected to name a specific tool. Respondents noted clients with addictions and those with literacy issues as specific target groups.

³ See Appendix J for a more comprehensive list of assessments mentioned by 3 or more respondents. This section represents only a sampling for each category

- Career Cruising, CHOICES, in-house and informal tools, NOC, and the TOWES are being utilized when assessing for **job-specific skills**. Clients with low education and/or low income are being assessed in this category.
- When assessing for **interests**, respondents reported using Career Cruising, the Career Decision Making System, Career Directions Inventory, Career Exploration Inventory, CHOICES, COPSystem, Guiding Circles, Jackson Vocational Interest Survey, structured interviews, in-house assessments, and online resources. Several new client groups emerged within this category including clients with criminal records, high school students, and transition workers.
- In assessing **values** respondents reported using Career Cruising, CHOICES, card sorts, informal assessments, interviews, Personality Dimensions, and the Career Values Scale. Corporations, single parents, and clients interested in career planning were additional target groups mentioned in this category.
- CHOICES, Myers-Briggs Type Indicator, Personality Dimensions, Strong Interest Inventory, and TypeFocus are some of the ways respondents reported assessing for **personal style**. Trade workers, corporations, and clients seeking career development were specifically mentioned.
- When asked what other **additional assessments process, models, and tools** were being used, respondents made specific mention of in-house and informal assessments as well as the Myers Briggs Type Indicator and Personality Dimensions.

Overall the survey asked 12 questions related to what assessment process, models, and/or tools were being used to identify specific attributes (e.g., client needs, interests). A common theme which emerged in 10 out of the 12 questions was the use of in-house or informal tools (i.e., in-house or informal tools were not mentioned when assessing for personal style and client need). However, there is no indication of the kind of in-house tools being utilized (i.e., informal checklist, process used by one person, modification of an existing more formal tool, or a tool which has been formally developed and piloted). Nor did respondents indicate whether the informal or in-house tools they are using had been evaluated for psychometric properties (i.e., validity, reliability, norm groups).

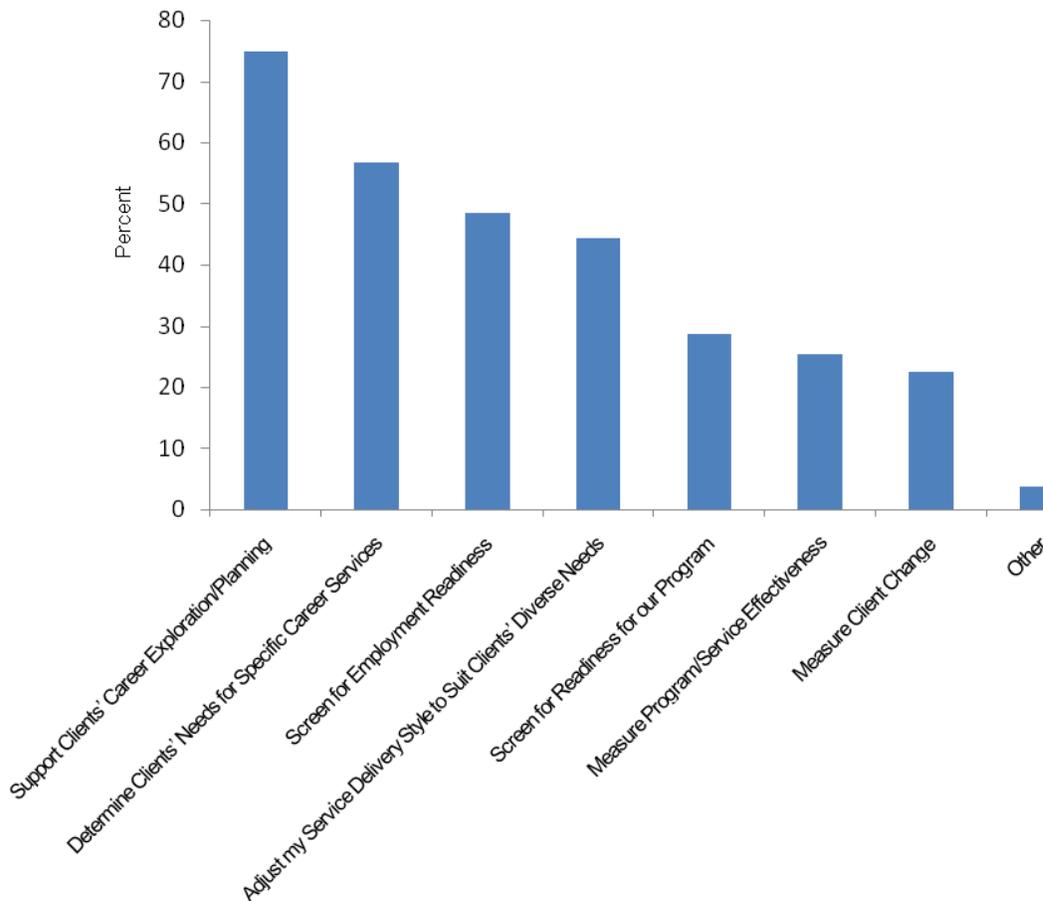
Although 34.3% of respondents indicated selecting assessments based on validity and reliability (Figure 5), there is no significant correlation between decisions based on psychometric property and the use of use of specialized assessment processes or tools to accommodate diversity. However, there is a small but significant correlation between the use of specialized assessments which accommodate diversity and individuals who reported using customized “in house” standardized processes, models, or tools ($r=.320$, $p<0.01$) as well as the reported use of informal assessments developed in house ($r=.140$, $p<0.05$). This implies that some respondents were using informal and/or customized processes, models, or tools to accommodate their diverse clients, perhaps because no suitable alternative was available for purchase. The challenge, however, is

evaluating whether these customized in-house tools are valid or reliable. Interestingly, only one respondent indicated a desire for additional information about a specific assessment area in this section of the survey.

Why? The Purposes for Assessment

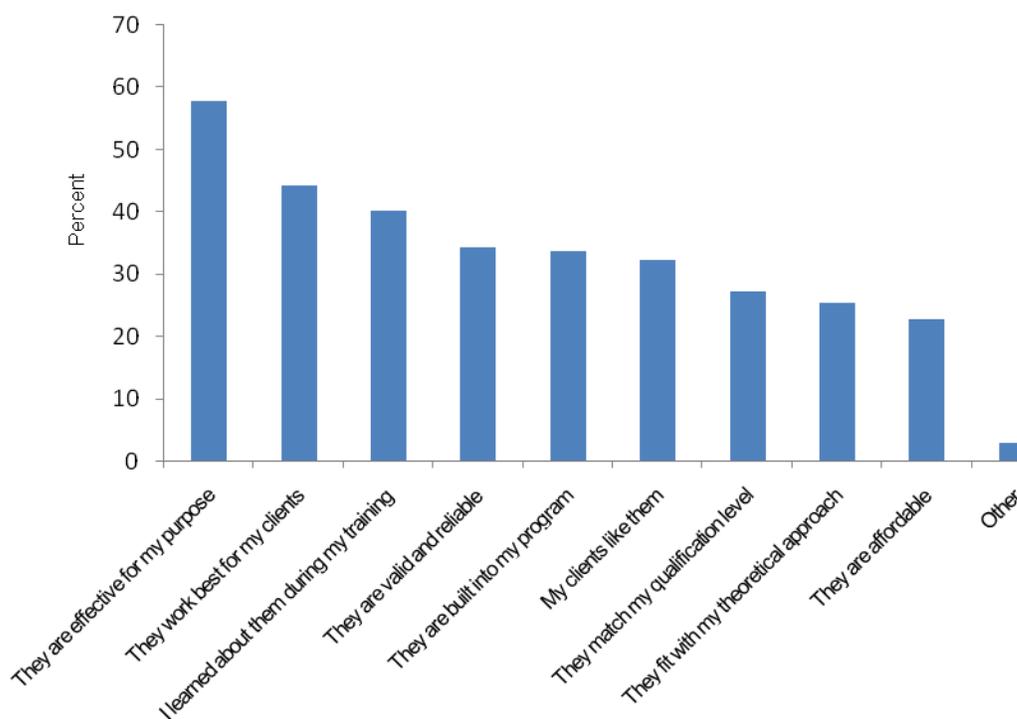
Almost three-quarters of respondents (74.9%) reported using assessment to support clients’ career exploration and planning (Figure 5). Over half (56.8%) used assessment to determine clients’ needs for specific career services; almost half (48.5%) used assessment to screen for employment readiness. One respondent indicated, “I don’t assess personally in my current job but I have in the past. It is the only way to determine the best next step and get a sense of necessary resources.”

Figure 5: Assessment Processes, Models, and Tools Purpose



Most respondents (57.7%) indicated that they selected specific assessment processes, models, and/or tools because they were effective for their purpose. Other popular reasons for their selections included that they work best for their clients (44.1%), they learned about them during training (40.2%), they are valid and reliable (34.3%), they are built into the program (33.7%), or that their clients like them (32.2%). Full results are presented in Figure 6.

Figure 6: Reasons for Using Specific Assessment Processes, Models, and Tools



When responses to the assessment purposes reported in Appendix K were analysed, there were several significant correlations (see Table 1), indicating that respondents were assessing for a variety of reasons (i.e., conducting a fairly comprehensive assessment of values, interests, personal style, job specific competencies, aptitude and achievement, learning style, client needs, Essential Skills, employment barriers, labour market information, and employment readiness⁴).

There were small but significant correlations between education and the use of additional assessment processes, models, and tools ($r = .194$, $p < .001$), indicating that individuals with higher education are more likely to use specialized assessments.

An individual who is assessing interests is also more likely to be assessing values ($r = .550$, $p < 0.01$), aptitudes and achievement ($r = .490$, $p < 0.01$), personal style ($r = .453$, $p < 0.01$), and a variety of other elements noted in Table 1. It should also be noted that there were no negative correlations found, reflecting a greater likelihood that individuals assessing for one purpose are also assessing for other purposes. Additionally there were some areas in which no significant correlation resulted (e.g., between assessing learning style and ability to find, interpret, and apply LMI), indicating that some assessments, such as those for learning style, are being used selectively (i.e., with

⁴ Listed by size of correlation from highest to lowest

specific clients, for specific purposes) rather than as part of an assessment battery used with all clients.

Only 26.3% of survey respondents reported using specialized assessment processes or tools to accommodate diversity while almost half of survey respondents (49.7%) indicated that they did not. Interestingly, although key informants emphasized the importance of adjusting assessment approaches to accommodate diversity, data analysis revealed no significant correlation between educational level and the use of specialized assessment processes or tools for this purpose.

It is interesting to note that only 15.7% of survey respondents indicated difficulty assessing specific client needs; over half of survey respondents (56.5%) indicated that they did not. Similar to the findings regarding diversity, data analysis revealed no significant correlation between educational level and difficulty assessing client need. In addition, there was no significant correlation between respondents identifying difficulty assessing a client need and use of specialized assessment processes or tools to accommodate diversity.

Table 1: Assessment Purpose Correlations

	Client Needs	Employment Readiness	Essential Skills	Employment Barriers	Ability to find, interpret, and apply LMI	Aptitudes & Achievement	Learning Styles	Job Specific Skills	Interests	Values	Personal Style	Other
Client Needs	. 359**</td <td>.197**</td> <td>.406**</td> <td>.271**</td> <td>.202**</td> <td>.253**</td> <td>.191**</td> <td>.259**</td> <td>.297**</td> <td>.238**</td> <td>.162*</td>	.197**	.406**	.271**	.202**	.253**	.191**	.259**	.297**	.238**	.162*	
Employment Readiness	-	.446**	.498**	.393**	.221**	.110	.278**	.169*	.194*	.082	.185**	
Essential Skills	-	.322**	.187**	.346**	.323**	.332**	.257**	.295**	.137*	.112		
Employment Barriers	-	.384**	.263**	.178**	.350**	.229**	.213**	.129	.135*			
Ability to find, interpret, and apply LMI	-	.177**	.113	.260**	.194**	.195**	.138*	.110				
Aptitudes & Achievement	-	.358**	.396**	.490**	.467**	.368**	.184**					
Learning Styles	-	.337**	.280**	.314**	.445**	.296**						
Job Specific Skills	-	.324**	.415**	.273**	.083							
Interests	-	.550**	.453**	.125								
Values	-	.519**	.180**									
Personal Style	-	.230**										
Other	-											

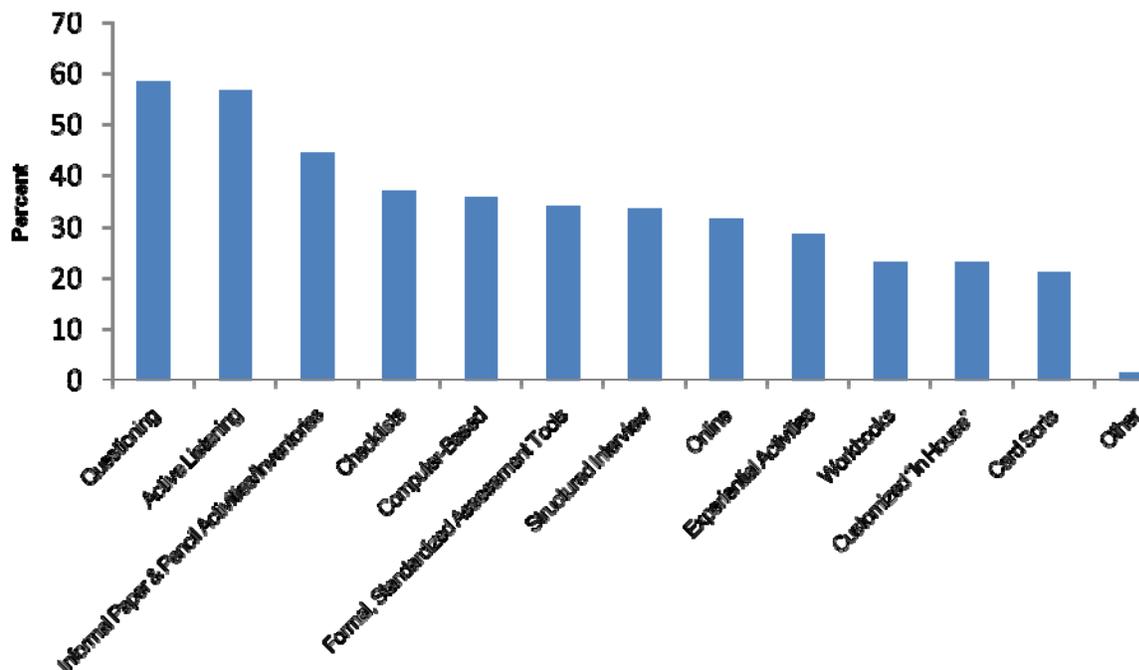
** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

How? The Format of Assessments

It's important to note that not all client assessment in career services requires the use of a formal or structured process, model, or tool. In fact, the most popular assessment formats, reported by over half of the respondents to this survey, were active listening and questioning (Figure 7). However, a few respondents clearly interpreted the term assessment to mean “test”; some used the “other” category to indicate they did not use assessment tools.

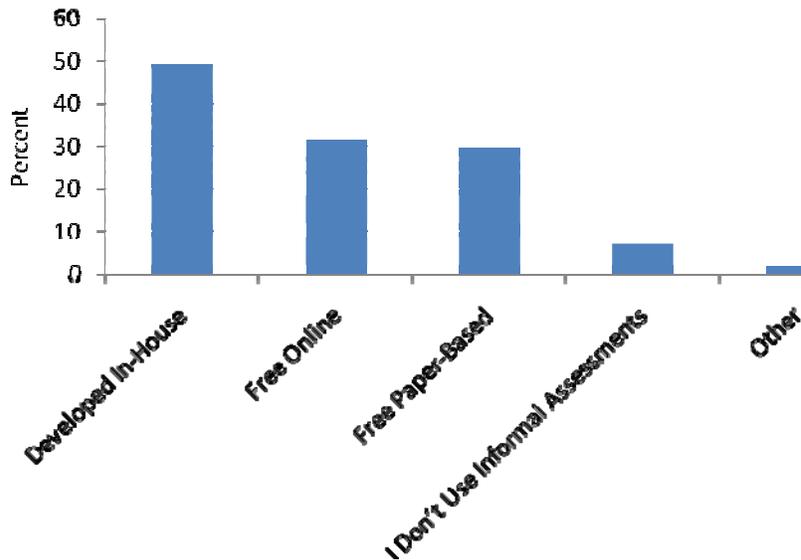
Figure 7: Assessment Processes, Models, and Tools Format



Assessment models, tools, and/or processes were most commonly used by survey respondents in one-to-one sessions (67.8%); however, almost half (48.2%) also reported using them in groups. Most respondents seem to be selective about their use of assessment (i.e., avoiding a “one size fits all” approach); 43.8% reported using them with some of their clients.

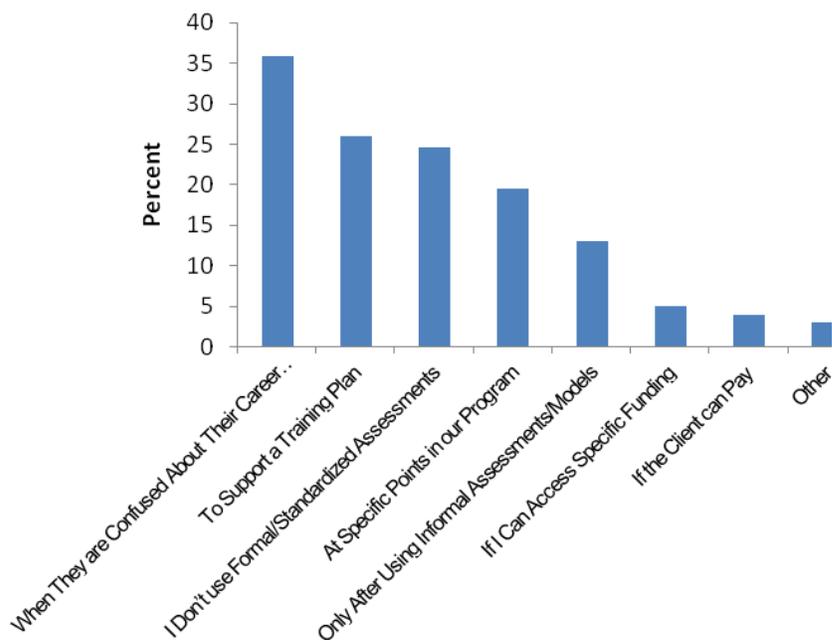
About one third of respondents (31.7%) indicated often using informal assessments. Of the informal assessments used, about half (49.4%) were developed in-house (Figure 8); as previously mentioned, there was no indication, however, whether these in-house tools had been validated. A few respondents (7.1%) indicated never using informal assessments. As career practitioners are making informal assessments all the time in terms of client needs and progress, this suggests that some respondents had a limited view of what assessment is (i.e., they may have been thinking of assessment tools rather than including processes and models).

Figure 8: Informal Assessments Format



On the other hand, few respondents (19.8%) indicated often using formal/standardized assessment tools. Those that did use formal/standardized tools were typically supporting clients who were confused about their career direction or focus (Figure 9). In examining comments about use of formal/standardized assessment, it became clear that many respondents were cautious about using formal tools and would need a solid rationale before introducing formal/standardized tools to their clients. One respondent reported, “We use one-on-one counselling and career exploration. Some of the formal assessment tools do not meet our clients’ needs, do not take into consideration different cultures, and do not use plain and simple language. So, we use our own counselling sessions to assess our clients’ needs.”

Figure 9: Administration of Formal/Standardized Assessments



Although the cost of standardized assessments is often cited as a reason for not using such tools, few respondents to this survey indicated that access to funding (5.0%) or clients' ability to pay (3.8%) impacted their decision about whether or not to use formal/standardized assessment tools.

Almost half of survey respondents (49.1%) indicated that they used Internet and/or computer-based comprehensive programs for assessment. However, only 16.6% of respondents indicated that they administer standardized assessment tools online or on the computer. It is interesting to note, however, that very few respondents (14.2%) indicated concerns about using online or computer-administered tests.

There was a small but significant correlation between those who indicated that they used Internet/computer based comprehensive programs for assessment and those who administered standardized assessment tools online or on the computer ($r = .152$, $p < 0.05$). There were, however, no significant correlations between either age or education and the use of Internet and/or computer based assessments.

Keeping Assessment Knowledge and Skills Current

Although almost two-thirds of respondents (64.5%) indicated that they followed policies, procedures, or guidelines regarding the ethical use of assessments, it is interesting to note that no significant correlation was found in the data between education level and ethical use of assessments.

To stay current with information concerning assessment tools, processes, and models, the survey results indicated that more people are consulting Google (37%) and publisher's marketing materials (36.1%) than academic journals (24.6%), textbook/reference materials (19.2%), or test reviews (5.3%). However, the most common way to stay current, as reported by survey respondents, was to attend conference presentations/workshops (47.3%) or consult colleagues/supervisors (44.7%). There was a small significant negative correlation between education and relying on publisher's marketing material ($r = -.111$, $p < 0.05$) indicating that those with a higher education level seem to rely on marketing materials to a lesser extent.

A small number of respondents (1.8%) indicated specific information about how they stay current, including through their local resource centre (AWEST) and the Nova Scotia Career Development Association. One respondent stated,

I find it hard to get a comprehensive overview of all the tests that are available, and what would [be] best to use when. We have actually put together a committee on our staff to try and learn more about these tools.

Several training needs were identified by respondents, including training in categories of assessments (e.g., standardized assessments – Level B, non-standardized – Level A, assessments for youth, and online assessments), types of assessments (e.g., interest, skills/essential skills, and needs assessments), and specific assessments (e.g., MBTI, Strong, and TOWES). Respondents also indicated a need for training on diversity issues including assessments for minority groups, the Francophone community, and persons with disabilities, as well as training on using assessments within career/employment counselling processes, how and when to use assessments, and monitoring clients while working on projects.

Nearly 40% of respondents (39.1%) were aware of training locally available or within reasonable commuting distance (37.9%). However, two themes emerged related to access to training:

- Travel considerations involving distance, time, and budget
- Lack of clarity about where and/or if training was available
 - 18 specific responses related to this

One respondent, when asked about desired training, wrote:

I don't really know. I know everyone promotes assessments as the next best thing. I don't agree. They are tools and it is what the Career Professional does one on one with the individual that really makes the difference. Sometimes, I believe, assessments are relied on too much and they become the crutch. You don't have to think. Talk to the client. They need time to discover/ share their interests. Government agencies that insist on strict time restraints so they can "measure" use of time often leaves Career Professionals the inability to do their job well. What works for one individual DOES NOT work for all. The process you use has to be as unique as the individuals you see.

DISCUSSION

The purpose of this project was neither to evaluate nor make recommendations; rather it was intended as a survey or scan of the use of career assessment processes, models, and tools across Canada, upon which future work related to career assessment could be grounded.

Three major questions informed the research for this project:

1. What is the current range of assessment processes, models, and tools being used in Canadian career development services?
 - a. How are they being delivered? (e.g., Internet, individual, group)
 - b. What qualifications are required to use specific tools?
 - c. Have specialized assessment tools been developed for target population groups? If so, have the properties been psychometrically evaluated?
 - d. Are there gaps in available assessment processes, models, and tools?
2. Why are assessment processes, models, and tools being used in Canadian career development services?
 - a. How do they relate to various competency frameworks?
 - b. How do they support the goal of labour market integration?
 - c. How do they assist the counselor/career practitioner to assist clients?
3. What are key considerations for effective career assessment in Canada?

To answer these questions, several data sources were consulted – recent relevant literature, key informant interviews, and a pan-Canadian survey of individuals working within the career development sector. A rich combination of quantitative and qualitative data resulted in a more comprehensive view of how and why assessment processes, models, and tools are being used across the country.

What Assessment Processes, Models, and Tools Are Being Used?

The simple answer is “many”! From the key informants alone, over 100 specific assessments were identified. The survey revealed a wide assortment of others. There was surprisingly little overlap between what key informants described as being taught and survey respondents described as being used. There is a rich mixture of informal and standardized assessments in use and a healthy caution about not over-relying on assessment instruments. Many individuals appear to be making thoughtful, informed, and client-centred choices when selecting assessment processes, models, and tools.

There were a couple of interesting assessments that members of the research team were invited by key informants to try out. Although very different types of tools, both produced impressively accurate results. The Career/Life Project developed by Riverin Simard is a paper-based informal assessment process; Career Cruising, on the other hand, is an Internet-based tool.

There was some, albeit limited, overlap between key informant and survey respondent data in terms of assessment use. For example:

- Intelligence/Aptitude/Skills
 - GATB: mentioned by five key informants and a couple of respondents
 - TOWES: mentioned by one key informant and several respondents
- Interests
 - Minimal overlap between key informants and respondents
 - Exceptions included the CDMS, SDS, SII and COPS
- Personality
 - More similarities between key informants and respondents
 - Most often mentioned were MBTI, Personality Dimensions, True Colors, and TypeFocus
- Values
 - Key informants and respondents mentioned Career Values Scale and Knowdell's values cards
- Employment Readiness
 - BESI and JSAI mentioned by one key informant and a few respondents
 - ERS mentioned by one key informant but multiple survey respondents
 - The NSEA tool from Nova Scotia mentioned in both data sets
- Informal Tools
 - Guiding Circles mentioned by both key informants and respondents, specifically for use with Aboriginal clients
- Computer-Based Tools
 - Career Cruising and CHOICES were mentioned by many key informants and many survey respondents
- Others
 - Although many assessments were listed by key informants and also by survey respondents, there was little to no overlap

However, there were numerous surprises in terms of what assessments were being used for specific purposes. Although most key informants and several survey respondents emphasized the importance of avoiding a “one size fits all” approach to assessment, there was definitely evidence of this occurring in some of the qualitative survey data. Some respondents reported using the same assessment tool for widely diverse purposes (e.g., one respondent mentioned using TypeFocus with University students no matter what purpose). Other respondents indicated use of a standardized assessment for purposes it was not designed for (e.g., Myers-Briggs Type Indicator being used to assess client need, learning styles, and interests). Although this could potentially be considered a creative or innovative use of a tool, without specific research on the validity or reliability of using a standardized tool for a new purpose, this is a risky approach.

Similarly, there were many specific assessments being used with diverse populations (e.g., Aboriginals, immigrants, youth, individuals with low literacy) for which no published research is available to confirm validity, reliability, or appropriate Canadian norms.

Why Are Assessment Processes, Models, and Tools Being Used?

Both the key informant and survey data revealed assessment processes, models, and tools being used for a wide range of purposes across Canada. Although there was generally a balance between respondents reporting use of assessments for various purposes (e.g., employment barriers – 39.6% said yes and 36.7% said no), there was a noticeable bias when it came to assessing for interests (with 74.6% saying yes and only 18% saying no). This confirms findings from the literature and from key informants that there continues to be an emphasis on privileging interest assessment in career decision-making over many other factors that would also be worth taking into consideration.

Figure 5 illustrates that, within career services across Canada, assessments are used about 3 times as often for supporting clients' career exploration and planning than for screening for readiness for a program, measuring program or service effectiveness, or measuring client change. This indicates that, as a sector, career services have still not fully embraced the need for assessment as a contributor to evidence-based practice.

Considerations for Effective Use of Assessments

Based on the key informant interviews and extensive review of the data collected, two key themes emerged as important items to consider with regards to the effective use of assessments. These are (1) importance of a model or framework and (2) availability of training.

Importance of a Model or Framework

Some respondents are using models such as the Wheel, developed by Amundson, to ensure a holistic and comprehensive assessment process. The Wheel can be used to track results from both formal and informal assessments, considering an individual's personal characteristics (i.e., skills, interests, values, and personal style) as well as relevant contextual factors (i.e., significant others, learning experiences, work and life experience, and career opportunities). Given the wide range of assessments being used and the limited consistency in terms of which tools are being used for what purposes, a model such as the Wheel can serve as an organizational structure to keep assessment focussed and meaningful.

Availability of Training

In reviewing the key informant interview data, there appears to be a direct link between availability of training, service delivery model, and/or professional regulation. In provinces where provincial governments are more involved in providing direct service to clients, or where career development-related occupations are regulated, there seems to be more consistent training or ongoing professional development for career practitioners. This serves as a standard of qualification/education for those practitioners delivering provincially-funded career services (i.e., all workers must have completed a

specific certificate) but also demonstrates a commitment to ongoing professional development; in cases where services are provided directly by the government, training is paid for by the employer and expectations are clear. Provinces which lead the way in consistent provision of relevant training are Alberta, New Brunswick, and Quebec.

To ensure consistent and high quality assessment services Canada-wide, funding may be needed in other jurisdictions to support the training and ongoing professional development of career practitioners. Due to the geographically-dispersed nature of career services, it will likely be necessary to ensure that relevant training is available online or via teleconferencing, and that supplementary training resources are easily accessible and affordable.

Surprisingly, education did not correlate significantly with the formats of assessments respondents reported using, not even with formal, standardized assessment tools. Although one requires specific training to use such tools, this finding could mean that respondents with higher education were choosing from the full range of assessment processes, models, and tools available to them, rather than favouring tools that required specific qualifications. On the other hand, many respondents acknowledged not knowing the meaning of qualification levels, suggesting that there may be a need for clear information about a wide range of assessments, so that career service providers can make informed choices about which assessment processes, models, and tools would be most suitable for their diverse clients and purposes.

Lessons Learned

As with every research study, there are limitations to consider. This project was conducted over a period of just over 2 months, from being notified of the contract to submitting the draft report. Time constraints limited each phase of the project, including development and testing of the survey tool, turnaround time for input from committee members, and availability of key informants and survey respondents during brief windows of opportunity. With those constraints in mind, however, the support of the working group was invaluable at each stage of the project and was essential to the project's success.

However, sometimes reaching consensus means ignoring best practices. To minimize the length of the survey, for example, both in terms of number of questions and time it would take respondents to complete it, decisions were made to condense several questions. This created a series of overly complex questions that were difficult for respondents to answer and resulted in results that were challenging to interpret.

Another FLMM project also had a survey component that, due to unanticipated delays, pushed back the launch date for the survey in this project. When the other survey was extended, it resulted in an overlap between surveys and resulted in "survey fatigue" within the sector, which a few leaders commented on. Delays also resulted in one jurisdiction being reached midway through the survey, again resulting in concern from a

sector leader in that province. These issues undoubtedly limited participation in this project's survey.

Despite the cautions noted above there are several successes that are worth mentioning. The survey attracted participants from every province and territory, resulting in a truly pan-Canadian scan of the use of assessment processes, models, and tools. It seems clear that the topic of assessments process, models, and tools is of interest to practitioners. With 338 responses the sample size was large enough to illustrate assessment usage across Canada. The research design, involving input from working group members, key informants, and survey respondents, was comprehensive; it resulted in rich data available for further analysis. Interest has been stirred about this topic and many survey respondents indicated a willingness to be followed-up for more information.

Next Steps

There is rich qualitative and quantitative data from this project that could be used for further analyses related to this topic, particularly if there was interest to examine the findings from a regional perspective. However, the survey results do not provide detail about which assessment processes, models, or tools are used most often or with which specific client groups; nor was the effectiveness of those processes, models, or tools measured for specific purposes. For example, from the results of the survey, there is no way to determine whether a respondent who reported using a specific assessment tool uses it with only a few participants per year or with several hundred. In addition, as only one respondent specifically mentioned a need for additional information concerning assessment usage, this can't be interpreted as a "gap" or "burning need" but may be worth further study. Several respondents indicated a willingness to be contacted for further information; therefore, a series of focus groups, or online forums, could extend the rich data and engage career service providers across Canada in further discussing these topics.

Unfortunately, there does not appear to be a Canadian textbook specific to career assessment; this gap could be contributing to the inconsistent use of assessments across the country. The key informants from this study would provide a very rich knowledge base to collaborate on such a resource or other similar tools that would facilitate sharing knowledge across jurisdictions.

With the exception of Quebec, most of the formal graduate level training in assessment across Canada is not focussed specifically on career assessment. As a result, it appears that decisions about career assessment processes, tools, and models are generally informed by what is already being used or what looks interesting, rather than by research or being grounded in relevant theory. The results revealed that over 45% of respondents did not know the meaning of qualification levels for standardized assessments (i.e., A, B, and C level) and that most respondents (58%) selected assessment processes, models, and/or tools because they were effective for their purpose, compared to only 40% who reported learning about them in their training. The

research confirmed uneven access to training for career practitioners across Canada. Especially in terms of assessment use, there would be a benefit to comprehensive resources and training that is accessible and affordable. Many of the key informants were unaware of other related training being offered, whether within their own province or territory or elsewhere in the country. A clearinghouse or forum where counsellor and career practitioner educators could connect would provide wonderful opportunities for collaboration and strategic partnerships.

Finally, there is work to be done in ensuring that appropriate assessment tools are available for the diverse population served across Canada. Ongoing research on the validity, reliability, and norm groups of standardized assessments is essential to ensure that career service providers are equipped to provide ethical assessments for their clients. Such research could inform choices, result in published information relevant to the Canadian population, and, perhaps influence test publishers to make necessary adjustments to better accommodate diverse clients.

Conclusion

This project has provided a solid foundation upon which to further investigate the topic of assessment within career services in Canada. Career service providers can use the information to benchmark their current practices and, perhaps, refresh their “testing toolkits.” Educators can draw from the results of the key informant interviews to enhance training being offered – the interviews provided an unprecedented glimpse into assessment courses across the country. Researchers may be inspired to extend the study – of particular interest might be investigating how specific groups are being assessed to determine what’s working and what’s not.

Combined, these stakeholders might contribute to a dynamic Canadian toolkit to identify and share best practices for career assessment. Such a toolkit could include a textbook or collection of relevant readings, a Website for sharing resources (both formal and informal), and a model for assessment training at various levels. An online forum, which could be supplemented with in-person sessions at relevant conferences, could connect educators with other stakeholders and provide opportunities for asking questions, sharing tips, partnering in research, and co-developing resources. The rich data from this project, supported by stakeholders who have already indicated an interest in making further contributions, offer a great beginning if funding is available to continue this important work.

Assessment is a core component of Canadian career services. However, as the results of this project indicated, there is a lack of consistency in the use of assessment processes, models, and tools across Canada. Ongoing support will help to ensure that the unique needs of the diverse clients being served in career services across the country will be adequately, effectively, and ethically addressed.

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APPENDIX B: LIST OF ACRONYMS USED THROUGHOUT REPORT

16PF: Sixteen Personality Factor Questionnaire
ACEC: Assessment Component of Employment Counselling
ACER: Australian Council for Educational Research
AHRDA: Aboriginal Human Resources Development Agreement
AWEST: Apprenticeship Workplace Essential Skills Training
BESI: Barriers to Employment Success Inventory
CAI: Career Assessment Inventory
CATT: Canadian Adult Achievement Tests
CDS: Career Development Services
CEI: Career Exploration Inventory
COII: Canadian Occupational Interest Inventory
COPS: Career Occupational Preference System
CPI: California Personality Inventory
CWPI: Canadian Work Preference Inventory
DAT: Differential Aptitude Tests
EDRHA: Ententes de développement des ressources humaines autochtones
EIHM: Épreuve individuelle d'habileté mentale
ENET: Education and Networking for Rehabilitation and Career Practitioners
EQ-i: BarOn Emotional-Quotient Inventory
ERI: Employment Readiness Inventory
ERS: Employment Readiness Scale
FLMM: Forum of Labour Market Ministers
FMMT: Forum des ministres du marché du travail
GATB: General Aptitude Test Battery
GROP: Guide de recherche d'une orientation professionnelle
HRIF: Human Resources Investment Fund
HRSDC: Human Resources and Skill Development Canada
IA: Income Assistance
ICIP: Inventaire canadien des intérêts professionnels
IVIT: Inventaire visuel d'intérêts professionnels
JPI-R: Jackson Personality Inventory Revised
JVII: Jackson Vocational Interest Inventory
JVIS: Jackson Vocational Interest Survey
MBTI: Myers-Briggs Type Indicator
MMPI: Minnesota Multiphasic Personality Inventory
NEO-PI-R: NEO-Personality Inventory – Revised
NOC: National Occupational Classification
NSEA: Nova Scotia Employability Assessment
OCCOPPQ: l'Ordre des Conseillers et Conseillères d'Orientation et des Psychoéducateurs et Psychoéducatrices du Québec
PSD-SEI: Personal-Social Development Self-Efficacy Inventory
RIP: Relevé d'intérêts Professionnels
SCII: Strong-Campbell Interest Inventory

SDS: Self-Directed Search
SFPQ: Six Factor Personality Questionnaire
SII: Strong Interest Inventory
SPSS: Statistical Package for the Social Sciences
TABE: Tests of Adult Basic Education
TAI: Test d'aptitudes informatisé
TOWES: Test of Workplace Essential Skills
TRIMA: Tradition, Reflection, Imagination, Mediation, Action
VPI: Vocational Preference Inventory
WAIS: Wechsler Adult Intelligence Scale / Test d'intelligence de Wechsler
WIAT: Wechsler Individual Achievement Test
WISC: Wechsler Intelligence Scale for Children
WRAT: Wide Range Achievement Test – Revised

APPENDIX C: CONTACTED WORKING GROUP MEMBERS

(In alphabetical order by surname)

Geri Briggs, Manager, Skills and LMI, Skills and Employment Branch, HRSDC, Ontario

Kimberly Buckle, Labour Market Information Products Coordinator, Labour Market Partnerships, NS Department of Education, Nova Scotia

Jon Fairweather, Provincial Employment Counselling Consultant, New Brunswick Training and Employment Development, New Brunswick

Margaux Finlayson, Research Officer, Product & Data Development, British Columbia

Gail Langlais, Program Analyst, Manitoba Competitiveness, Training and Trade, Employment Manitoba Selkirk Centre - Interlake Region, Manitoba

Katrina Locke, Labour Market Development Division Human Resources, Labour and Employment, Government of Newfoundland and Labrador, Newfoundland

Jacques Pelletier, Director, Labour Market Partnerships, Skills & Learning Branch, NS Department of Education, Nova Scotia

Janice Render, Coordinator, Labour Market Programs, Career & Employment Development, Education, Culture & Employment, Northwest Territories

Jan Runnells, Senior Policy Advisor, Advanced Education, Employment and Labour, Saskatchewan

Melissa Sliter, Coordinator, Connecting Learning and Work, Alberta

Jeremy Smith, Ontario

Andrée St-Pierre, Direction générale des mesures et des services d'emploi, Emploi-Quebec, Quebec

Judy Thrower, Labour Market Development Officer, Advanced Education Branch, Yukon

Michel Turcotte, Senior Analyst, Skills and LMI Division, Program Policy and Coordination, Quebec

Linda Willis, Manager, Career Services, Employment, Immigration & Industry, Alberta

APPENDIX D: KEY INFORMANT INTERVIEW EMAIL INVITATION

Subject Title: Use of Assessment Processes and Tools in Career Development Services

We are contacting you as part of a research project intended to identify current uses of assessment tools and processes in career development practice in Canada. The research is being conducted by Dr. Roberta Neault and Deirdre Pickerell of Life Strategies Ltd. on behalf of the Forum of Labour Market Ministers (FLMM) Career Development Services Working Group.

You have been identified as a key informant for this research as you are a Canadian educator who teaches a course or courses on career assessments or assessment processes. Participation in this study will involve a 15-30 minute phone interview to be conducted before Thursday, February 5, 2009. Although, no compensation will be provided for participation, it is hoped that the results of the study will be useful to you as an educator.

Although we will keep your interview and participation in this part of the study strictly confidential if you prefer, we would like to be able to quote or acknowledge some of the key informants in the final report or presentations/publications related to the project.

If you are able to take part in a brief phone interview, please reply to this email indicating:

1. I am willing to participate Yes No
2. You may publicize my participation (e.g., quotes, citations, acknowledgement of key informants) Yes No
3. I am available for a 15 – 30 minute phone interview between now and Thursday February 5th. Yes No

First Choice:

Date	Time – please indicate time zone	Phone Number (with area code)

Second Choice:

Date	Time – please indicate time zone	Phone Number (with area code)

A summary of the final results can be requested by contacting info@lifestrategies.ca

We look forward to hearing from you and hope that you will be available to participate in this project.

Best regards,

Deirdre Pickerell and Roberta Neault
Life Strategies Ltd.

Titre du sujet : Méthodes et instruments utilisés dans les services de développement professionnel

Nous vous contactons en tant que membre d'un projet de recherche visant à identifier les instruments et méthodes actuels utilisés dans les services de développement professionnel au Canada. La recherche est dirigée par la Dre Roberta Neault et par Deirdre Pickerell de *Life Strategies Ltd.* au nom du Forum des ministres du marché du travail (FMMT) et du Groupe de travail sur les services de développement professionnel.

Vous avez été identifié comme témoin privilégié dans le cadre de cette recherche parce que vous êtes un éducateur canadien enseignant un cours ou des cours sur les évaluations professionnelles ou les méthodes d'évaluation. Votre participation à cette étude consistera en une entrevue téléphonique de 15 à 30 minutes. Celle-ci se fera avant jeudi 5 février 2009. Bien que nous n'offrions aucune compensation pour votre participation, nous sommes convaincus que les conclusions de cette étude vous seront d'une grande utilité dans votre métier d'éducateur.

Dans cette partie de notre étude, si vous le désirez, votre entrevue et votre participation resteront strictement confidentielles. Cependant, dans le rapport final ou lors de présentations/publications liées à ce sujet, nous aimerions pouvoir citer ou reconnaître certains des témoins privilégiés.

Si vous êtes prêt à participer à une courte entrevue téléphonique, veuillez répondre à ce courriel en précisant :

1. Je suis prêt à participer Oui Non

2. Vous pouvez publier ma participation (par ex., citations, commentaires, reconnaissance de témoins privilégiés) Oui Non

3. Je suis disponible pour une entrevue téléphonique de 15-30 minutes entre aujourd'hui et jeudi 5 février. Oui Non

Premier choix :

Date	Heure- indiquez le fuseau horaire	Numéro de tél. (avec code régional)

Deuxième choix :

Date	Heure- indiquez le fuseau horaire	Numéro de tél. (avec code régional)

Vous pouvez obtenir un résumé des conclusions en contactant info@lifestrategies.ca

Nous attendons de vos nouvelles et espérons que vous pourrez participer à ce projet.

Sincères salutations,

Deirdre Pickerell et Roberta Neault
Life Strategies Ltd.

APPENDIX E: KEY INFORMANT INTERVIEW QUESTIONS

1. What class(es) specific to career/vocational assessment instruments or assessment processes/models do you teach?
 - a. For each course identified
 - i. Is this a required course for a certificate, diploma, or degree within your educational institution?
 - ii. What prerequisites do students need to get into this course?
 - iii. What material is covered within these classes?
 - iv. Would you be willing to provide a list of assessments (formal or informal) / assessment processes or models used or referred to in each assessment course you teach?
2. Why did you select those tools / processes to introduce in your class?
3. Is there any other information you would like to see included in the assessment classes you teach?
4. What would you consider some of the best practices in teaching the use of
 - a. assessment instruments (formal or informal)?
 - b. assessment processes and models?
5. In your program do you address qualification levels for career practitioners using assessment instruments?
 - a. If yes, what minimum education standards do you recommend for use of
 - i. informal assessments?
 - ii. "A" Level?
 - iii. "B" Level?
6. In your region, how accessible is training and education in:
 - a. Assessment models or processes
 - b. Administering or interpreting career/vocational assessments?
7. In your course(s), do you address cultural relevance of assessment processes, tools, or models?
 - a. If yes, what are the main culturally-related issues that you cover?
8. In your course(s), do you address test selection?
 - a. From your experience, which factors (e.g., budget, client group, group or individual services, scheduling) have the greatest impact on test selection in career services/programs?
9. In your course(s), do you address ethical usage of tests?
 - a. If yes, do you introduce students to specific standards or guidelines?
 - b. Which ethical issues related to assessment do you discuss with students?
10. Are you aware of other classes/courses (within your institution or elsewhere) that introduce the use of assessment instruments / assessment processes within individual or group interventions? If yes,
 - i. What are the assessment instruments and processes covered?
 - ii. Is there someone else we should contact for more information?
 1. If yes, may we mention your name in introducing ourselves?

11. The next step in this research is to survey career practitioners about their use of assessment tools and processes. Are you aware of a particular listserv that we should send the survey to?

1. Quel(s) cours spécifiques aux instruments d'évaluation de carrières ou d'évaluation professionnelles enseignez-vous?
 - a. Pour chaque cours veuillez identifier
 - i. S'agit-il d'un cours obligatoire pour un certificat, un diplôme de votre établissement d'enseignement?
 - ii. Quels sont les préalables exigés des étudiants pour suivre ce cours?
 - iii. Quelle est la matière couverte par ce cours?
 - iv. Seriez-vous prêts à donner une liste d'évaluations (formelles ou informelles)/ de méthodes ou de modèles d'évaluation que vous utilisez ou auxquels vous faites référence dans chacun des cours d'évaluation que vous enseignez?
2. Pourquoi avez-vous choisi de présenter ces instruments/méthodes dans votre cours?
3. Y-a-il d'autres informations que vous aimeriez voir incluses dans les cours d'évaluation que vous enseignez?
4. Selon vous, quelles seraient certaines des meilleures méthodes d'enseignement sur l'utilisation
 - a. Instruments d'évaluation (formels ou informels)?
 - b. Méthodes et modèles d'évaluation?
5. Dans votre programme, abordez-vous les niveaux de classification pour les spécialistes en orientation en utilisant les instruments d'évaluation?
 - a. Si oui, quelles sont les normes minimales d'éducation que vous recommandez pour l'utilisation
 - i. Évaluations informelles?
 - ii. Niveau « A »?
 - iii. Niveau « B »?
6. Dans votre région, dans quelle mesure la formation et l'éducation sont-elles accessibles en :
 - a. Modèles ou méthodes d'évaluation
 - b. Administration ou l'interprétation des évaluations professionnelles/carières?
7. Dans votre cours (vos cours) abordez-vous le sujet de la spécificité culturelle des méthodes, instruments ou modèles d'évaluation?
 - a. Si oui, quelles sont les principales questions touchant à la culture que vous abordez?
8. Dans votre cours (vos cours), abordez-vous le sujet de la sélection des tests?
 - a. Selon votre expérience, quels sont les facteurs (par ex., budget, groupe de clients, groupe ou services individuels, programmation) qui ont le plus d'impact sur la sélection des tests de services/programmes de carrières?
9. Dans votre cours (vos cours), abordez-vous le sujet de l'éthique dans l'utilisation des tests?
 - a. Si oui, proposez-vous à vos étudiants des normes ou des lignes directrices particulières?
 - b. Quelles questions d'éthique, touchant à l'évaluation, discutez-vous avec vos étudiants?

10. Êtes-vous au courant d'autres cours (au sein de votre établissement ou ailleurs) qui présentent, lors d'interventions individuelles ou en groupes, l'utilisation d'instruments/méthodes d'évaluation? Si oui,
- i. Quels sont les instruments ou méthodes présentés?
 - ii. Pour plus d'information, devrions-nous contacter quelqu'un d'autre?
 1. Si oui, en nous présentant, pouvons-nous mentionner votre nom?
11. La prochaine étape de cette recherche sera l'étude sur l'utilisation des instruments et méthodes d'évaluation par les spécialistes en orientation. Connaissez-vous une listserv en particulier à laquelle nous devrions envoyer notre enquête?

APPENDIX F: KEY INFORMANTS

(In alphabetical order by surname)

Norm Amundson, University of British Columbia
Nancy Arthur, University of Calgary, University of Lethbridge
Ron Bartlette, Winnipeg Transition Centre
Rick Bradshaw, Trinity Western University
Robert Baudouin, Université de Moncton
Mildred Cahill, Memorial University
Jeff Chang, Athabasca University
Alan Cuvelier, Government of Nova Scotia
Kathy Danford, Cornerstone Academy
Deborah Day, Acadia University
Lidia Di Biase, Human Resources and Skills Development Canada, Office of Literacy and Essential Skills
Jon Fairweather, Government of New Brunswick
Helen Handcock, Life-Role Development Group
Bryan Hiebert, University of Calgary
Heather Higgins, Acadia University
Sareena Hopkins, Canadian Career Development Foundation
Rob King, Okanagan College
Judy Kotylak, Government of Alberta Employment and Immigration
McGill University
Roberta Neault, Yorkville University, Campus Alberta Applied Psychology
Kon Li, Simon Fraser University
Anne Marshall, University of Victoria
Greg Morrow, George Brown College
Geoff Peruniak, Athabasca University
Audrey Pons, Douglas College
Deirdre Pickerell, Life Strategies Ltd.
Claude Richard, Consultant in Organizational and Career Development
Université Laval
Université du Québec à Montréal
Université de Sherbrooke
Marc Verhoeve, Ontario School Counsellors' Association
Anne Wagner, D&A Wagner Associates Inc.
Ann Wight, Dalhousie University

Note: Other individuals were interviewed and requested their names/affiliations not be identified in this final report.

APPENDIX G: SURVEY

Opening Greeting:

Thank you for choosing to participate in this research project: Use of Assessment Processes and Tools in Career Development Services. This short survey is expected to take approximately 20 minutes to complete. The purpose of this survey is to examine the use of assessment processes and tools in career development services. Questions will relate to demographic information, assessment usage, how you stay up-to-date with assessment information, and assessment training.

1. I have read the informed consent statement that was sent along with the invitation to participate in this survey and understand that my willingness to complete the questionnaire implies my consent. By selecting “yes” from the option below and proceeding with this survey, you are indicating your agreement to participate in this study.

Yes
No

Demographics

2. I work primarily in: (identify province/territory)
3. I work primarily in a:
 - a. Metropolitan area (100,000 +)
 - b. Mid-size urban centre (10,000 to 99,000)
 - c. Rural region close to urban centre (less than 10,000)
 - d. Remote rural region
 - e. Other (please describe)
4. I am
 - Less than 25 years old
 - 25 – 39
 - 40 – 54
 - 55+
5. My primary work role is as a: (e.g., counsellor, job club facilitator)
6. I am primarily employed in:
 - a. Government direct service
 - b. Government funded community-based agency
 - c. Aboriginal services (e.g., AHRDA)
 - d. Immigrant services
 - e. Insurance / vocational rehabilitation
 - f. Business / Industry
 - g. Secondary school
 - h. Post-secondary institution
 - i. Other (Please specify)
7. I have worked in the field of career services for:
 - a. Less than 3 months

- b. Over 3 months but less than 2 years
 - c. 2 – 5 years
 - d. 6 - 10 years
 - e. 11 – 20 years
 - f. 21 years or longer
8. Note: For the rest of this survey assessment process will be defined as a general approach [e.g., structured interview], a model will be defined as having a name and a specific format [e.g., Blueprint, Wheel, Life-Role Analysis], and a tool will be defined as a specific assessment instrument [e.g., Self-Directed-Search, skill cards])
- I use assessment processes and models in my work with clients:
- a. Rarely or never
 - b. Sometimes
 - c. Often
9. I use informal assessment tools (e.g., checklists, card sorts) in my work with clients:
- a. Rarely or never
 - b. Sometimes
 - c. Often
10. I use formal/standardized assessment tools (e.g., MBTI, Strong Interest Inventory) in my work with clients:
- a. Rarely or never
 - b. Sometimes
 - c. Often
11. I use assessment models, tools, or processes: [select all that apply]
- a. In one-to-one sessions
 - b. In groups
 - c. With all clients
 - d. With some clients
 - e. I don't use assessments

Training

12. The highest level of formal education that I have completed is:
- a. High school or equivalent
 - b. Certificate
 - c. Diploma
 - d. Apprenticeship
 - e. Bachelor
 - f. Masters
 - g. PhD
13. I have completed assessment education/training specific to...(select all that apply):
- a. Career development
 - b. Job search
 - c. Assessment processes and models
 - d. Informal assessment tools
 - e. Formal assessment tools
 - f. Test statistics (i.e., validity, reliability, norm groups)

- g. Other (please describe)
14. I am qualified to use (select all that apply):
- a. Informal / A level assessments
 - b. B level assessments
 - c. C level assessments
 - d. I don't know what these levels mean
 - e. Specific assessment tools (please describe)
15. Assessment training is available to me:
- a. Locally
 - b. Within reasonable commuting distance
 - c. Online
 - d. Other (please specify):
16. I would like assessment training on the following topics: [open-ended]

Assessment Selection

17. My purpose for assessment is to (select all that apply):
- a. Screen for readiness for our program
 - b. Screen for employment readiness
 - c. Determine clients' needs for specific career services
 - d. Adjust my service delivery style to suit clients' diverse needs
 - e. Support clients' career exploration and planning
 - f. Measure client change
 - g. Measure program/service effectiveness
 - h. Other (please describe or use this box to provide case examples or success stories)
18. I use specific assessment processes, models, and tools because (select all that apply):
- a. They are built into my program / curriculum
 - b. I learned about them during my training
 - c. They are affordable
 - d. My clients like them
 - e. They work best for my clients
 - f. They are effective for my purpose
 - g. They fit with my theoretical approach
 - h. They match my qualification level
 - i. They are valid and reliable
 - j. Other (please describe)
19. I use the following frameworks when assessing my clients.
- a. Blueprint for Life-Work Design
 - b. Essential Skills (HRSDC)
 - c. Employability Skills (Conference Board)
 - d. Other (please describe)
20. The informal assessments I utilize are: (choose all that apply)
- a. Developed in-house
 - b. Free paper-based
 - c. Free online
 - d. Purchased (e.g., workbooks, reproducible handouts, card sorts)
 - e. I don't use informal assessments
 - f. Other (please specify)

21. I use assessment processes, models, and tools to identify client needs: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often [e.g., *Starting Points])
 - a. Yes
 - b. No
22. I use assessment processes, models, and tools to identify employment readiness: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
23. I use assessment processes, models, and tools to identify Essential Skills: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
24. I use assessment processes, models, and tools to identify employment barriers: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
25. I use assessment processes, models, and tools to identify my client's ability to find, interpret, and apply labour market information: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
26. I use assessment processes, models, and tools to identify aptitudes / achievement: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
27. I use assessment processes, models, and tools to identify learning styles: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
28. I use assessment processes, models, and tools to identify job-specific skills / competencies: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No
29. I use assessment processes, models, and tools to identify interests: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
 - a. Yes
 - b. No

30. I use assessment processes, models, and tools to identify values: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
- Yes
 - No
31. I use assessment processes, models, and tools to identify personal style: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
- Yes
 - No
32. I also use additional assessment processes, models, and tools not identified in the previous questions: (if yes, please identify which processes, tools, or models and for which clientele [e.g., Youth, Aboriginal, Immigrants]. With asterisks [*], indicate those used most often.
- Yes
 - No
33. I provide formal/standardized career assessments to my clients (select all that apply):
- At specific points in our program (all clients complete the same assessments)
 - Only after using informal assessments and models
 - When they are confused about their career direction/focus
 - If the client can pay
 - If I can access specific funding
 - To support a training plan
 - Other (please describe):
34. I use assessment tools, models, or processes in the following format(s): (select all that apply; use space provided to describe your rationale for using these formats)
- Active listening
 - Questioning
 - Experiential activities
 - Structured interview
 - Informal paper and pencil activities or inventories
 - Formal, standardized assessment tools
 - Workbooks
 - Card sorts
 - Checklists
 - Computer-based
 - Online
 - Customized “in-house” standardized process, model, or tool (please describe)
 - Other (please describe)
35. I use specialized assessment processes or tools to accommodate diversity (e.g., low literacy, limited English skills, culture, gender, age; if yes, please list the names of tools used or describe the process and the specific client group being served):
- Yes
 - No
36. I have difficulty assessing a specific client need: (if yes, please describe the need and client group)
- Yes
 - No
37. I use Internet /computer-based comprehensive programs for assessment (if yes, please list names; e.g., Career Cruising, Bridges, CHOICES, provincial/territorial/federal career/job sites):

- a. Yes
 - b. No
38. I administer standardized assessment tools online or on the computer (if yes, please list names; e.g., MBTI, JVIS)
- a. Yes
 - b. No
39. I am concerned about using online or computer-administered tests (if yes, please describe):
- a. Yes
 - b. No

Ethical Considerations

40. I follow policies, procedures, or guidelines re the ethical use of assessments: (if yes, please describe)
- a. Yes
 - b. No

Staying Current

41. I look for current information about assessment tools, processes, and models, using: (select all that apply)
- a. Publisher's marketing material (e.g., catalogues, websites, newsletters, flyers)
 - b. Google or other search engines
 - c. Academic journals or association newsletters
 - d. Colleagues / Supervisors
 - e. Conference presentations / workshops
 - f. Contact Point
 - g. Textbooks and Reference books
 - h. Test reviews (e.g., Buros, Mental Measurements Yearbooks)
 - i. I don't conduct research about assessments
 - j. Other (please describe)
42. I am willing to be contacted for a follow up interview: (If yes, please indicate your name, phone number, and email address. Please note that your name and contact information will be separated from your survey answers to ensure that the survey responses remain anonymous)
- a. Yes
 - b. No

Survey Closing

We appreciate your contribution to this survey. If you have any questions, comments, or concerns, please email info@lifestrategies.ca

Bienvenue :

Merci d'avoir choisi de participer à ce projet de recherche : Utilisation de méthodes et des outils d'évaluation dans les services de développement de carrière. Cette brève enquête ne devrait vous prendre qu'environ 20 minutes à compléter. Le but de l'enquête est d'examiner l'utilisation de méthodes et des outils d'évaluation dans les services de développement de carrière. Les questions toucheront à votre situation démographique et de travail, à l'utilisation des outils et des méthodes d'évaluation, à la manière de se tenir à jour sur les sujets touchant à l'évaluation, et sur la formation en évaluation.

J'ai lu la déclaration de consentement éclairé qui a été envoyée avec l'invitation à participer à cette enquête et je comprends que le fait de répondre au questionnaire présume de mon accord.

1. En sélectionnant « oui » sous l'option ci-dessous et en répondant à ce sondage, vous indiquez votre accord à participer à cette étude.

- a. Oui
- b. Non

Informations démographiques

2. Je travaille essentiellement: (précisez la province/territoire)

3. Je travaille essentiellement dans :

- a. Grande ville
- b. Ville de taille moyenne
- c. Communauté rurale/ville
- d. Communauté isolée
- e. Autres (précisez s'il vous plaît)

4. J'ai:

- a. Moins de 25 ans
- b. De 25 – 39 ans
- c. De 40 – 54 ans
- d. Plus de 55 ans

5. Mon rôle principal au travail est : (par ex., conseiller d'orientation, conseiller en emploi, animateur de club de recherche d'emplois) (réponse ouverte)

6. Je suis essentiellement employé :

- a. Services de première ligne du gouvernement
- b. Agence communautaire financée par le gouvernement
- c. Services aux Autochtones (par ex., EDRHA)
- d. Services à l'immigration
- e. Assurance/réadaptation professionnelle
- f. Entreprise/Industrie
- g. Enseignement secondaire
- h. Institution postsecondaire
- i. Autre (veuillez préciser dans la zone de texte prévue)

7. J'ai travaillé dans le domaine des services de développement de carrière pour :

- a. Moins de 3 mois
- b. Plus de 3 mois mais de moins de 2 ans
- c. Entre 2 et 5 ans
- d. Entre 6 et 10 ans
- e. Entre 11 et 20 ans
- f. 21 ans ou plus

8. (Nota : Pour le reste de cette enquête, les méthodes d'évaluation seront définies comme une approche générale (par ex., entrevue structurée), un modèle sera défini comme ayant un nom et un format particulier (par exemple, Plan directeur pour le design en développement vie-travail, Analyse des rôles de vie)

J'utilise les méthodes et modèles d'évaluation dans mon travail avec les clients :

- a. Rarement ou jamais
- b. Parfois
- c. Souvent

9. J'utilise des outils d'évaluation informels (par ex., des listes de contrôle, trie de cartes) dans mon travail avec les clients :

- a. Rarement ou jamais
- b. Parfois
- c. Souvent

10. J'utilise des outils d'évaluation formels/normalisés (par ex., MBTI, Test d'inventaire des intérêts particuliers) dans mon travail avec les clients :

- a. Rarement ou jamais
- b. Parfois
- c. Souvent

11. J'utilise des modèles, des outils et des méthodes d'évaluation (sélectionnez tous ceux qui vous concernent) :

- a. Séance individuelle
- b. En groupe
- c. Avec tous les clients
- d. Avec certains clients
- e. Je n'utilise pas d'outils d'évaluation

Formation

12. Le niveau le plus élevé de l'éducation formelle que j'ai terminé est :

- a. Études secondaires ou l'équivalent
- b. Certificat
- c. Diplôme
- d. Formation en apprentissage
- e. Baccalauréat
- f. Maîtrise
- g. Doctorat

13. J'ai terminé des études/formation portant sur l'évaluation qui se rapportent précisément à ... (cochez toutes les réponses qui s'appliquent) :

- a. Développement de carrière
- b. Recherche d'emploi
- c. Méthodes et modèles d'évaluation
- d. Outils d'évaluation informels
- e. Outils d'évaluation formels
- f. Tests statistiques (c'est-à-dire, validité, fiabilité, groupes de référence)
- g. Autres (veuillez préciser)

14. Je suis qualifié pour utiliser (sélectionnez tout ce qui s'applique):

- a. Des outils d'évaluation informelles/de niveau A
- b. Des outils d'évaluation de niveau B
- c. Des outils d'évaluation de niveau C
- d. Je ne sais pas ce que signifient ces niveaux

- e. Des outils d'évaluation particuliers (veuillez préciser)
- 15. De la formation portant sur les outils et méthodes d'évaluation est disponible :
 - a. dans la région
 - b. À une distance raisonnable
 - c. En ligne
 - d. Autre (veuillez préciser)
- 16. J'aimerais recevoir de la formation touchant à l'évaluation dans les domaines suivants : (réponse ouverte)

Sélection d'outils d'évaluation

- 17. Mon objectif lorsque j'utilise des outils d'évaluation est de (choisir tout ce qui s'applique) :
 - a. Présélectionner des clients pour notre programme
 - b. Présélectionner des clients pour la préparation à l'emploi
 - c. Déterminer les besoins des clients en services de développement de carrière particuliers
 - d. Modifier mon style de prestation de services pour les adapter aux divers besoins des clients
 - e. Soutenir l'exploration et la planification de carrière des clients
 - f. Mesurer le changement chez le client
 - g. Mesurer l'efficacité des programmes et services
 - h. Autres (veuillez préciser ou utiliser cette zone pour fournir des exemples ou des « success story »)
- 18. J'utilise des méthodes d'évaluation, des modèles et des outils particuliers parce que (cochez toutes les réponses qui s'appliquent) :
 - a. Ils sont intégrés dans mon programme/curriculum
 - b. J'en ai pris connaissance lors de ma formation
 - c. Ils sont abordables
 - d. Mes clients les apprécient
 - e. Ils sont les plus efficaces pour mes clients
 - f. Ils remplissent le mieux mon objectif
 - g. Ils cadrent bien avec mon approche théorique
 - h. Ils correspondent à mon niveau de qualification
 - i. Ils sont valides et fiables
 - j. Autres (veuillez préciser)
- 19. J'utilise ces cadres d'évaluation avec mes clients :
 - a. Le Plan directeur pour le design en développement vie-travail
 - b. Les compétences essentielles (RHDC)
 - c. Les compétences visant l'amélioration de l'employabilité (The Conference Board)
 - d. Autres (veuillez préciser)
- 20. Les outils et les méthodes d'évaluation informels que j'utilise sont: (choisissez tous ceux qui vous concernent):
 - a. Mis au point à l'interne
 - b. Gratuits en version imprimée
 - c. Gratuits en ligne
 - d. Achetés (par exemple, cahiers d'exercices, reproductible à distribuer, trie de cartes)
 - e. Je n'utilise pas d'outils d'évaluation informelles
 - f. Autre (veuillez préciser)

21. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **besoins de mes clients** : (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent [par ex, *Copilote*]).

- a. Oui
- b. Non

22. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier la **préparation à l'emploi** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent .

- a. Oui
- b. Non

23. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **compétences essentielles** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent.

- a. Oui
- b. Non

24. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **barrières à l'emploi** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent

- a. Oui
- b. Non

25. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **aptitudes de mon client à trouver, interpréter, et utiliser les informations sur le marché du travail** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent.

- a. Oui
- b. Non

26. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **aptitudes/rendement/réalisations** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus.

- a. Oui
- b. Non

27. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **styles d'apprentissage** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, Aborigènes, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent.

- a. Oui
- b. Non

28. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier **compétences professionnelles particulières/compétences** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent

- a. Oui
- b. Non

29. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **intérêts** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent.

- a. Oui
- b. Non

30. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier les **valeurs** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent .

- a. Oui
- b. Non

31. J'utilise des méthodes, des modèles et des outils d'évaluation pour identifier le **style personnel** (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent.

- a. Oui
- b. Non

32. J'utilise d'**autres** méthodes, modèles et outils d'évaluation qui n'ont pas été identifiés dans les questions précédentes (si tel est le cas, veuillez préciser lesquels et pour quel genre de client [par ex., des jeunes, des autochtones, des immigrants]. Et au moyen de l'astérisque [*], indiquez ceux que vous utilisez le plus souvent

- a. Oui
- b. Non

33. J'offre à mes clients des outils/méthodes d'évaluation de choix de carrière formels/normalisés (choisissez ceux qui vous concernent) :

- a. À des moments bien précis dans notre programme (tous les clients complètent les mêmes outils d'évaluation)
- b. Seulement après avoir utilisé des outils d'évaluation et des modèles informels
- c. Lorsque les clients sont confus sur la direction de leur carrière ou sur leur centre d'intérêt
- d. Si le client peut payer
- e. Si je peux avoir accès à un financement particulier
- f. Pour valider un plan de formation
- g. Autre (veuillez préciser) :

34. J'utilise des outils, des modèles et des méthodes d'évaluation dans les formats suivants : (sélectionnez tous ceux qui vous concernent; utilisez l'espace libre pour nous donner les raisons pour lesquelles vous les utilisez)

- a. Écoute active
 - b. Questions ouvertes et fermées
 - c. Activités pratiques
 - d. Entrevue structurée
 - e. Activités informelles avec papier et crayon ou inventaires
 - f. Outils d'évaluation formels, normalisés
 - g. Cahiers de travail
 - h. Trie de cartes
 - i. Listes
 - j. Assisté par ordinateur
 - k. En ligne
 - l. Méthodes, modèles ou outils normalisés à l'interne (veuillez les décrire)
- Autre (veuillez les décrire)

35. J'utilise des méthodes ou des outils d'évaluation pour tenir compte de la diversité (par ex., un faible niveau d'alphabétisation, des compétences limitées en français, la culture, le sexe, l'âge; et si oui, veuillez préciser les outils utilisés ou décrivez la méthode et le groupe particulier de clients qui est concerné) :

- a. Oui
- b. Non

36. J'ai des difficultés à évaluer un client avec des besoins particuliers (si oui, veuillez décrire)

- a. Oui
- b. Non

37. À des fins d'évaluation, j'utilise des programmes complets informatisés ou sur Internet (si oui, donnez la liste des noms, par ex., Repères, Choix, Career Cruising, sites internet provincial/territorial/fédéral portant sur la carrière et l'emploi):

- a. Oui
- b. Non

38. J'administre des outils normalisés d'évaluation en ligne ou sur ordinateur (si oui, veuillez donner la liste des noms, par ex., MBTI, JVIS)

- a. Oui
- b. Non

39. Je suis préoccupé par l'utilisation de tests en ligne ou par les tests administrés par ordinateur (si oui, veuillez préciser) :

Considérations éthiques

40. Je me conforme aux politiques, aux procédures ou aux lignes directrices sur l'utilisation éthique des outils et des méthodes d'évaluation : (si oui, veuillez préciser)

- a. Oui
- b. Non

Se tenir à jour

41. Je cherche des informations à jour sur les outils, les méthodes et les modèles d'évaluation, en utilisant (sélectionnez tout ce qui s'applique):

- a. Publications (par ex., catalogues, sites Web, bulletins, dépliants)
- b. Google ou autres moteurs de recherche
- c. Revues universitaires ou bulletins d'associations
- d. Collègues/superviseurs
- e. Exposés de conférences/ateliers
- f. Point de contact
- g. Manuels et ouvrages de référence
- h. Examens de tests (par ex., Buros, *Mental Measurements Yearbooks*)
- i. Je ne fais pas de recherches sur les outils d'évaluation
- j. Autres (veuillez préciser)

42. Je suis prêt à ce que vous me contactiez pour une entrevue de suivi : (si oui, veuillez nous donner votre nom, numéro de téléphone et votre adresse courriel. Nous vous signalons que pour garantir la confidentialité des réponses à l'enquête, votre nom et vos coordonnées resteront séparés de vos réponses).

- a. Oui
- b. Non

Fin de l'enquête

Nous vous remercions pour votre collaboration à cette enquête. Si vous avez des questions, des commentaires ou des préoccupations, n'hésitez pas à nous écrire à : info@lifestrategies.ca

APPENDIX H: SURVEY INVITATION AND INFORMED CONSENT

Subject Title: Survey – Use of Assessment Processes and Tools in Career Development Services

Use of Assessment Processes and Tools in Career Development Services

The Forum of Labour Market Ministers (FLMM) Career Development Services Working Group is working with Life Strategies Ltd. to research the **Use of Assessment Processes and Tools in Career Development Services across Canada**.

We understand many of you will have recently completed the **Creating a Career Development Sector Roadmap Survey** sent by the Canadian Career Development Foundation. **Please note that this is a different research project / survey.** We are seeking to assess the current state of career assessment tools and processes, identify gaps, and identify issues for consideration by the FLMM CDS Working Group.

You are being asked to participate in this study because of your involvement in the career development sector. To ensure we reach as many practitioners as we can this email has been sent to multiple listservs, newsletter lists, and association membership lists. We apologize, in advance, if you've received this message more than once. Please feel free to forward this invitation onto your colleagues within the career development sector.

Your participation in this survey will be completely confidential; the survey should take approximately 20 minutes of your time to complete.

Before starting the survey, please read the Informed Consent Form below.

If you have any difficulty completing the survey or have any questions about it, please contact the principal researchers for this study at the contact information listed below.

Regards,
The Life Strategies Ltd. Team

Informed Consent Form

Your involvement in this research will include completing an online survey between February 19th, 2009 and March 1st, 2009 at 11:59PM (PST). Completing the survey is expected to take approximately 20 minutes.

The study will involve the use of an online survey tool known as Advanced Survey. The information you provide will be kept strictly confidential; if you provide identifying information to allow us to follow-up with you, your contact information will be stored separately from your answers to the survey questions. All materials will be kept on a password protected computer, only accessible by the lead researchers, or backed-up to CD-ROM and kept in a locked cabinet. Three years after the end of the project, the raw data will be destroyed.

At no time will anyone outside the research team have access to the raw data nor will anyone be advised of your participation in this study. Participation is completely voluntary. In any cases of publication or presentation of the research results, no information will facilitate the identification of individual participants. Please be advised that you retain the right to refuse to answer any question within the survey; however, as some questions require a response to move forward, not answering required questions will prevent you from continuing on in the survey.

Other than the time the survey will take, there are no anticipated risks associated with your participation. It is hoped that the results of the study will be useful to you as a career development professional.

A summary of the final results can be requested by contacting Michel Turcotte at michel.turcotte@hrsdsc-rhdsc.gc.ca

If you have any questions about this study you may contact either of the principal researchers:

Roberta Neault, PhD, Roberta@lifestrategies.ca, 604-464-2382
Deirdre A. Pickerell, MEd, Deirdre@lifestrategies.ca, 604-856-4314

If you wish to keep a copy of this Informed Consent for your records, please print or save this email.

Clicking on the link below to begin the survey indicates that you have read this statement and agree to participate in the survey.

To access the survey go to <http://www.advancedsurvey.com/> and enter in survey number **67061** in the "Take A Survey" box on the right side of the screen. This survey will be available from February 19th, 2009 to 11:59PM (PST) March 1st, 2009.

Sujet du titre : Enquête – Utilisation de méthodes et d’outils d’évaluation dans les services de développement de carrière

Utilisation de méthodes et d’outils d’évaluation dans les services de développement de carrière

Le groupe de travail des services de développement de carrière du Forum des ministres du marché du travail (FMMT) collabore avec Life Strategies Ltd. à un projet de recherche sur l’**utilisation de méthodes et d’outils d’évaluation dans les services de développement de carrière dans tout le Canada.**

Il est entendu que plusieurs d’entre vous ont récemment complété l’**Enquête - Créer une feuille de route du secteur de développement de carrière** envoyé par la Fondation canadienne du développement de carrière. **Veillez noter que ceci est un projet différent de recherche/enquête.** Nous essayons d’évaluer l’état actuel des outils et des méthodes d’évaluation de carrière, d’identifier des lacunes et des questions à proposer à l’examen du Groupe de travail du FMMT.

Nous vous demandons de collaborer à cette étude parce que vous faites partie du secteur du développement de carrière. Afin de rejoindre le maximum de spécialistes, ce courriel sera transmis à de multiples groupes de discussion, des listes de bulletins ainsi que des listes de membres d’associations. Si vous avez reçu ce message plus d’une fois, nous vous prions de nous en excuser. N’hésitez pas à envoyer cette invitation à vos collègues du secteur du développement de carrière.

Votre participation à cette enquête est strictement confidentielle; compléter l’enquête ne devrait vous prendre qu’environ 20 minutes.

Avant de commencer l’enquête, veuillez lire le Formulaire de consentement éclairé ci-dessous.

Si vous éprouvez des difficultés à compléter l’enquête ou si vous avez des questions, n’hésitez pas à contacter les principaux chercheurs de cette recherche dont les coordonnées vous sont données ci-dessous.

Sincères salutations,
L’équipe de Life Strategies Ltd.

Formulaire de Consentement éclairé

Votre participation à cette recherche consistera à compléter, entre le 19 février 2009 et le 1 mars 2009 à 11:59PM (HNP), une enquête en ligne. Répondre à l'enquête ne devrait vous prendre qu'environ 20 minutes.

L'enquête comprendra l'utilisation d'un outil d'enquête en ligne connu sous le nom d'Advanced Survey. Les informations que vous fournirez resteront strictement confidentielles; si vous fournissez des renseignements de base nous permettant d'entrer en contact avec vous, vos coordonnées seront stockées séparément de vos réponses à l'enquête. Toutes les informations seront conservées sur un ordinateur protégé par un mot de passe et uniquement accessible aux principaux chercheurs ou elles seront sauvegardées sur CD-ROM et entreposées dans un classeur verrouillé. Trois ans après la fin du projet, toutes les données brutes seront détruites.

Personne en dehors de l'équipe de recherche n'aura accès aux données brutes ou ne sera mis au courant de votre participation dans cette étude. La participation est strictement volontaire. Lors de la publication ou de la présentation des conclusions de la recherche, aucun indice ne permettra d'identifier les participants. Veuillez noter que vous conservez le droit de refuser de répondre à certaines questions de l'enquête; toutefois, quelques questions exigeront une réponse pour être en mesure de poursuivre le questionnaire d'enquête; vous ne pourrez pas compléter le reste du questionnaire si vous n'y répondez pas.

Mis à part le temps que vous consacrerez à répondre à l'enquête, nous ne prévoyons aucun risque associé à votre participation. Nous espérons que les conclusions de l'enquête vous serviront dans votre métier de spécialiste/praticien dans le domaine du développement de carrière.

Vous pourrez obtenir une copie des résultats de l'enquête en contactant Michel Turcotte à michel.turcotte@hrscd-rhdsc.gc.ca. Si vous avez des questions au sujet de cette étude, n'hésitez pas à communiquer avec une des chercheuses principales:

Roberta Neault, Ph. D., Roberta@lifestrategies.ca, 604-464-2382
Deirdre A. Pickerell, M. Ed., Deirdre@lifestrategies.ca, 604-856-4314

Si vous désirez garder pour vos dossiers un exemplaire de ce formulaire de consentement éclairé, imprimez-le ou sauvegardez ce courriel.

En cliquant sur le lien ci-dessous pour commencer l'enquête, vous indiquez que vous avez lu cette déclaration et que vous donnez votre accord pour y participer.

Pour avoir accès à l'enquête allez à <http://www.advancedsurvey.com/> et entrez le numéro d'enquête **67060** dans la boîte « Faire une enquête » à la droite de votre écran. Cette enquête sera disponible du 19 février 2009 au 1 mars 2009 à 11 :59PM (HNP).

APPENDIX I: SURVEY STATEMENT TO ENSURE INFORMED CONSENT

I have read the informed consent statement that was sent along with the invitation to participate in this survey and understand that my willingness to complete the questionnaire implies my consent. By selecting “yes” from the option below and proceeding with this survey, you are indicating your agreement to participate in this study.

Yes
No

J'ai lu la déclaration de consentement éclairé qui a été envoyée avec l'invitation à participer à cette enquête et je comprends que le fait de répondre au questionnaire présume de mon accord. En sélectionnant “oui” sous l'option ci-dessous et en répondant à ce sondage, vous indiquez votre accord à participer à cette étude.

Oui
Non

APPENDIX J: ASSESSMENT TOOLS AND PROCESSES LISTED BY KEY INFORMANTS

Intelligence/Aptitude

ACER Select Series
 CDN Adult Achievement Test
 Differential Aptitude Test
 EIHM – French only
 General Aptitude Test Battery (GATB)
 Learning Disability Tests
 Raven Matrices
 Test d'aptitudes informatisés de Psychtech
 Test d'intelligence de Wechsler (WAIS-III)
 WIAT-II
 WISC-IV
 Wonderlic

Skills

Bar On EQi
 Knowdell Motivated Skills Card Sort
 Self-Management Checklist (Essential Skills)
 SkillScan
 TOWES
 Transferable Skills Scale
 TRIMA

Interest

Ashland Interest Assessment
 Campbell Canadian Occupational Interest Inventory (COII)
 Canadian Work Preference Inventory (CWPI)
 Career Decision Making System Revised 2008
 Career Exploration Inventory EZ
 Career Interest Profiler CEI
 COPS – II
 Guide de recherché d'une orientation professionnelle (GROP) – French only
 Inventaire visual d'intérêts professionnels (IVIT) – French only
 Jackson Vocational Interest Survey (JVIS)
 Kuder Career Assessment Inventory

L'inventaire d'intérêts de Psychotech
 Minnesota Vocational Interest Inventory
 Occ-U Sort
 Reading Free Vocational Interest Inventory 2
 Relevé d'intérêts Professionnels (RIP) de Botteman
 Self-Directed Search – Holland
 Strong Interest Inventory
 Vocational Preference Inventory (VPI)
 Work Preference Indicator

Personality

California Personality Inventory (CPI)
 Gordon Personality Individual Style Survey
 Jackson Personality Inventory (JPI-R)
 Keirsey Temperament Sorter
 MBTI
 NEO-Personality Inventory – R (NEO-PI-R)
 Personality Style Indicator
 Six Factors Personality Questionnaire (SFPQ)
 True Colors
 Type Focus

Values

Career Values Scale
 Knowdell Career Values Cards
 Linda Brooks Values Inventory
 Salience Inventory
 Schein Career Anchors
 Super's Work Values Inventory
 Values Auction
 Values Inventory (self-developed)
 Work Adjustment Needs Inventories
 Work Motivation Scale
 Work Orientation and Values
 Work Preference Match

Others

Are You Ready for Work

Beck Depression Inventory
 Behavioural and Bolles
 Career Beliefs Inventory
 Career Life Project
 Career Pathways Book
 Career Positioning Inventory (self-developed)
 Career Thoughts Inventory
 Exam Prep Inventory
 Family Genogram
 Guiding Circles
 Kolb Learning Style Inventory
 Life Role Analysis
 Lifeline
 Mini Self-Portraits
 Neuropsychological Assessment
 Observational Assessment
 Industrial and Occupational Assessment
 Projective Tests
 Quality of Life Questionnaire
 River of Life
 Self-Management Checklist
 Stress Profile / Occupational
 Stress Inventory
 Self-Report Inventories
 Things You'd Love to do for Love or Money
 Thomas Kilmann Conflict Mode Instrument

Computer-Based

Bridges
 Career Cruising
 Choices
 Elevations
 Student Counsellor

Readiness/Employability

Barriers to Employment Success (BESI)
 ERI – Employment Readiness
 Job Search Attitude Inventory
 Nova Scotia Employability Assessment (NESA)

APPENDIX K: SUMMARY OF TOOLS USED

Purpose	% of "yes" ⁵	% of "no"	Tools Mentioned ⁶	Client Groups ⁷
Client Needs	44.4%	32.2%	ACEC *Blueprint CAAT Career Cruising *Guiding Circles ⁸ *In-house tools MBTI NSEA Personality Dimensions SDS SII Starting Points *True Colors Type Focus	Aboriginal Youth Aboriginals Adults At risk youth Career changers (18-65) Immigrants Literacy issues Managers Mid-career professionals Multiple barriers Parolees University students Youth
Employment Readiness	35.5%	41.4%	ERS In-house/customized tools Structured interviews	45+ Aboriginal Youth Alberta Works recipients At-risk youth Clients of all ages Entering trades/IT HRIF eligible Immigrants Persons with disabilities University students Women – incarcerated Women – non-traditional Youth
Essential Skills	38.2%	36.7%	Employability Skills 2000+ Essentials Skills (HRSDC) Informal method In-house assessment TOWES	45+ Aboriginals Aboriginal Youth All unemployed Adults Youth Immigrants Income Assistance Persons with disabilities University students
Employment Barriers	39.6%	36.1%	*ACEC BESI Informal interviews/approaches In-house tools NSEA	55+ Aboriginal Culturally diverse clients Immigrants Low income employed Mature workers Persons with disabilities Unemployed University students

⁵ Not every "yes" respondent provided qualitative data

⁶ Only tools mentioned by 3 or more respondents listed; specific tests listed in French and/or English

⁷ Client group listed separately

⁸ Some respondents marked tools used most often with an asterisk (e.g., *); those notations are provided

				Women Youth
Client's ability to find, interpret, and apply LMI	24.0%	51.2%	Informal interviews/approaches In-house tools Internet (including specific LMI sites [e.g., Job Futures])	45+ Aboriginal youth Aboriginals Graduate students Immigrants International students Unemployed adults University students Women Youth
Aptitude/Achievement	37.3%	36.1%	CAAT *COPS System Career Cruising *CHOICES DAT Discussion *GATB In-house tools Informal tools Interview *Portfolios *Skills Checklist *WRAT	45+ Adults Aboriginal Aboriginal students Aboriginal youth At risk youth Clients of all ages Change/transition clients Federal offenders General clients Graduate students Immigrants IA recipients International students Managers Mid-Career professionals Older workers Persons with disabilities Youth
Learning Style	29.0%	43.8%	In-house *Informal assessments Learning style assessments MBTI Personality Dimensions SII *True Colors	Aboriginals Adults All clients Clients in transition Clients with addictions Immigrants Literacy issues Older workers Persons with disabilities Post Secondary Students Students Trade workers Under or unemployed Women Youth Youth with disabilities
Job-Specific Skills	34.3%	38.2%	*Career Cruising CHOICES *Discussion Employability Essential Skills In-house Informal assessments *Interviews *NOC	15+ Aboriginals All clients Clients with Additions Displaced workers IA recipients Immigrants Job seekers Low education level

			*Skills Checklist TOWES	Low income employed Older workers Persons with disabilities Post-Secondary Students Under or unemployed University Students Women Youth
Interests	74.6%	18.0%	*Career Cruising *Career Decision Making System *Career Directions Inventory Career Exploration Inventory *CHOICES *COPS System Career Planner Guiding Circles Holland ICIP In-house Informal assessments *JVIS Online tools and web resources Matchmaker MBTI Personality Dimensions *SDS *SII *Structured Interview TypeFocus	45+* Aboriginal Aboriginal students Aboriginal youth Adults* All clients At risk youth Career change clients Clients with addictions Criminal records High School students IA recipients Immigrants Job Seekers Mature workers Minorities Multi-barriered clients Older workers Parolees Persons with Disabilities Post-Secondary students Professionals/Managers Program sponsorship Transition workers Under or Unemployed Women Youth
Values	45.6%	26.9%	*Card sorts Career Cruising *Career Values Scale CHOICES *COPS System Government websites and resources In-house *Informal assessment Interview Personality Dimensions TypeFocus Value card sort	45+ Aboriginal Aboriginal youth Adult At risk youth Clients interested in career planning Clients impacted by addiction Clients on income assistance Corporations Immigrants Job seekers Post-Secondary students Professionals/Managers Older workers Single parents Under or Unemployed Women Youth

Personal Style	32.0%	36.7%	Choices In-house Informal *MBTI *Personality Dimensions SII True Colours TypeFocus	45+ Aboriginal Aboriginal youth Adults At risk youth Clients with addiction Seeking career development Corporations Immigrants Minorities Older workers Post Secondary students Students Trades workers Under or Unemployed Women Youth
Additional Assessment Processes, Models, and Tools	18.3%	47.0%	In-house Informal assessments MBTI Personality Dimensions	Aboriginal youth Aboriginals Adults Clients with addictions IA recipients Immigrant - no education Immigrants Mental health issues Victims of abuse Youth Youth with disabilities