

# **Common Indicators: Transforming the Culture of Evaluation in Career and Employment Services**

**Focus Group Report  
Saskatchewan and New Brunswick**

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# **COMMON INDICATORS: TRANSFORMING THE CULTURE OF EVALUATION IN CAREER AND EMPLOYMENT SERVICES**

## **Report on Focus Groups held in June 2012 in New Brunswick and Saskatchewan**

### **BACKGROUND AND CONTEXT**

Policy makers and funders who are required to make decisions about delivery models and funding of career development services want trustworthy evidence of the benefits to individuals, communities and economies to justify their decisions.

Providing such evidence is highly complex. Policy makers are most interested in economic outcomes, including sustainable employment and long-term savings to benefit programs. Demonstrating both of these outcomes requires costly and difficult research. Acquiring immediate employment and/or gaining access to training or education programs are generally accepted as proxies for true long-term economic impact but indeed these are proxies only. Immediate employment is not necessarily sustainable or quality employment; admission to training and education programs is a very poor predictor of successful completion. However, in the absence of more trustworthy evidence, policy makers understandably rely on what is readily measurable. Furthermore, there have been few standard data collection procedures that permit tracking and comparison of the factors that affect the outcomes derived from employment services, and virtually no standard assessment procedures that permit linking employment and economic outcomes to the services received by clients.

In May, 2012 Human Resources and Skills Development Canada (HRSDC) launched a national research agenda to better understand “what works” in career services and, by extension, how career services might best contribute to addressing current labour force challenges. The current project titled “Common Indicators: Transforming the Culture of Evaluation in Career and Employment Services” was proposed by the Canadian Career Development Foundation (CCDF) in partnership with the Canadian Research Working Group on Evidence-based Practice (CRWG) and Career/Employment Services in Saskatchewan and New Brunswick. The project was selected as one of three 11-month research projects to be funded under this national research initiative.

The CCDF is a non-profit organization that works to advance career development and the capacity of the profession to respond with compassion and skill to all clients and stakeholders in an ever-changing work environment. The CRWG was established in 2004 in order to strengthen the evidence-base for career development practice with an emphasis on informing policy. The CRWG brings together expert researchers from both Francophone and Anglophone universities and also connects with international research partners. CCDF coordinates the work of the CRWG. Since 2004 the CRWG has worked on a

number of research projects to develop an evaluation framework for measuring the outcomes of career development interventions. The evaluation framework moves well beyond the traditional outcomes of employment and/or training and includes learning outcomes (skills and knowledge), personal attribute outcomes (qualitative and attitudinal changes), changes in life circumstances, fit and quality of employment outcomes as well as changes in work/learning status (employment, training). These projects provided the initial basis for developing a data management tool to provide policy-makers with the data needed for informed policy and funding decisions as well as addressing the frustrations of career practitioners about reporting limited numerical data.

Two limitations of the work to date of the CRWG have been that (a) the research projects were time-limited and controlled formal studies and not integrated into everyday practice by all services providers in the participating agencies and (b) the data-gathering instruments used in the research were questionnaires that were tied to the interventions under investigation and thus were not intended to be used by all practitioners with all clients.

The current project will allow for the development and field testing of an online data gathering instrument built directly on the CRWG framework but implemented in career and employment offices by front line practitioners working with regular clients.

The project objectives are as follows:

1. Using the CRWG framework (see Figure 1), identify an agreed upon set of common input, process, and outcome indicators to be collected across agencies;
2. Develop, field test, and implement an online data management tool (English and French) that merges agreed upon common indicators with the CRWG evaluation framework;
3. Revise and refine the data management tool in accordance with the results of the experimentation and the experience of end-users;
4. Report on the connections among Inputs, Processes and Outcomes for diverse client employability profiles, specific groups with low labour market attachment and divergent opportunity structures; and
5. Establish broader implementation plans with participating employment agencies in order for them to integrate the data management tool into their existing evaluation systems and evaluation into the everyday culture of their services on an ongoing basis.

The first phase of this project includes.

- A review of the literature on outcome-based data-gathering methods, use of common indicators, and existing indices for variables included in the enhanced framework;
- Conducting focus groups with career practitioners and their managers in the provinces of Saskatchewan, Québec and New Brunswick to:
  - identify and come to agreement on a select number of common indicators based on outcomes currently tracked and reported by career service providers in diverse career and employment services settings and outcomes which are not currently being tracked and reported but considered important outcomes of services;
  - gather input to be used in designing the several indices to be included in the data-gathering system (i.e. Opportunity Structure; Client Employability Index; Standard of

Living; Quality of Work) as well as the drop-down menus to capture Process and the Indicators of Progress;

- Conducting focus groups with senior managers in the provinces of Saskatchewan, Québec and New Brunswick with the same objectives as above and:
  - identify which of the common indicators will be accepted as legitimate data giving evidence of the outcomes of quality career and employment services.

This report covers the results of the focus groups conducted in June, 2012 in New Brunswick and Saskatchewan. The focus group results in Québec are contained in a separate report.

### ***Focus Groups Description (New Brunswick and Saskatchewan)***

Fifty-five participants participated in the focus groups. Focus group participants in New Brunswick were career practitioners and managers from employment offices of the New Brunswick Post-Secondary Training, Education and Labour Department. Participants in Saskatchewan were career practitioners and managers from the Saskatchewan Abilities Council offices across Saskatchewan, which provide programs and services to people with disabilities to enhance their independence and participation in the community. Focus groups were conducted in both French and English. The distribution of participants is provided in Table 1.

***Table 1: Distribution of Participants in Focus Groups***

Province	Language	Number of Career Practitioners	Number of Managers
New Brunswick	French	8	0
New Brunswick	English	10	7
Saskatchewan	English	23	7
<b>Total</b>		<b>41</b>	<b>14</b>

## **METHODOLOGY**

A semi-structured group facilitation process was developed by the research team. A copy of the process is included as Annex A. All focus groups were facilitated by two members of the research team. Detailed notes were taken during each focus group and all focus groups were recorded. The focus group protocol was divided into four parts as follows:

### ***Part 1: Questions/Individual Responses/Consensus Responses/Thematic Grouping:***

- Participants were asked to respond to five questions in total. Initially they responded in writing individually, providing as many responses as they could and then highlighting what they considered their most important answers to each question;
- Participants then worked in pairs or triads, shared their most important answers and were asked to try to arrive at consensus on a select number of indicators;

- Each of these “consensus” indicators was written on a cardboard card and posted on the wall;
- As a plenary, the indicators were organized into thematic groupings and reviewed by the groups as a whole.

### ***Part 2: Comparison of Group Responses with Results of the Literature Review:***

A literature review had been completed by the CRWG Research team at Université de Sherbrooke and Université Laval. The review focused on what is known from research that influences and/or results in client change in an employability context. The findings from the review were synthesized and organized by theme. This synthesis is attached as Annex B. Participants were given Annex B and asked to compare the results of their own work in Part 1 above with the results of the literature review. They were asked to identify any indicators that were included in the literature review that had not been identified in Part 1, and also to point out any indicators included in Part 1 which were not included in the literature review synthesis. Any missing indicators were then added to the results of Phase 1 and placed on the wall. Any additional indicators were highlighted. It was important that the literature review results be presented only after participants had responded fully to the first question. The principal objective of the focus groups was to gather input from front-line practitioners who are working toward and with client change on a daily basis. For the purposes of the research, drawing on this experience was essential. The literature review served as a “check-up” to consider if any factors evident in the literature had been overlooked in focus group responses and should be added. This approach also allowed factors not evident in the literature to be identified from front line experience.

### ***Part 3: Voting on Most Significant Indicators:***

Each participant was given 10 stickers in each of three colours to respond to three specific questions. The questions were as follows:

1. Of all the factors, influences, changes discussed, which are most important ***Indicators of Client Change that need to be tracked in order to demonstrate the value of career and employment services?***
2. Of all the factors, influences, changes discussed, which are most important ***Influences on Client Change (Inputs) that need to be tracked in order to track to demonstrate the value of career and employment services?***
3. Of all the factors, influences, changes discussed, ***which of these would you use or do you think should be used to guide decisions about resource allocation and program and service availability?***

Participants could use their stickers flexibly. They could place all 10 stickers on one indicator or any variation but they needed to use all ten stickers in response to each question.

### ***Part 4: General Discussion***

In plenary, there was a review of the indicators that received the most votes in each of the categories and a general discussion on what would actually change with respect to career and employment services if these indicators were reported regularly and used to make decisions on funding and resourcing of career and employment services.

## Results

A follow-up face-to-face meeting was held with all researchers in the project. An initial content analysis had been conducted by the anglophone and francophone researchers on the responses of all focus groups. They looked for common themes across all responses, then grouped responses into the identified themes. The same themes used to synthesize the literature review were applied to the indicators identified in the focus groups. Some terminology differences were evident. For example, the literature review identified self-efficacy as an influential variable impacting client change; the focus groups identified “empowerment” and “taking charge” as influential variables. It was clear that the indicators described were in essence describing a very similar or identical construct. The results of the thematic analyses are summarized below, grouped according to the three questions on which all focus groups voted. The process allowed participants to use their ten votes per question according to their own priorities, that is they could use all ten votes on one variable or any combination which reflected the variables they considered most important. It was taken as a given that finding employment and/or being placed in a training or educational program were the most important positive changes for clients as a result of employment services. Participants were not asked to vote on these two outcomes as they would always be included as essential in any employment services outcome measurement tool.

1. **Question 1:** Of all the factors, influences, changes discussed (other than employment or training) , which of these are most *important Indicators of Client Change that need to be tracked in order to demonstrate the value of career and employment services?*

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
<i>Client Personal Qualities</i>									
Increase in self-esteem and confidence/ Meilleure attitude (ex. Plus motivé, plus positif, plus confiant, plus engagé, plus persévérant)	11	18	6		(35)	8		(8)	43
Self-Awareness (ability to identify and articulate skills)/ Connaissance de soi (compétences, besoins, valeurs, barrières, intérêts, aptitudes)	18	12			(30)	8	4	(12)	42
Motivated to succeed/ Increased motivation	5		10		(15)			(15)	30
Hope for the future	2				(2)		13	(13)	15
Développer l'autonomie (en recherche		10			(10)				10

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
d'emploi/financière)									
Increased adaptability						4		(4)	4
<b>Total Votes</b>					<b>CP TOTAL = 92</b>			<b>MGR TOTAL = 52</b>	<b>COMB TOTAL = 144</b>
<b>Client Learning</b>									
Increased skills to take forward (interpersonal, work search, software, decision making, problem solving)			30		(30)	20	6	(26)	56
Empowerment-being in control of one's life	11				(11)			(11)	22
Clarity on Direction-Plan-Process	19				(19)				19
Increasingly resourceful and self-sufficient	6				(6)			(6)	12
Connaissance (IMT, techniques (formation)		8			(8)				8
Résolution de problème		8			(8)				8
Having a support system			8		(8)				8
Increasingly goal-oriented				8	(8)				8
Increased skill set (driving, time management)				7	(7)				7
Acquisition de compétences en recherche d'emploi (réseautage, stratégies, IMT)		6			(6)				6
<b>Total Votes</b>					<b>CP TOTAL = 111</b>			<b>MGR TOTAL = 43</b>	<b>COMB TOTAL = 154</b>
<b>Situation and Community</b>									
Improved life circumstance (earning power, reduced income							14	(14)	14

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
support)									
Good job match (re family, satisfaction, community, employer)							8	(8)	8
Engaged with community				7	(7)				7
Less stress on community resources (e.g., corrections, health, foster care)				7	(7)				7
<b>Quality of Life</b>									
Increased personal stability (reduced substance dependence, reduced criminal factors, increased supports, income/family)			17		(17)				17
Improved quality of life (housing, openness to using resources, basic needs met)				15	(15)				15
Positive influence on family, friends, etc.; increased optimism						15		(15)	15
Improved quality of life (developing own network, financial independence, recreational, social)			13		(13)				13
Shift out of generational pattern (fetal alcohol syndrome; financial dependence)				13	(13)				13
Overall better health including mental health			8		(8)				8
<b>Total Votes</b>					<b>CP TOTAL = 80</b>			<b>MGR TOTAL = 37</b>	<b>COMB TOTAL = 117</b>

The extent of agreement between practitioners and managers is noteworthy. Both groups rated changes in self-esteem, self-confidence and motivation as most important indicators of personal

changes for clients as a result of services. Acquisition of new skills related to the employability dimensions similarly was rated much higher than any other outcome related to Client Learning by both groups. With respect to Situation and Community, managers rated most highly improved life circumstances related to earnings and reduced dependency on benefits. Saskatchewan practitioners who work in Abilities offices and have a significant percentage of clients with disabilities rated Quality of Life changes related to housing, addictions, and personal autonomy high, whereas New Brunswick practitioners did not identify these indicators. New Brunswick practitioners rated Clarity of Direction and Action Planning as important indicators.

2. Of all the factors, influences, changes discussed, which are most important ***Influences on Client Change (Inputs) that need to be tracked in order to track to demonstrate the value of career and employment services?***

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
<b><i>Client Influences</i></b>									
Personal Support System (financial, social, health)	18	10			(28)	5	4	(9)	37
Client readiness to change				15	(15)				15
Multiple needs overpower employment issues (health, housing, family, relationships)			10		(10)				10
Self-confidence		5			(5)	3		(3)	8
Client capacity for resilience							8	(8)	8
Negative external influences (drugs, gangs)				7	(7)				7
Client capacity to learn							6	(6)	6
Family responsibilities		5			(5)				5
<b><i>Total Votes</i></b>					<b>CP TOTAL = 70</b>			<b>MGR TOTAL = 26</b>	<b>COMB TOTAL = 96</b>
<b><i>Community Influences</i></b>									
Transportation and/or childcare barriers	5	7			(12)				12
Community Contacts				9	(9)				9
<b><i>Total Votes</i></b>					<b>CP</b>			<b>MGR</b>	<b>COMB</b>

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
					TOTAL = 21			TOTAL = 0	TOTAL = 21
<i>Service Influences</i>									
Access to training	11				(11)	7	5	(12)	23
Clear guidelines and policies	9	9		6	(24)	10	6	(16)	40
Program dollars and resources		10			(10)				10
Good management practices							8	(8)	8
Appropriate time allocation						7		(7)	7
Flexibility and trust				12	(12)				12
<i>Total Votes</i>					CP TOTAL = 57			MGR TOTAL = 43	COMB TOTAL = 100
<i>Practitioners Influences</i>									
Practitioner qualities						11		(11)	11
Teamwork				12	(12)				12
Sense of personal effectiveness with specific clients and issues		4			(4)				4
Client access to effective practitioner	5			15	(20)		7	(7)	27
Clear expectations							6	(6)	6
<i>Total Votes</i>					CP TOTAL = 36			MGR TOTAL = 24	COMB TOTAL = 60

Again, there is considerable agreement between managers and practitioners. Both groups rated the client personal support system as a most important influence on client change as well as the client access to effective practitioners. With respect to Service Influences impacting on client change, both groups rated clear guidelines and policies as well as access to training as most important variables. Practitioners in New Brunswick cited transportation and childcare access as client barriers. Saskatchewan practitioners cited variables related to the work environment such as teamwork and flexibility as important factors influencing their ability to assist clients with positive change.

3. Of all the factors, influences, changes discussed, *which of these would you use or do you think should be used to guide decisions about resource allocation and program and service availability?*

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
<i>Changes in Personal Attributes</i>									
Improved client attitude (optimism, confidence, motivation, shift from focus on disability)		6		4	(10)	6	5	(11)	21
<i>Total Votes</i>					CP TOTAL = 10			MGR TOTAL = 11	COMB TOTAL = 21
<i>Changes in Client Learning</i>									
Knowledge acquisition by clients including increased autonomy	8	13	7		(28)	6		(6)	33
Increased self-awareness	7				(7)	5		(5)	12
Increased clarity of direction and needed action	8				(8)				8
Client skill training				11	(11)				11
<i>Total Votes</i>					CP TOTAL = 54			MGR TOTAL = 11	COMB TOTAL = 65
<i>Changes in Quality of Employment and Quality of Life</i>									
Access to programs and services	12	8		4	(24)	9	5	(14)	38
Labour market opportunity	11	14			(25)				25
Increased financial independence; reduced dependency on community resources			8	13	(21)				21
Improved quality of life including community involvement			4	8	(12)		5	(5)	17

INDICATORS OF CHANGE	MCTN (E)	MCTN (F)	SASK'N	REGINA	CP TOTAL N=41	NB MGR'S	SASK MGR'S	MGR TOTAL N=14	COMB TOTAL N=55
Employment "fit"			7		(7)		7	(7)	14
Increased personal stability			14		(14)				14
Improved health			7		(7)				7
<i>Total Votes</i>					<b>CP TOTAL = 110</b>			<b>MGR TOTAL = 26</b>	<b>COMB TOTAL = 136</b>

Question 3 was targeted at management and is unrelated to the literature review. The question was focused on addressing what indicators management would accept as relevant and evidence of effective service. Traditionally, the accepted outcomes have been quite restricted to employment or training and it was important to address whether a more comprehensive evaluation model would be treated as providing additional credible evidence. Practitioners were also asked to respond to the question.

It must again be emphasized that getting employment and entering into and succeeding in training or education were taken as givens and as essential outcomes of employment services. Beyond these obvious outcomes, there was considerable agreement between the two groups. Both groups rated client increased knowledge and skills related to the employability dimensions as well as positive changes in client attitudes such as optimism and self-confidence as important outcomes. Client access to programs and services was also seen as important evidence of effective services by both groups. Increased community involvement was recognized by both groups as evidence of positive and potentially enduring change. The Saskatchewan practitioners placed an emphasis on changes in quality of life related to increased stability and New Brunswick practitioners emphasized changes in employment opportunity.

## SUMMARY AND CONCLUSIONS

The principal objectives of the focus groups were to:

- Identify and come to agreement on a select number of common outcome indicators that are currently not tracked and reported but are considered to be important service quality indicators and by inference, good investments of time and resources;
- Gather input for new indices and progress indicators to be incorporated into the design of the data-gathering instrument to be drawn from the focus groups and the literature review; and
- Identify common indicators that managers would recognize as legitimate in addition to the traditional outcomes of employment and training.

All three objectives were fully met. The focus groups provided a rich opportunity to probe the experience of front-line practitioners with respect to client change indicators and how practitioners recognize them in practice. They also provided an opportunity to discuss with managers their

perceptions of what client changes can be recognized as good investments of time and resources in addition to the obvious changes in employment and training status. There was considerable concurrence between practitioners and managers on several important indicators of change.

The results of the focus groups are being used to inform the development of the data-gathering tool. The focus groups confirmed that the CRWG framework is on target with front line practice and with manager expectations. The framework will be enhanced using the focus group results.

With respect to the literature review, there was remarkable consistency between indicators and influences of change evident in research studies and the input of front-line practitioners. Language differs, with the research literature language more academic than practitioner language, but the indicators being described strongly overlap. In all focus groups, when the literature review results were presented (Annex B), most if not all of the literature review indicators had been identified in response to the first focus group question. Two focus groups identified quality of life changes that they did not see listed in the literature review and these related to positive engagement with the community and improved family relationships.

Finally, there appears to be overall recognition that service outcomes that need to be credited go beyond the obvious and include changes in many dimensions of client lives. These changes may not include immediate employment and/or successful completion of training upon service completion but may be foundations for or precursors to these successful outcomes. Additionally, there appears to be recognition that employment and training fit and quality are important qualifiers to be added to finding employment and enrolling in training.

The next step will be to actually field test the CRWG enhanced framework in employment office settings. This is scheduled to take place from January to March, 2013. Overall, practitioner and manager focus group participants expressed enthusiasm for the research and excitement about the potential of demonstrating service value using a more complex and comprehensive evaluation framework.

## ANNEX A: Focus Group Protocol

Focus Group Questions: Practitioners: Common Indicators Project

Materials: Cardboard index cards (3x5) lots of them  
Pad of paper for each participant  
Gummy glues- to hold cards in place on walls  
Sharpie or Marker for all participants  
Round tables if possible or room set up so that 2-4 persons can work together  
Circle stickers- 2 colours – lots of them  
Flipchart or whiteboard

Before the session:

Have cardboard index cards posted on the walls with the following headings:

- Indicators of Client Change
- Clues of Client Change
- Contributors to Client Change
- Influences on Staff Capacity to effect Change
- Influences on Clients' Capacities to Change
- Other Influences

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Welcome and Introductions:

Icebreaker: (10 minutes)

- Many stakeholders have different interests in career and employment services and they have different expectations of what should be achieved through these services.

What do you think are expected from: Clients; Service Providers; Funders; Politicians; Managers; Society?

(Many different perspectives and pressures exist on career and employment services; it is therefore not easy to arrive at a set of "common" indicators which make sense to all. The project we are undertaking is intended to try to arrive at a useful and meaningful set of common indicators and a tool to capture them).

The focus of this session is to gather the experience of front line practitioners who provide career and employment services to clients.

The question which is the focus for today and the focus of the project is:

***"What indicators need to be tracked to demonstrate the value of career and employment services?"***

Explain the process of the Focus Group as follows:

- A number of questions will be posed
- Participants will first respond to each question individually; they will then be asked to select their most important answers to each question
- Participants will then work in pairs or small groups and try to arrive at consensus on the most important answers
- Each of these answers from each group will be written on a cardboard card, collected and posted on the wall
- At the end of the questions, the plenary will work together to organize the answers into a framework

- Participants will “vote” on a select number of most important indicators which impact on service quality and successful client outcomes
- There will be a question/answer period to respond to any questions participants have about the project

**Part 1: Identifying Indicators: (60 minutes)**

- Follow the protocol for each of questions 1-6 (question, individual response, individual circling of favourite factors, group discussion, reach group consensus on top factors, write each on a card and post on wall under appropriate heading).
- When questions 1-6 have been answered and cards posted, facilitators and participants review the wall entries and move any cards which seem to be in the wrong place or discard any which are duplicates. The cards will naturally organize thematically.

**Questions 1-6:**

(Indicators of Client Change): (Outcomes)

1. If clients have benefitted from career and employment services, they have experienced some changes in in their lives. They are not in the same position they were when they started. Some changes may be obvious—they have a job which they did not have before; they have enrolled in a training program which they had not before for example. What else indicates that clients or the situations of clients have changed as a result of career and employment services?
2. What clues do you look for to tell you that clients and/or client situations are changing?

(Contributors to Client Change): (Process)

3. What do you do or what do you provide that you think contributes to these changes in the lives of clients?

(Influences on Staff, Clients/External): (Inputs)

4. What do you think influences your ability to help clients and/or their situations to change?
5. What do you think influences the ability of clients the change themselves or their situations?
6. What external factors (not in the control of clients or staff) influence the changes achieved through career and employment services?

**Part 2: Introduce Literature Review Results; Add to Indicators as decided by participants: (15 minutes)**

Hand out the the literature review handout.

Ask each individual to review the list and decide if there are any indicators which were missed by the group which should be included.

Conduct a plenary discussion to reach consensus on any indicators which should be added; prepare a card for each new indicator and place it under the appropriate heading on the wall.

Give some time for participants to review and reflect on the work they have done as shown on the wall before proceeding to Part 3.

**Part 3: Voting on Indicators with Stickers (15 minutes)**

(Decision Indicators)

- Make sure all tables have stickers of three different colours (10 stickers per colour) . Note that participants can use their 10 votes any way they wish; they may put 2 or 3 on one card; distribute one per card, in accordance with their perception of the most important indicators which respond to the question).

For questions 7, 8 and 9, no consensus is required. Each individual decides from among the cards already on the wall, their top priority factors in response to each question. Responses to question 7 use yellow for example; responses to question 8 use red etc.

***Voting Questions: Vote on Indicators of Client Change and Clues to Client Change (Outcomes) and on Influences on Staff, Clients and other influences (Inputs): (No voting on Contributors to Client Change(Process)***

7. A) Of all the factors, influences, changes discussed, which of these are most important ***Indicators of Client Change and Clues to Client Change to track to demonstrate the value of career and employment services?***
  - (Each participant votes with yellow circle stickers- up to 10 max. for each participant. The stickers are placed on the appropriate index card.
  - Note that participants can use their 10 votes any way they wish; they may put 2 or 3 on one card; distribute one per card, in accordance with their perception of the most important indicators which respond to the question)
- B) Of all the factors, influences, changes discussed, which are most important ***Influences on Client Change (Inputs) to track to demonstrate the value of career and employment services?***
  - (Each participant votes with yellow circle stickers- up to 10 max. for each participant. The stickers are placed on the appropriate index card.)
8. Of all the factors, influences, changes discussed, ***which of these would you use or do you think should be used to guide decisions about resource allocation and program and service availability?***
  - (Each participant votes with red circle stickers- up to 10 max.for each participant). The stickers are placed on the appropriate index card.

***Part 4: General Discussion and Reactions: (10 minutes)***

(General Discussion)

9. If you had these indicators reported and accessible regularly (those with the most stickers) , what would change with respect to career and employment services?
  - (Facilitators take notes- no cards for this discussion)

***Part 5: Research Outline and Question/Answer Session: (10 minutes)***

Outline the objective of the project which is to arrive at a list of indicators of meaningful client change as well as indicators of what facilitates and what impedes change. The more we can unravel these, the closer we will be to being able to know what programs, services and interventions work best with what clients. Their contribution has helped us to get started well.

If there is time, present the CRWG model of Input/Process/Outcome and briefly explain.

Invite any questions they have about the actual project, what we hope to accomplish and how the results have the potential to benefit career and employment services.

Thank them for their input and time and close the focus group.

ANNEX B	<i>LITERATURE REVIEW</i>	
INDICATORS OF CLIENT CHANGE	SERVICES CONTRIBUTING TO CLIENT CHANGE	INFLUENCES IMPACTING ON CAPACITY FOR CHANGE
<i>Client Personal Qualities</i>	<i>Generic Interventions</i>	<i>Practitioner Influences</i>
<p><i>Psychological Characteristics:</i> (e.g. self-confidence, self-knowledge, self-awareness, self-esteem, adaptability, anxiety, stress, motivation, client independence)</p> <p><i>Attitudes:</i> (e.g. engagement, attitude about the future and about work, optimism)</p> <p><i>Commitment:</i> (e.g. commitment to training, commitment to goal and action plan, participation in learning)</p>	<p><i>Working Alliance:</i> (e.g. agreement on goals, agreement on tasks, relationship of mutual trust and respect)</p> <p><i>Coaching and Follow-up:</i> (e.g. completing needs assessment, smoothness of process, clarity of expectations, focusing on tasks)</p> <p><i>Identification of Social Supports</i></p>	<p><i>Skills and Knowledge:</i> (e.g. information giving skills, assessment skills, counselling skills)</p> <p><i>Practitioner Accessibility:</i> (e.g. perceived availability, frequency of contact)</p> <p><i>Practitioner Qualities:</i> (e.g. trust, credibility, involvement, sensitivity, responsibility, professional conduct, vigilance to understanding client experience)</p> <p><i>Practitioner Support:</i></p>
<i>Client Learning</i>	<i>Specific Practitioner and/or Program Interventions</i>	<i>Service Influences</i>
<p><i>Information:</i> (e.g. access to information, understanding the link between work and society or the economy, education or labour market, using information effectively)</p> <p><i>Knowledge:</i> (e.g. knowledge of environment, knowledge of possible choices and opportunities, knowledge of vocations, knowledge of labour market and current trends)</p>	<p><i>Career Decision Making:</i> (e.g. ability to make a decision, identification of options and strategies)</p> <p><i>Work Search:</i> (e.g. assistance with transition to work, learning job seeking methods, employment preparation, job seeking)</p> <p><i>Skills Enhancement:</i> (e.g. training and upgrading selection, education choices)</p> <p><i>Job Maintenance:</i> (e.g. functioning effectively in role)</p> <p><i>Career-Related Personal Development:</i> (e.g. clarification of values, congruence between interests and aptitudes, exploration of</p>	<p><i>Accessibility to programs and services:</i></p> <p><i>Tools/Equipment:</i> (e.g. computer assistance, notebooks and written exercise, self administered inventories)</p>

	potential, client personal exploration, accessing support systems	
<b>Client Skills:</b>		<b>Community Influences:</b>
<p><i>Communication:</i> (e.g. capacity for communication, capacity for teamwork, positive and effective interaction with others)</p> <p><i>Self Assessment</i></p> <p><i>Decision-Making</i> (e.g. improved decision-making skills, importance of career choice, progress in relation to career choice decisions, greater decision certainty)</p> <p><i>Problem-Solving:</i> (e.g. diminishing barriers to employment and integrating into the labour market, family-related obstacles)</p>		<p><i>Equitable access to community resources</i></p> <p><i>Employment opportunities in own community</i></p>
<b>Situation and Community:</b>		<b>Client Influences:</b>
<p><i>Employment:</i> (e.g. getting a job, participating in continuous learning that contributes to achievement of work-life goals)</p> <p><i>Employment Fit:</i> (e.g. fit between employment and education, training and interests, fit between employment and vision of wanted employment)</p> <p><i>Satisfaction:</i> (e.g. satisfaction with training environment, satisfaction with work environment, job satisfaction, subjective satisfaction)</p> <p><i>Economic Characteristics:</i> (e.g. financial independence, , standard of living)</p>		<p><i>Educational level</i></p> <p><i>Employment History</i></p> <p><i>Labour Market Attachment</i></p> <p><i>Language and Literacy competency</i></p> <p><i>Attitude to employment</i></p>

