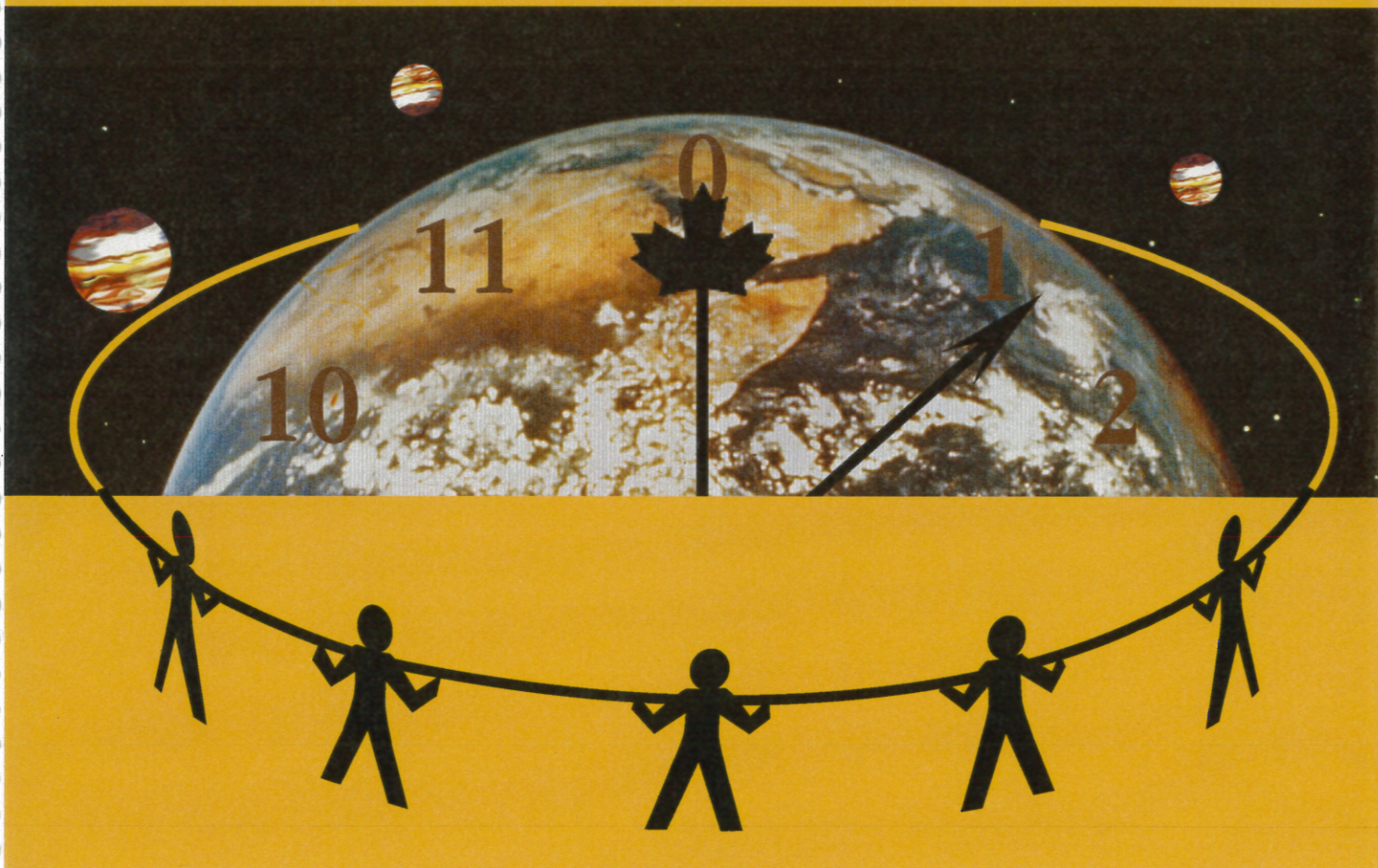




# The Second Century : Community-Based Training in Canada

*National Human Resources Study*



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**THE SECOND CENTURY:  
COMMUNITY-BASED TRAINING  
IN CANADA**

**HUMAN RESOURCE STUDY —  
EXECUTIVE SUMMARY**

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**Human Resource Study Steering Committee,  
Community-Based Training**

Prepared by:

William G. Wolfson  
WGW Services Ltd.

Adam Lodzinski  
Dr. Adam Lodzinski & Associates

**December 1997**

# A MESSAGE FROM THE HR STUDY STEERING COMMITTEE

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December, 1997

Dear Friends and Colleagues,

For over a 125 years community-based training (CBT) agencies in Canada have been providing client-sensitive, quality employment and training services. We have a distinguished history assisting individuals overcome barriers to full participation in the labour market. This report, *The Second Century: Community Based Training in Canada*, represents the work of the Human Resource Study Steering Committee of the Canadian Coalition of Community-Based Training. The Steering Committee, composed of members from community-based training organizations from across Canada, has been directing this project since December 1996. The Steering Committee came together to begin developing a vision to take our sector through the next 125 years.

Today our sector is facing unprecedented challenges. To strategically position the Canadian community-based training sector to meet the demands of a changing system, the Canadian Coalition of Community-Based Training approached Human Resources Development Canada (HRDC). An agreement was negotiated to support a human resources study as an essential component in developing other strategies to strengthen the CBT system. Accordingly, the CBT Human Resource Study Steering Committee was formed in December 1996 to oversee the preparation of a national human resource study. The committee has worked with consultants William Wolfson, Dr. Adam Lodzinski and Louise Mantha to develop a comprehensive report which includes the Human Resource Study and a Vision and Strategies Paper. These documents are intended as a framework for us to build a strong and vibrant pan-Canadian community-based training sector. **Our vision is to be known world wide for excellence in client-centred employment services.** We invite you to join in this effort to organize a strong, unified community-based training sector in Canada. Together we can realize that vision and move into the *Second Century of Community-Based Training in Canada*, and around the world.

.../cont.

## Executive Summary

The members of the Human Resource Study Steering Committee would like to thank Human Resources Development Canada for their generous support. We gratefully acknowledge the resources and expertise provided by HRDC National Headquarters, the B.C. Ministry of Education, Skills and Training, and HRDC Ontario Region. We would also like to thank our chair, Danielle Plouffe and express our appreciation for the work of our co-ordinators, Sherolyn Dahmé and Nicole Galarneau. Merci.

**Signed,**

### **The Members of the Human Resource Study Steering Committee:**

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# HUMAN RESOURCE STUDY OF COMMUNITY-BASED TRAINING IN CANADA

## EXECUTIVE SUMMARY

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### BACKGROUND

For over 125 years, Community-Based Training (CBT) agencies in Canada have been providing client-sensitive, quality employment and training services. CBT has a long and distinguished history of assisting individuals to overcome barriers to full participation in the labour market.

CBT in Canada is today facing unprecedented challenges as the result of government restructuring, increased competition from other providers, and economic change. To help position the CBT sector for the future, the Canadian Coalition of Community-Based Trainers (CCCBT) approached HRDC. It was agreed that a Human Resource (HR) study of CBT should be conducted as an essential component in developing other strategies to strengthen the CBT system. Accordingly, with financial support from HRDC, a CBT Human Resource Study Steering Committee was formed in January 1997 to oversee the preparation of a national HR Study. (See Appendix A for a list of members of the HR Study Steering Committee).

The purposes of the HR Study are:

- To develop an *Agency and Workforce Profile* which describes the characteristics of CBT agencies and the makeup of the human resources currently utilized in the sector;
- To undertake an *Environmental Scan* in order to assess the forces which are influencing the CBT sector and to identify the challenges and opportunities open to the sector; and
- To perform a *Gap Analysis*, by analyzing the differences between the existing skills and human resources in the sector and the new or enhanced skills needed by staff and Executive Directors.

The findings from the HR Study will be utilized by the Steering Committee to develop recommendations on a *Human Resources Strategy* to ensure the long term viability of the sector. The plan will be a framework for the development of human resources throughout the CBT sector.

The HR Study Steering Committee was charged to complete this work by March 1998. This Human Resource Study of Community-Based Training in Canada forms a central part of the work. The Committee selected William G. Wolfson of WGW Services Ltd., joined by Adam Lodzinski of Dr. Adam Lodzinski & Associates, to undertake the HR Study. The consultants developed a research plan that included a survey of Executive Directors and staff of CBT

**Executive Summary**

agencies across Canada, focus groups with Executive Directors and staff of CBT agencies in selected provinces, and interviews with Key Informants as selected by members of the HR Study Steering Committee.

This document, available in both English and French, is the Executive Summary of the full Technical Report. (The Technical Report is available from the Steering Committee). This Summary Report is in two parts: Findings from the Field (Part One) and Analysis of Skill Gaps (Part Two).



## **PART ONE: FINDINGS FROM THE FIELD SURVEY**

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In order to obtain a profile of CBT agencies, the human resources employed by them, and insights into the perspectives of staff and Executive Directors (EDs) on a variety of issues, a mail survey was sent to a number of the members of the Canadian Coalition of Community-Based Trainers and to a sample of other CBT organizations across Canada.

There were two survey instruments - one for staff and one for EDs. The staff and ED surveys contained identical questions regarding human resource items. In addition, the ED survey contained questions about the profile of the agency managed by the ED and the ED's views on a number of other items such as restructuring, competitiveness, and potential new markets for CBT.

The survey was sent to a total of 470 CBT agencies; we received a response from 298 of them (staff and / or ED), for a response rate of almost 63%. 198 EDs responded, providing information on about 42% of the agencies. 970 staff responded; together with the EDs, there were a total of 1,168 surveys received.

To supplement the information gained through the mail survey, focus groups with staff and EDs were held in 5 provinces (Alberta, British Columbia, Manitoba, New Brunswick, and Quebec). A total of 34 staff and 34 EDs participated in these focus groups.

Finally, interviews were conducted with 45 Key Informants. They were designed to obtain information on the strengths, issues, and opportunities facing the CBT sector, with particular reference to its human resources. A total of 33 one-on-one interviews were completed with 25 provincial and 8 national Key Informants. See Appendix B for a list. In addition, a group meeting was held with 12 Key Informants from the federal government at National Headquarters of HRDC. See Appendix C for a list of officials who participated.

This Part on the key findings from the field survey has four sections:

- 1. Profile of CBT Agencies in Canada**
- 2. Profile of Human Resources Employed in CBT**
- 3. Perspectives of Staff, Executive Directors, and Key Informants on the Past, Present and Future**
- 4. Perspectives of Executive Directors On Restructuring**

## 1. PROFILE OF CBT AGENCIES IN CANADA

### Clients Served

CBT agencies serve a diversity of clients by gender, age, income support, and target group status. Relatively few agencies in our sample reported that any single client group represented more than 80% of the clients served. Indeed, the typical agency serves 4 of the 9 target groups we specified: Aboriginals, Disabled (Physical, Developmental, Psychiatric, Learning), Ex-Offenders, Francophones (in English agencies), Immigrants, Racial Minorities.

### Agency Size

Most CBT agencies are relatively small, as measured by their full-time-equivalent staff complement (4.5), their average daily caseload (27), or the number of clients served in a year (325). Their annual operating budgets, excluding "flow through" dollars (e.g. participant allowances), average about \$335,000, although 13% of the agencies report budgets in excess of \$1 million. The information above reflects the typical CBT agency, using median data (i.e. 50% of the agencies are above the number cited; 50% are below). The average number of clients served by the 198 agencies which responded to the survey is 725; in total, these agencies provide service to about 145,000 clients annually.

### Governance Structure

About three-quarters of CBT agencies are independent, separately-incorporated organizations. About one-fifth are not separately incorporated, but affiliated with a larger not-for-profit entity. A small number fit into both categories.

### Volunteer Contributions

CBT agencies have an average of 9 volunteers active in board or advisory capacities and 10 in service delivery. We estimate the number of volunteers across Canada participating in board governance in the 198 agencies we sampled to be about 2,000. Only about half the agencies reported they had volunteers active in service delivery. We estimate the total number of service volunteers across Canada to be about 3,250. In sum, the 198 agencies we sampled have mobilized over 5,000 volunteers.

### Funding Sources

Slightly more than 25% of CBT agencies have a single funding source. About half have 3 or more sources of funding. However, there are still a significant number of CBT agencies where a single funding source provides a very high percentage of revenues. Over 60% of the agencies receive more than three-quarters of their funding from a single source, almost always government, and most frequently the federal government through HRDC.

### Professional Development Budgets

We estimate the average professional development budget per professional in CBT agencies to be about \$320. On average, each agency allocates one-half of one percent of its operating budget to professional development.

## Marketing

Almost 60% of agencies have a marketing strategy in place. On average, less than 1% of the budget is devoted to marketing. Agencies with a strategy in place tend to devote more resources to this activity.

## Technology

486 or Pentium computers comprise almost 70% of the computer stock across agencies for client use and over 80% for staff use. Over two-thirds of agencies have acquired these higher level computers for staff, but less than half have them available for clients. The typical agency has about 7 computers for client use and 7 for staff use. On the typical day, there are 4 clients for every available computer. There is slightly more than 1 computer per staff person.

In terms of computer peripherals, most agencies have ink jet and laser printers and CD ROMs. Only about one fifth currently have a scanner.

With regard to communications technology, 86% of agencies have a modem. Over 60% are networked in the office. About two-thirds of agencies are connected to the Internet, and have access to e-mail. Slightly more than 30% of agencies have a Home Page. Slightly less than half the EDs report that they have a desktop computer with access to e-mail and the Internet.

Finally, we asked about the highest level of technology available in the agency. Almost all agencies are using Windows. Three-quarters or more of the agencies meet reasonably high equipment standards (speed of more than 66 mhz, RAM of 16 meg or more, and hard drive of 850 meg or more). Two-thirds have high peripheral levels (modem of 28,800 baud or more, CD ROM speed of 4x or more). About 60% have a technology troubleshooter on staff.

To obtain a reading on how quickly agencies adapt to technology, we asked EDs to look back over the last five years and characterize the speed at which their agency introduced new technology that enhances client service. Over half the EDs rated their agency as an average adapter, about one quarter said they were eventual adapters, and less than one-fifth described themselves as leading edge innovators.

## 2. PROFILE OF HUMAN RESOURCES EMPLOYED IN CBT

Using the results of the survey of staff and EDs, we have developed the following profile data for the human resources currently employed in CBT:

### Demographic Profile

	STAFF	ED
Gender: % Women	75%	61%
Average Age	38 years	43 years
% in Equity Groups*	16%	9%

\* Racial Minorities, Aboriginals, Disabled People

## Language Capabilities

	STAFF	ED
Language of the Agency - English/French	100%	100%
Other Official Language - French/English	32%	32%
Other 1st Language	9%	8%

## Formal Qualifications

Virtually all staff and EDs are graduates of post-secondary education, either university or community college. About 12% of staff and 18% of EDs have post-graduate degrees.

## Employment Profile

	STAFF	ED
Work Experience in CBT	5.9 years	10.3 years
Total Related Work Experience	11.7 years	18.6 years
Annual Salary	\$30,000	\$41,480
% Full Time	87%	96%
Contracted Work Week	36.5 hours	37.5 hours
Actual Work Week	40.0 hours	46.5 hours

## ED Salaries

Larger agencies tend to pay higher ED salaries. The average ED salary of women is \$40,600 and of men is \$42,700, about a 5% difference. While men in ED positions tend to be paid more than women, men are more likely to head agencies with larger budgets (on average 11% larger), and have more years of experience in CBT (on average about 1 more year).

## Union Membership

EDs report that about 8% of their agencies are unionized. These agencies account for about 9% of all CBT staff.

## Functions Performed

As would be expected, the functions performed by staff relate primarily to direct service delivery to clients (i.e. assessment, counselling, instruction and providing concrete supports to clients\*). Almost half of the staff report that they also perform managerial / supervisory functions. Over half of the EDs report that they are involved in direct delivery of service to clients.

\* Concrete support covers the provision of assistance to clients such as advocacy and service brokerage, employer recruitment and liaison, assistive devices, and labour market information.

## Direct Service vs. Agency Support

Staff spend most of their time, about 70%, in direct service to clients (intake and assessment, vocational or life skills training, counselling, job search support, follow up). They spend about 30% on agency support (curriculum development, client advocacy, inter-agency liaison, employer liaison, record keeping, internal agency functions, community awareness, management / supervision). EDs report spending about a quarter of their time in direct contact with clients.

### **3. PERSPECTIVES OF STAFF, EXECUTIVE DIRECTORS AND KEY INFORMANTS ON THE PAST, PRESENT AND FUTURE**

#### **Value of Formal Education, On-the-Job Experience, Professional Development**

Both staff and EDs rate their on-the-job experiences as being the most valuable source of knowledge and skills for their careers in CBT. Professional development ranked second, followed by formal education.

#### **Professional Development Activities**

EDs are more likely to have participated in National / Regional Conferences or Local / Regional Workshops than staff. They have roughly similar participation rates in other professional development (PD) activities: credit and non-credit courses, job performance reviews, and job shadowing / mentoring.

#### **Value of PD**

Staff and EDs rank in almost identical orders the value of various professional development activities: independent reading and volunteer work in the community were rated the highest and job performance review the lowest by both groups. Formal activities such as course work and conferences are rated by both in the middle range of the rankings.

#### **Barriers to PD**

For both staff and EDs, financial support is the leading barrier to accessing formal professional development activities in CBT. Over half of both groups cited the availability of training opportunities as a barrier. Relatively more EDs than staff reported that work / family responsibilities constrained their access to PD. About half of both groups noted that time release from work was a problem. In some focus groups with staff and EDs, participants noted that there were many "generic" PD opportunities, but few were tailored to CBT.

#### **Rewards from Working in CBT**

The most important sources of satisfaction among both staff and EDs in CBT come from the significant impact they can have on clients' lives and from their commitment to helping specific target groups.

#### **Job Satisfaction**

In terms of job satisfaction, staff and EDs both ranked the impact of services on clients the highest, opportunities for career advancement the lowest, and opportunities for personal growth in the mid-range of ratings. Staff exhibited less satisfaction with salaries, benefits and working conditions and than did EDs. Staff and EDs remain highly committed to CBT: over two-thirds of both groups reported they would select a CBT career again.

### **Career Prospects**

Turning to the future, EDs appear to be somewhat more confident than staff about their ability to continue with a career in CBT in their own community or elsewhere. Neither staff nor EDs show a great deal of willingness to relocate in order to remain employed in CBT. Staff and ED are more confident about pursuing their current careers in the private sector or the educational sector (colleges, universities, school boards) than they are in labour or rehabilitation. EDs are slightly more positive about opportunities in government than are staff. When also asked how seriously they were considering a career change, most gave a low rating. However, as the time frame is extended from 2 years to 5 years, the likelihood of a career change increases.

### **Career Management**

Staff and EDs agree that undertaking a skills inventory, an interests inventory, and a weaknesses inventory, and the development of a personal career plan are important components of an individual's career management strategy. However, neither staff nor EDs have matched action with importance. Most notably, 46% of staff and only 31% of EDs say they have completed a personal career plan in the last year.

### **Certification / Accreditation**

Both staff and EDs strongly supported certification of individuals working in CBT and accreditation of CBT agencies, with EDs particularly supporting accreditation. If a certification and / or accreditation system were to be established, both staff and EDs prefer an umbrella organization to be the certifying / accrediting agency.

In our open-ended discussions with Key Informants, we found that only a few identified the lack of certification / accreditation as a weakness for CBT, or suggested it as an HR strategy. When we explicitly asked, there was considerable support for both as ways to give the consumer greater confidence about the quality of the services being provided, and to help put CBT on a more equal footing with others who have certificate-granting capacities. However, some Key Informants were concerned that such an effort would divert attention from more critical issues (i.e. areas of vulnerability). Some noted that CBT had a long and distinguished history without it. Where certification had support, the majority supported the establishment of an independent, self-regulating body to carry out this function, rather than government, colleges, or universities.

It is interesting to note that certification / accreditation was the subject of some of the "write-in" comments on the survey of staff and EDs. As with Key Informants, these opinions were mixed, but the majority of comments, many of which were lengthy, did not support moving towards certification or accreditation. It would appear that, although the survey results show strong support for certification / accreditation, this strategy has the potential to polarize opinion, with strongly held views on both sides.

## **4. THE PERSPECTIVES OF EXECUTIVE DIRECTORS AND KEY INFORMANTS ON RESTRUCTURING**

### **Restructuring of Public Services**

Key Informants in almost every province and at the national level cited the restructuring now underway of federal programs and the devolution of delivery responsibilities to the provinces as one of the major issues facing the labour force development sector as a whole. Key Informants at National Headquarters of HRDC identified 4 major shifts in how training services will be organized and delivered:

- From process to outcomes;
- From the Consolidated Revenue Fund (CRF) to the Employment Insurance (EI) Fund;
- From funding of agencies to deliver training to funding of participants; and
- From the federal government to the provinces.

Some Key Informants see these changes as a massive undertaking that will place the entire Education & Training system under considerable stress for a number of years. Some Key Informants expressed a concern about maintaining access for equity groups (aboriginals, disabled people, women, youth were cited) as the restructuring unfolds.

### **Restructuring - Past and Future**

EDs report significant change within their organizations already: almost 90% report having developed new skills for existing staff, 85% of agencies have introduced new programs, and over 60% have served new client groups in the last 2 years. Most EDs expect more of the same in the next 2 years. One-quarter of the EDs believe there is a risk that their agency could close in the next two years, although only 9% say this is extremely or very likely.

### **Trends in Clients Served - Past and Future**

EDs report that, over the last 2 years, clients have exhibit more employment barriers and lower levels of income. For most agencies, the age of clients has not shifted significantly, and the number of clients seen from the target groups has remained the same. Changes in government funding guidelines is most frequently cited by EDs as the explanation. Competitive pressures from non-CBT organizations and demographic change were far less influential.

EDs foresee a continuation of the shift towards clients with more employment barriers, accompanied by higher numbers of clients from the target groups, and lower family incomes. Most EDs foresee little change in age or educational levels of clients. Almost all EDs cite changes in government funding guidelines as the driving force. There is also an increased expectation of a more competitive environment, as almost two-thirds of EDs believe that pressures from non-CBT organizations will impact on them in the future, whereas less than half said that was a force in the past.

## Market for Training in Canada

About 85% of EDs expect the number of training consumers in Canada to grow over the next two years, and 60% of EDs expect the number of training providers to decrease over that time period. EDs are more pessimistic about how CBT alone will fare - 60% of EDs foresee reductions in the number of CBT agencies, compared to the 47% who see reductions in the number of training providers overall.

Almost every Key Informant predicted an increase in the demand for training. The restructuring of the economy, the increased need for computer skills and the trend toward lifelong learning were cited most often as underlying forces. Like EDs, Key Informants are split on whether the number of training providers will increase or not. Unlike EDs, who on balance foresee consolidations, a majority of Key Informants expect an increase in the number of providers. Some Key Informants foresee increases in the number of CBT agencies as well, but most feel CBTs will have difficulty in maintaining their relative position.

## Strengths and Weaknesses of CBT Agencies

We asked Key Informants to identify the strengths on which CBT could build in the future and the areas where they are particularly vulnerable. The most frequently identified strengths reflect the essence of CBT:

- ✓ expertise in counselling, instruction, and employment preparation;
- ✓ connectedness to the community;
- ✓ ability to work effectively with special client groups; and
- ✓ flexibility and adaptability in program design.

Key Informants see CBTs as vulnerable because:

- ✓ many lack a diversified funding base;
- ✓ there is low "brand name" recognition and limited capacity to grant a recognizable certificate;
- ✓ being small and often isolated, they lack a strong common voice; and
- ✓ the advocacy role played by some CBTs may stand in the way of adapting to the new, more competitive environment.

## Market Opportunities for CBT Agencies

We asked EDs whether they see market opportunities to expand their agency's services in 6 market areas: industry / staff (i.e. selling training services to businesses for their non-management employees); industry / managers (i.e. selling training services to businesses for their management employees); labour adjustment services (on contract to employers); outplacement services for managers (on contract to employers); fee-for-service sales (to individual clients); and vocational rehabilitation (e.g. purchased by insurance companies).

No single area was seen by all EDs as a potential new market opportunity; the highest percentage was for fee-for-services sales where 70% of EDs see growth opportunities. About 60% of EDs see selling services to employers for training of their workers or assisting with labour adjustment as possible market niches. Only about half of the EDs see opportunities in vocational rehabilitation. Relatively few EDs see opportunities to sell CBT services to



employers for their management employees either for training or outplacement. For each of the first four market areas, the confidence levels of EDs in their agency's ability to access and compete is in the middle range of the 5 point scale, with confidence in fee-for-service sales the highest at 3.4.

### **Preparedness to Compete**

We asked EDs to rate how well prepared they feel their agency is to compete in a funding environment in which clients will be able to select the training provider. EDs feel more confident about competing with private trainers than with public institutions (colleges, school boards, universities). Generally, confidence levels are modest, not reaching above 3.5 on our 5 point scale. EDs have more confidence in the preparedness of their agency to deal with clients who are similar to their traditional caseload - employment disadvantaged, low skilled displaced workers, and low skilled workers seeking professional development. They are less confident about their readiness to serve high skilled workers.

We also asked Key Informants their views on how well positioned CBTs are to expand in these potential market areas. Their views are consistent with those of the EDs: CBTs can be successful in rehabilitation, training employed workers, labour adjustment services and fee-for-service sales, particularly if marketing efforts are improved. Key Informants believe CBTs are not well positioned to provide services to management employees, primarily because they lack the "brand recognition" that managers are seeking.

### **Strategies to Improve Competitive Position**

What can agencies do to compete effectively in the future? Local marketing and human resource development - for staff, EDs and Boards - were rated the highest. Province-wide marketing was seen as less helpful than local efforts. Inter-agency cooperation (e.g. common intake, placement) was seen as helpful. Radical restructuring in the form of agency mergers was rated the lowest.

### **Marketing Competencies**

We asked EDs to assess their organization's current skills in 7 areas related to marketing: Networking, Presentation Skills, Speaking the Language of Business, Market Research, Creating PR Materials, Writing Ads, and Cold Calling. This assessment of organizational capacity covered the contributions of board, staff and volunteers. Then we asked EDs to assess how important each of these skills would be in the future. Importance ratings exceed current capacity for every skill. The skills with the greatest gaps - Market Research, Creating PR Materials, Speaking the Language of Business and Networking are among the highest in importance.

## **PART TWO: ANALYSIS OF SKILL GAPS**

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### **1. SKILL SETS AND IMPORTANCE RATINGS**

#### **Skill Sets**

In the field surveys of staff and Executive Directors, we asked a variety of questions about the skills required in CBT. We defined a total of 65 skill sets, grouped into categories as follows: Assessment, Counselling, Instruction, Concrete Supports, Entrepreneurial Development, Management / Supervision, Diversity, and Computer. See Table 1 for a full listing.

Executive Directors were asked 4 different questions about each of the 65 skill sets, using a 5 point scale:

- ✓ **How important will this skill be for CBT in the future?** (1 = Not at all; 5 = Extremely)
- ✓ **What is the current skill level of your staff?** (1 = None; 5 = Expert)
- ✓ **What is your own current skill level?** (1 = None; 5 = Expert)
- ✓ **How much training do you require for your future in CBT?** (1 = None; 5 = A Lot)

Staff were asked only about themselves, namely, the last two questions about current skill levels and future training requirements.

#### **Importance Ratings**

As an initial step, we identified the skill sets which EDs view as important for CBT in the future. A skill set is defined as important if 80% or more of the EDs rated the skill as being either extremely important (5) or very important (4). The areas closest to the core functioning of CBTs received the highest ratings of importance - counselling (employment, hard-to-serve, personal) and management. The areas of greatest consensus among EDs - the skills with the highest percentage of 5 or 4 ratings - include instruction in employment preparation (98%), social functioning assessment (96%), job search counselling (95%), job maintenance counselling (95%), self-esteem counselling (94%) and labour market information (94%).

TABLE 1  
FIELD SURVEY LIST OF SKILL SETS

**Assessment**

Cognitive Functioning Assessment  
Emotional Functioning Assessment  
Social Functioning Assessment  
Physical Functioning Assessment  
Assessment of job-related knowledge  
Assessment of specific vocational abilities and aptitudes  
Vocational Interest/Career Exploration  
Personality Assessment

**Employment/Career Counselling**

Career decision making  
Job Search  
Job Maintenance  
Reaction to Job Loss  
Acceptance of disability/rehabilitation  
Equity concerns

**Personal Counselling**

Self-esteem  
Family Issues  
Crisis Intervention  
Addictions

**Counselling Exceptionally Hard-to-Serve Clients**

**General Instruction**

Presentation Skills  
Curriculum Development  
Evaluation of Learners

**Specific Instruction**

ESL  
Literacy  
Numeracy  
Life Skills  
Computer  
Employment Preparation

**Providing Concrete Support to Clients**

Client Advocacy & Service Brokerage  
Employer recruitment and liaison  
Knowledge of assistive devices for disabled people  
Labour Market Information

**Entrepreneurial Development**

Idea Generation and Validation  
Developing the Business Plan  
Finance  
Marketing, Sales, Advertising  
Human Resources  
Administrative Systems  
Tax Considerations  
Legal / Regulatory Requirements  
Knowledge of Community / Business Supports

**Management / Supervision**

Program Design  
Goal Setting for Staff  
Delegation  
Motivating Staff  
Negotiation Skills  
Performance Review  
Coaching / Mentoring  
Marketing Program / Agency  
Fundraising  
Inter-agency Partnerships  
Community and Government Relations  
Board Relations  
Program Evaluation  
Proposal Writing

**Diversity**

Cross-cultural communication  
Anti-racist principles and practices  
Anti-discrimination policies and practices  
Human Rights Education  
Knowledge of other languages

**Computer Skills**

Word Processing  
Spreadsheet  
Graphics  
Programming  
Communications

## 2. STAFF SKILL RATINGS

### Current Skill Levels of Staff

EDs' assessment of staff skill levels is almost always higher on average than the staff assessment of themselves. Further, the statistical correlation between the ED ratings and the staff ratings is very high indicating that EDs and staff have a consistent view of skill levels. Both staff and EDs rate employment counselling the highest, and computer skills and entrepreneurial development skills the lowest.

### Field View of Training Priorities for Staff

To develop a list of priority training needs for staff, we developed selection criteria which took into account EDs' views of importance of the skill, the EDs' views on the current skill level of their staff, and the staff perception of the importance of training for their future in CBT.

There were 32 skill items which were identified as priorities according to the criteria noted above, as follows:

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**Assessment:**

Emotional Functioning  
Cognitive Functioning  
Job Knowledge

**Counselling:**

Hard-to-Serve  
Crisis Intervention  
Reaction to Job Loss  
Career Decision Making  
Family Issues  
Equity Concerns

**Instruction:**

Computer  
Curriculum Development  
Evaluation of Learners  
Presentation Skills

**Concrete Supports:**

Labour Market Information  
Employer Recruitment  
Advocacy

**Entrepreneurship:**

Community Business Supports  
Idea Generation

**Management / Supervision:**

Proposal Writing  
Community and Government Relations  
Marketing Program / Agency  
Program Design  
Program Evaluation  
Inter-agency Partnerships  
Negotiation Skills  
Motivation  
Goal Setting  
Performance Review  
Coaching / Mentoring

**Diversity:**

Anti-Discrimination Policies

**Computer:**

Communications  
Word Processing

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We also asked Key Informants for their views on new or increased skills required for staff in the future. Key Informants provided two common suggestions:

- ✓ technology skills will be increasingly important; and
- ✓ given the many changes underway in CBT, staff need to be more resourceful and adaptable; they need to develop a greater appreciation for the realities of the "bigger picture".

### 3. EXECUTIVE DIRECTORS' SKILL RATINGS

#### EDs' View of Training Required for Their Future

EDs were asked to rate each skill on a 5 point scale in relation to the training they thought they would require for their future in CBT. EDs recognize the pace of technological change, and placed computer skills at the top of the list. They foresee increasing demands on them as managers, and rated additional training in that area as very important too. Assessment also generated a high degree of interest, perhaps a reflection of EDs' expectation that client groups will be shifting and it will be increasingly important to ensure a good match between program offerings and individual client needs.

#### Field View of Training Priorities for Executive Directors

To develop a list of priority training needs for Executive Directors, we developed selection criteria based on their view of importance of the skill, their self-assessment of skill levels, and their perception of the importance of training in that skill for their future in CBT. In the analysis, we focussed only on the items which reflect ED level responsibilities (management / supervision) and generic requirements (diversity, computer). This algorithm identified 10 priority skill areas of professional development for Executive Directors, as they perceive their own needs. They are the following:

##### **Management**

Marketing Program / Agency  
Program Evaluation  
Program Design  
Performance Review  
Motivating Staff  
Goal Setting for Staff  
Coaching / Mentoring

##### **Diversity**

Anti-Discrimination Policies

##### **Computer**

Communications  
Word Processing

We asked Key Informants their views on what new or increased skills EDs would need in the future. There were 3 common themes which are quite consistent with the views of EDs themselves:

- ✓ marketing, reflecting a key area of vulnerability for CBTs cited earlier (see Part 1, Section 4);
- ✓ technology, in the face of the rapid change in this area; and
- ✓ "business" orientation, in order to help their agency thrive in a more competitive environment.

**APPENDIX A**

**HUMAN RESOURCE STUDY OF CBT IN CANADA**

**MEMBERS OF THE HR STUDY STEERING COMMITTEE**

**Alberta**

Alberta Association for Community Based Training

Michael Herzog  
Elvin Collins

**British Columbia / Yukon**

Association of Service Providers for  
Employability and Career Training

Norma Strachan  
David Hutson

**Manitoba**

Manitoba Association of Community-Based  
Education and Training Programs

Warren Gander

**New Brunswick**

Community-Based Training of New Brunswick  
Carleton-Victoria Community Vocational Board Inc.

Charlotte Giberson

**Newfoundland / Labrador**

Provincial Association of Community-Based Training

John Poirier

**Nova Scotia**

Nova Scotia Coalition of Community-Based Training

Charlotte Cochran

**Ontario**

Advocates for Community-Based  
Training and Education for Women

Karen Lior

Community Literacy of Ontario

Joanne Kaattari  
Lindsay Kennedy

Ontario Network of Employment Skills Training Projects

Sandra Dobrowolsky

**Executive Summary**

**Quebec**

Passage vers l'emploi

Louise Gagnon-Lessard

Groupe Intégration Travail

Louise Barrette

CODEM

Jacques Veys

**Saskatchewan**

Saskatchewan Association of Immigrant Settlement and Integration

Keith Karasin

**HRDC**

HR Partnerships Directorate

Eva Amzallag

Michel Doiron

Marie Smith

HRIF Implementation Division

Carol Evoy

Bob Howsam

Jamie Robinson

Ron Willson

**Project Coordination**

Sherolyn Dahmé

Nicole Galarneau

**Committee Chair**

Danielle Plouffe

**APPENDIX B**  
**HUMAN RESOURCE STUDY OF CBT IN CANADA**  
**LIST OF KEY INFORMANTS**

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**NATIONAL KEY INFORMANTS**

Gordon Betcherman	Director Canadian Policy Research Networks, Inc.
Marcia Braundy	Vice-President Kooteney Women in Technology & Trades
Lenore Burton	Executive Director Canadian Labour Force Development Board (CLFDB)
Marcy Cohen	Research & Policy Analyst Hospital Employees Union of B.C. (Formerly Women's Representative, CLFDB)
Ursule Critoph	Senior Associate Canadian Labour Force Development Board
Bruce Gilmour	Consultant Trainer (Disabled Persons Representative, CLFDB)
Bryan Hiebert	President Canadian Career Development Foundation
Jacquelyn Thayer Scott	President & Vice-Chancellor University College of Cape Breton (Chair, National Education Organizations Committee)

**WESTERN CANADA**

**British Columbia**

Carolyn Lawson	Chief, Employment Programs HRDC
Anne Richmond	Director of Employment Training Programs Ministry of Education, Skills and Training
Jennifer Standeven	Acting Director of Program Planning & Development Ministry of Education, Skills and Training



## **Executive Summary**

### **Alberta**

Caroline Fairbrother      Manager, Calgary Centre  
HRDC

Joanne Priel                Director, Edmonton / NE Region  
Alberta Advanced Education & Career Development

### **Saskatchewan**

Michael Hanna             Executive Director  
Saskatchewan Open Door Society, Inc.

Cathy Rogers               Youth Consultant  
HRDC Regional Office

Janice Stone                Executive Director  
Saskatchewan Labour Force Development Board

### **Manitoba**

Catherine Auld             Grants Officer  
The Winnipeg Foundation

Ken Burfoot                Manager  
HRDC Winnipeg Centre

Juergen Hartmann         Manager of Employment, Training & Education Division  
City of Winnipeg

## **CENTRAL CANADA**

### **Ontario**

Kate Bedding               Director General, Service Delivery  
HRDC York Region & Metropolitan Toronto

Sandie Birkhead-Kirk     Senior Manager, Literacy & Basic Skills  
Ministry of Education & Training

D'Arcy Martin              Formerly National Representative (Education)  
Communications, Energy & Paperworkers Union

### **Quebec**

Pierre Marcotte            Local Development Consultant  
HRDC

William Ninacs             Private Consultant & Trainer

Brigitte Theriault         Policy Advisor  
Ministry of Income Security



**APPENDIX C**

**HUMAN RESOURCE STUDY OF CBT IN CANADA**

**LIST OF PARTICIPANTS IN THE FOCUS GROUP  
AT NATIONAL HEADQUARTERS OF HRDC**

Eva Amzallag	Human Resource Partnerships
Cathy Chapman	Office of Disability Issues
Carol Evoy	HRIF Implementation
Mark Foley	HRIF Policy & Design
Nancy Gardiner	Youth Initiatives
Henry Holik	Aboriginal Programs
Jayne Kingsbury	Office of Disability Issues
Lise Labonté	Employability & Social Partnerships
Martha Nixon	Associate Executive Director, HRIF
Jamie Robinson	HRIF Implementation
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Diane Tommy	Office of Learning Technologies

## Executive Summary