



Career Development Practitioner Survey Analysis

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BACKGROUND TO THE SURVEY

This survey of career practitioners was initiated by the Career Industry Council of Australia, the national peak body for the career industry. Since 2003, the Council has consistently advocated for a national research agenda focused on supporting national policy; this survey is a component of the Council's research agenda and a proactive measure to inform Council policy.

The Professional Standards were developed by the Council and its member associations and were phased in over several years until January 2012, when they became regarded as the minimum required by Australian career development practitioners.

This is the first national survey of the broad spectrum of career development practitioners ever conducted in Australia regarding the profession's standards and core competencies.

Aim of this report

The purpose of this report is to provide an analysis of the responses of career development practitioners to the survey on professional standards conducted by the Career Industry Council of Australia in September 2012.

Participants in the survey

An invitation to participate in the online survey, was issued to career development practitioners who belong to member organisations of the Career Industry Council of Australia. Participation was voluntary and 220 responses were received.

The participants in this survey comprised career practitioners, representing CICA member associations including career education associations, career development associations, a graduate career service and specialist groups such as rehabilitation counsellors. A summary of the professional associations is provided in Appendix A (Table 1). Respondents came from all states and territories but the distribution across states and territories was not consistent with the Australian population (see Appendix A, Table 2). Just under two-thirds were from capital city locations.

Report outline

The key findings are presented under the three broad headings of: (a) the profile of career development practitioners in Australia; (b) the professional background of career development practitioners; and (c) the opinions of career development professionals in relation to core competencies, professional standards and professional development.

A PROFILE OF CAREER DEVELOPMENT PRACTITIONERS



This section considers the nature of career practice, the sectors in which careers practitioners are employed as well as the client groups they serve. It concludes that the nature of careers work in Australia is heterogeneous and that there is no stereotypical model of a career practitioner.

Where do career development practitioners work?

The career development field in Australia is split into two broad types of career services. Some three-quarters of career development practitioners surveyed were employed within educational institutions; the remainder operated within employment, non-government, vocational training or private practice settings.

The sample was dominated by school career advisers, who accounted for almost three-quarters of respondents. Other sectors in order of representation were: private practice, universities, primary school and TAFE (see Appendix A, Table 3). The fields of employment were so diverse that just one in eight career practitioners (N=34) was not classified by these major groups (non-respondents to any question were not included).

What are the job titles of career practitioners?

The job titles of the career development practitioners in this study were so diverse as to defy meaningful categorisation. Rather it appeared as a set of titles largely indicating either (a) the specific institutional or work setting or (b) the type of function performed.

Some titles were often an amalgam such as “VET Coordinator and Career Officer”, “Academic skills and Careers Adviser” or “Careers and Guidance Counsellor”. It was tempting to group some together but there could be subtle differences between terms such as “rehabilitation counsellor” and “rehabilitation consultant”.

There was little uniformity in the spelling. In some instances it was “careers adviser” while in other instances it was the “career adviser” (singular). Sometimes the words were spelt differently such as “adviser” or “advisor”. It may seem that these are trivial observations but it is considered that they reflect an underlying lack of coherence in the field of career development.

The most popular titles, with some consolidation of related terms, are listed in Table 1. The dominance of guidance officers is an artefact of the sample of participants in this survey. A complete listing of some 90 different titles in alphabetical order is provided in Appendix A, Table 4.

Table 1

Job titles of career development practitioners

Occupation	Frequency¹
Guidance Officer	30
Career Counsellor	21
Career Development Practitioner	14
Careers Adviser	10
Careers Counsellor	9
Career Adviser	8
Guidance Counsellor	8
VET Coordinator / Career Officer	8
Careers and Pathways Coordinator	5
Careers Coordinator	4
Career Teacher	4
Career Coach	3
Career Coordinator	3
Careers Consultant	3
Career Development Consultant	2
School Counsellor	2
Student Counsellor	2
Transitions and Pathways Coordinator/Careers Practitioner	2
Employment Consultant	2
Rehabilitation Counsellor	2

What are the occupational backgrounds of career development practitioners?

Respondents were asked about their occupational background prior to becoming involved in career development. The occupational pathways were quite diverse and covered artist, tour guide, law, nursing, and police work as well as the more direct routes of HR, teaching, psychology and employment services. It included more than 20 different pathways and characterised career development practitioner as a mid-career occupation (see Table 2). Only four respondents (1.9%) indicated that they had always been employed in the field of careers.

The previous occupations were dominated by teaching (pre-school, primary, and mostly secondary). Given that the majority of the survey participants were school career advisers, it is no surprise that half indicated teaching as their prior occupation. The second major area involved a human resource background with a plethora of occupational titles such as

human resources, recruitment, employment and training. In total it made up almost one fifth of the sample.

This may suggest two broad pathways to work as a career practitioner, firstly through educational settings and secondly through human resource management or related fields. Other occupations accounted for only a small proportion of the total. Only about one in eight had a background in guidance, counselling, psychology or social work and this is in marked contrast to the early history of vocational guidance, which was dominated by psychology. Even then, many of those who listed guidance may well have a prior teaching background.

These diverse groups will bring to the field a variety of perspectives. In short, it might be that it is comprised mainly of ex-teachers; a variety of human resource practitioners; some, but not many, social welfare professionals; and a grab bag of other occupations. With CICA taking responsibility for endorsing courses that meet the professional standards for Australian Career Development Practitioners it is likely that a greater consistency of training and development of practice will be achieved.

Table 2

Occupational background prior to becoming involved in career development

Occupation	Per cent ¹
Teacher	50.0%
Human resources	7.2%
Training	6.7%
Recruitment, employment	6.3%
Administration	6.3%
Guidance officer, counsellor	4.8%
Psychology	3.4%
University lecturer	2.4%
Careers, health, artist, sales, retailing, marketing, law, student	Each 1-2%
Journalism, police, science, social work, sport, TAFE, tour guide, event manager	Each <1%

¹N=208

What are the academic qualifications of career practitioners?

Just over half of the career development practitioners in this survey had an academic qualification at undergraduate level or lower. While many practitioners had multiple qualifications, around 14% did not have a university degree or higher qualification. The overall educational qualification is summarised in Table 3a.

Almost of equal importance is the fact that just under half of the respondents did not cite a formal career relevant qualification. A divergent pattern emerged where career relevant qualifications were cited; they were either non-degree or postgraduate (postgraduate certificate,

postgraduate diploma, masters degree or higher). The overall impression is that there is no uniform qualification or educational pathway for career practitioners and, even if there is, then it is split across the educational spectrum. It is difficult to imagine many professional fields that would accept such divergent educational-vocational qualifications, let alone have around half their practitioners assert that they had no formal qualification in the field. It is therefore vital that the Career Industry Council of Australia continue to advocate for a minimum qualification level.

Table 3a

Qualification levels of career development practitioners

Qualification (N=208)	Percent
Certificate	5%
Diploma/Advanced Diploma	9%
Degree	43%
Post-Graduate Certificate	8%
Graduate Diploma	4%
Masters degree	28%
Doctorate	3%

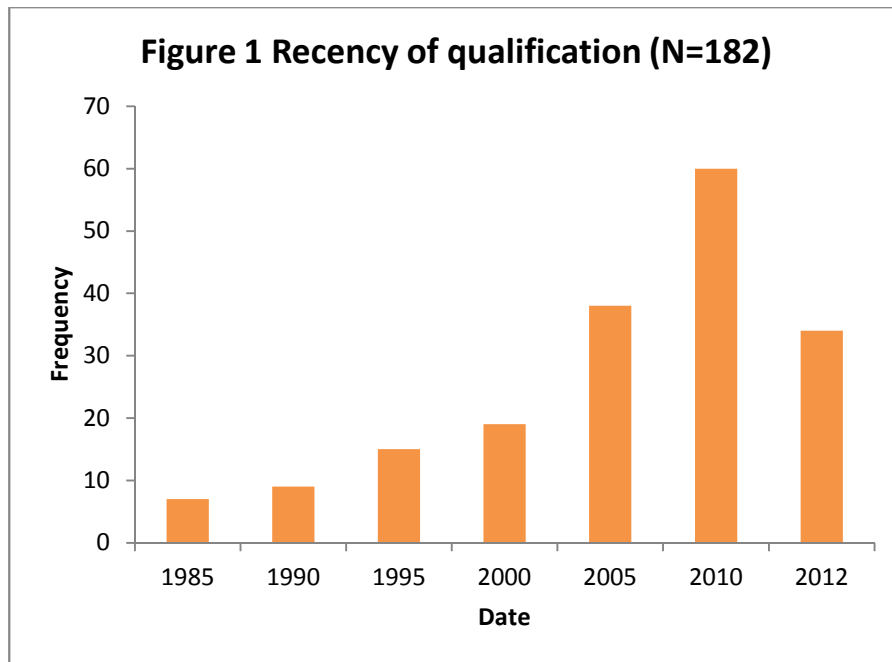
Table 3b

Career relevant qualifications of career development practitioners

Career relevant qualification	Percent
Certificate	14%
Diploma/Advanced Diploma	0%
Degree	0%
Post-Graduate Certificate	24%
Graduate Diploma	9%
Masters degree	5%
Total career relevant	53%
Not career relevant	47%

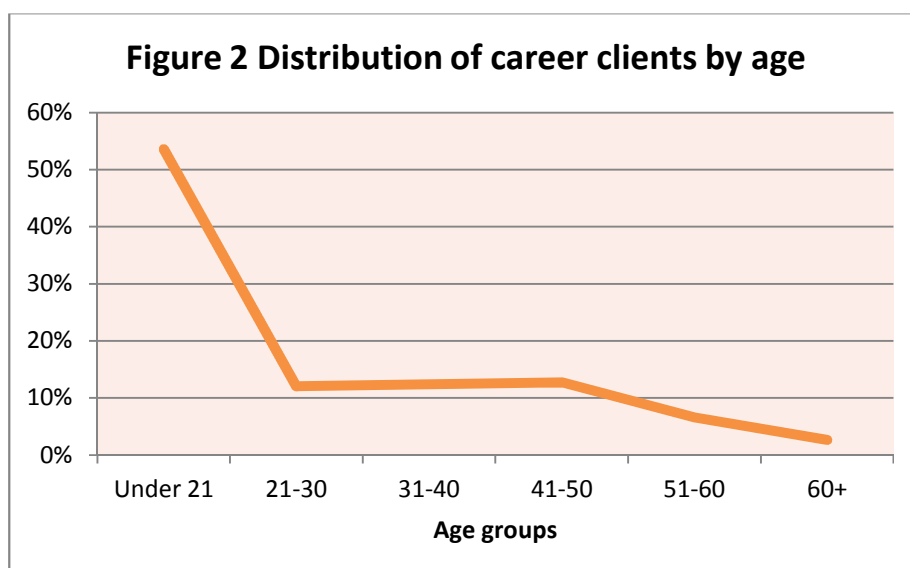
Note: Percentages may not total due to rounding

The majority qualified within recent years (see Figure 1 and the median group for recency of qualification is in the period 2006-2010. Practitioners with qualifications obtained prior to 2000 were few and far between. This growth in qualifications may be directly related to the introduction of professional standards.



Who are the clients of career development practitioners?

Multiple client groups characterised the workload of career counsellors. There was a tendency for clients to be categorised as middle class (73% - all percentages rounded) compared with working class (46%) but this hides a plethora of groups: refugees, unemployed clients, indigenous clients, Torres Strait Islanders, retrenched workers, migrants, international students, service personnel, early school leavers and people with a disability. This indicated a heterogeneous demand for career services.



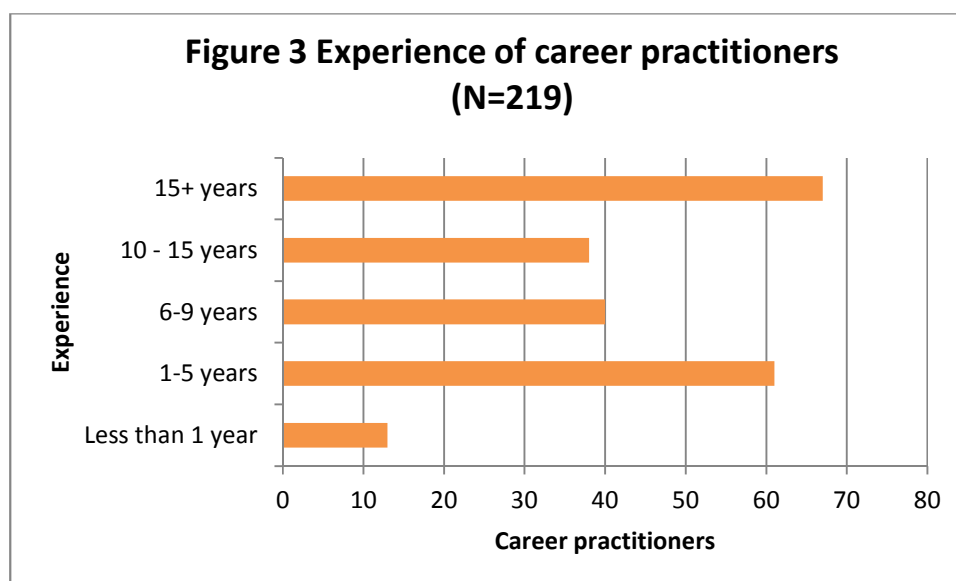
Almost equal numbers of male and female clients were served but there was a definite dominance of younger clients. Almost four-fifths of clients were under 21 years of age. No doubt this reflects the high proportion of school-based career practitioners in this survey.

The proportion of clients declined dramatically after age 21 then plateaued between ages 21-50. The pattern of responses across age groups is shown in Figure 2. It shows the overwhelming domination of career education in schools however the adult career guidance services, as a whole (21-60+ years), are broadly comparable in size with the under 21 cohort. It is possible that adults may be more time consuming and possibly as large in number, as it is not clear how the client numbers in school career education were determined. The reader is advised that some responses to this question were qualitative in nature and difficult to categorise unequivocally.

How experienced are career development practitioners?

The qualifications and experience of career practitioners were also investigated.

Career practitioners were fairly evenly distributed in their length of experience (see Figure 3). The distribution of experience was almost bi-modal with two comparable peaks at 1-5 years and 15 plus years of experience. If one allows a period of around three years for the development of basic competence in an occupation, then by all accounts at least two-thirds of the respondents in this study fit this criterion.

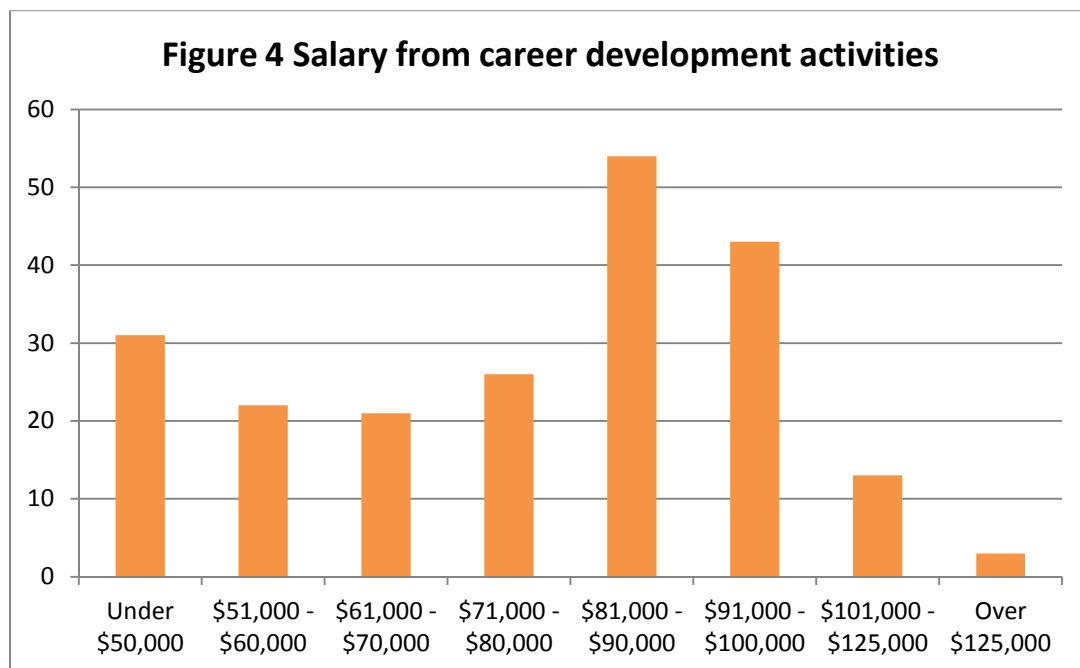


Just on two-thirds of the respondents indicated that they held registration of another professional group (such as teaching, psychology, social work). This is an implication that the pathway to careers work may well be indirect and that it is a mid-career occupation.

What are the earnings and hours of work of career development practitioners?

One feature of the work of career practitioners that may not be apparent is the fact that the majority of them (54%) work part-time. This dominant part-time emphasis is an unusual feature for any occupational group. An even more problematic issue for the field of career development is that for these part-time career practitioners, less than half their working time was devoted to careers.

The median full-time equivalent salary for career practitioners was in the range \$81000-\$90000 gross per annum and the distribution is illustrated in Figure 4.



Are their roles varied?

The role of the career development practitioner in the workplace was also investigated.

The overwhelming majority of career development practitioners (81%) were employed in an organisation that did not have careers as its primary focus. Just under half (46%) were the only career development practitioner in their organisation.

The role of a career development practitioner was determined through the type of activities undertaken (see Figure 5). It would probably not be a surprise that counselling and information provision would be priorities but the variation in activities from the highest to lowest is not all that large. The results in Figure 5 indicate an occupational group that has quite diverse roles. In all likelihood, these functions overlap and are not as discrete as illustrated.



More than half the group (56%) reported that considerable change was experienced in their career development role over the last year.

What are the advantages and disadvantages of working as a career development practitioner?

Respondents were also asked about the advantages and disadvantages of working as a career practitioner. There was no a priori categorisation of responses but the advantages grouped around assisting others and dealing with clients. These indicated that a social service and welfare orientation was considered a clear altruistic advantage of practice in this field.

The advantages are summarised in Figure 6 and some typical responses included:

- Ability to assist individuals to achieve their full potential and a fulfilling career/life
- Assist young people to match interests and skills with occupations
- Becoming more recognised as a skilled professional
- Broad clientele & enjoy the work and engaging with students
- Challenging and constantly changing; a useful diversification from other counselling roles
- Doing something I love! Getting paid well for the work I do
- Greater knowledge of career / employment transition pathways and planning strategies
- Implementing social justice through career services.

Figure 6a Advantages of working as a career practitioner (N=177)

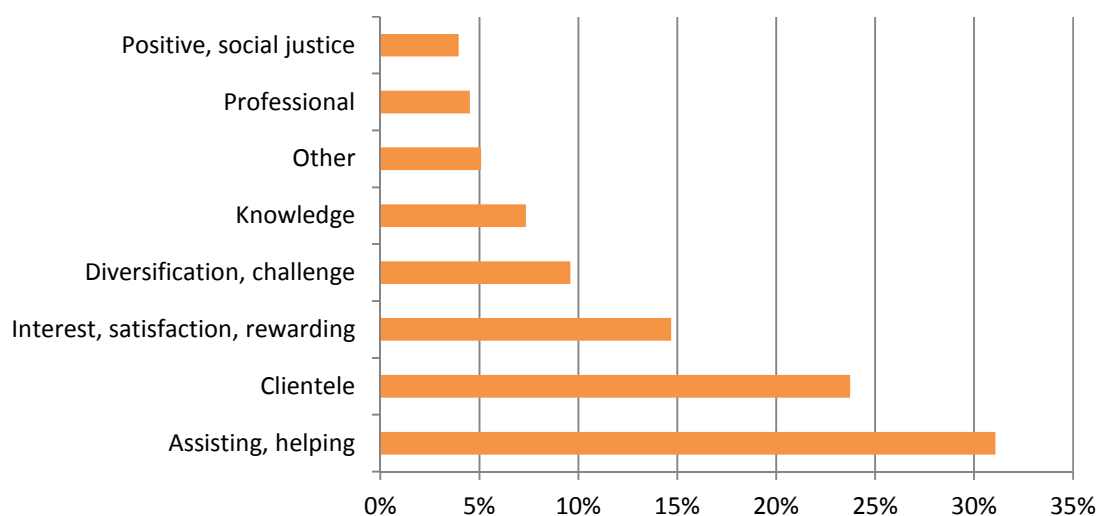


Figure 6b Disadvantages of working as a career practitioner (N=168)



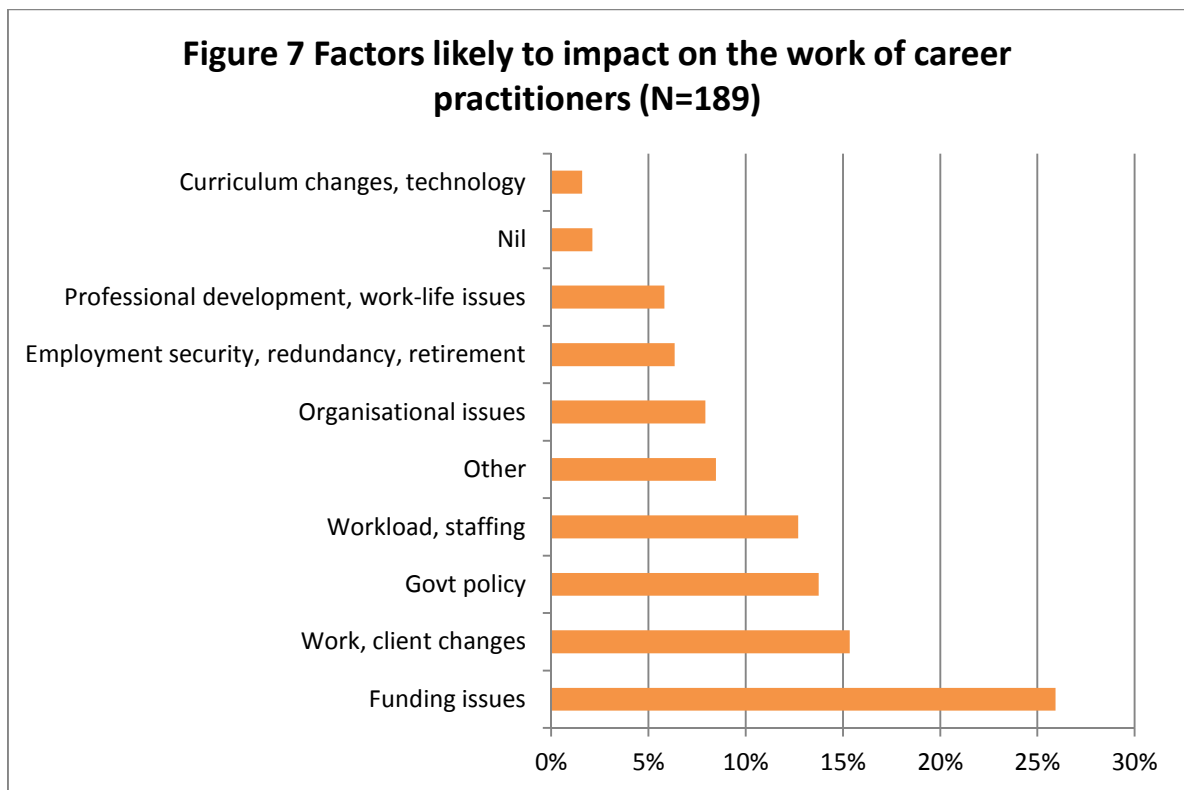
The disadvantages (see Figure 6b) reported by the participants were dominated by resource issues, especially inadequate time to meet client demands and needs as well as financial limitations. Unrealistic client demands, as well as professional issues relating to lack of respect for careers work and lack of recognition, were also highlighted. In part, this might also be related to the sentiment that careers work was not considered a core business in the organisation. Possibly these three aspects are different perspectives of the same issue. The category headed information referred to the knowledge and information demands required

of a career practitioner. A substantial proportion of respondents reported no disadvantages.

Factors likely to impact on the work of career practitioners

Respondents referred to several short-term (within 12 months) factors that were likely to impact upon their work. These have been indicated in Figure 7. The first major group referred to funding cuts to services and, by implication, the effect that government policies and organisational issues have on workload and staffing. Related to these factors are issues of employment security (e.g. redundancy). In general these short-term factors relate to the employment context in which career practitioners operate.

A small set of factors related to issues such as changes in clients and their demands as well as to changes in the nature of work in Australia. Professional development issues and the impact of technology were mentioned, but to a lesser extent. There was no direct reference to professional standards.



Core competencies

The Career Industry Council of Australia (2011, p. 8) has listed seven core competencies required for career practitioners. These describe the skills, knowledge and attitudes that are necessary for careers practice, namely:

- Career development theory
- Labour market
- Advanced communication skills

- Ethical practice
- Diversity
- Information and resource management
- Professional practice

The career development professionals in this study indicated which core competencies were considered relevant to their work. This categorisation is summarised in Table 4. As expected, nearly all the core competencies were relevant and almost equal in need. Diversity and ethical practice were rated least relevant.

Table 4

Core competencies relevant to the work of career development

Core competencies	Relevant to work ¹
Career development theory	15%
Labour market	15%
Advanced communication skills	14%
Ethical practice	13%
Diversity	11%
Information and resource management	16%
Professional practice	16%

¹ Proportion of all relevant core competencies needed; proportion of all core competencies needed for professional development

Professional development

Professional development is now a feature of modern occupations; it is often conducted through mandatory continuing education requirements. For career practitioners, professional development is undertaken mainly through the professional associations (40%), but also through universities (23%), employers (19%) and registered training organisations (5%). The cost was shared almost equally by the employer and the career development professional.

There is evidence of majority compliance with the continuing professional development requirements in that some 83% of respondents maintain records of professional development. Only a minority of employers (26%), however, are yet to apply the professional standards. Probably this is dependent upon the employment context of each career development professional.

Respondents also indicated the areas where further professional development was needed (see Table 5). There was a major need for labour market information as well as for the competence of information and resource management. This need may reflect the large number in the sample who came from a school setting. Ethical practice and advanced communication skills were rated last in terms of need.

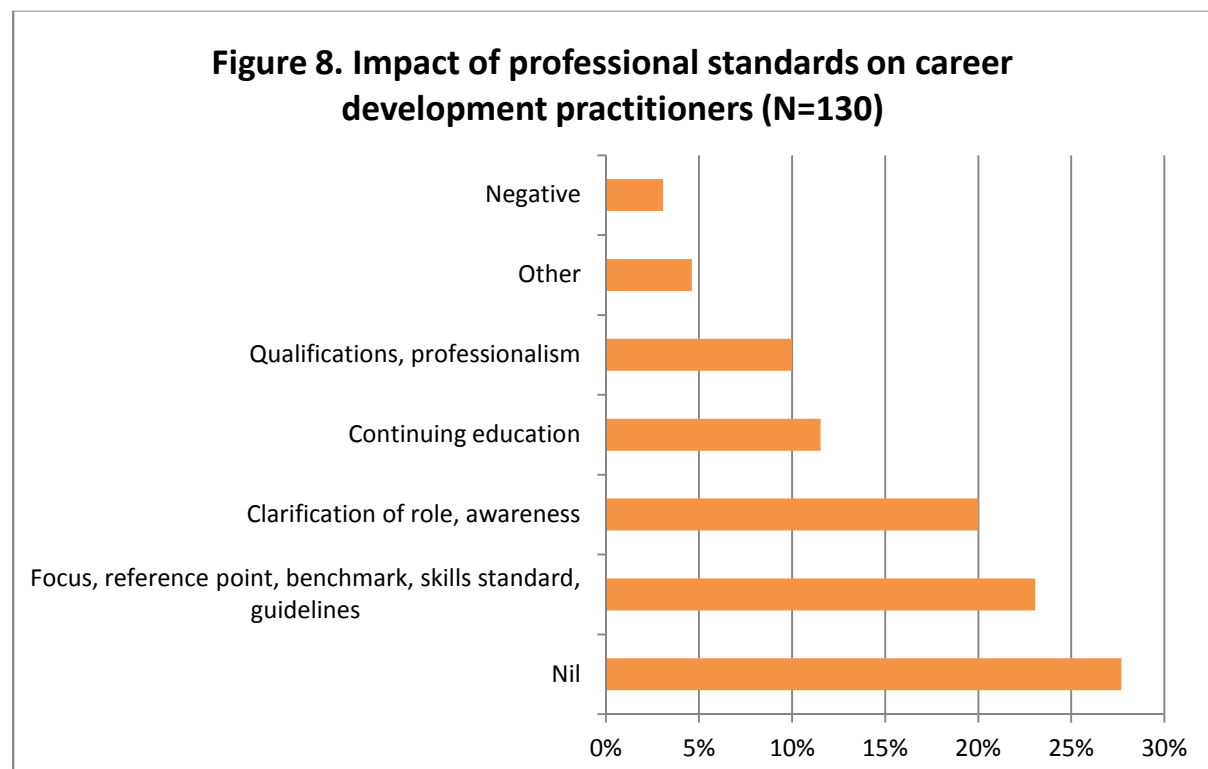
Table 5**Core competencies needed in professional development**

Core competencies	Need professional development
Career development theory	16%
Labour market	21%
Advanced communication skills	9%
Ethical practice	7%
Diversity	14%
Information and resource management	18%
Professional practice	15%

¹ Proportion of all relevant core competencies needed; proportion of all core competencies needed for professional development

What difference(s) if any, have the Professional Standards made to career development practitioners?

Career development practitioners were also asked about the effect of the professional standards on their work. This complements the attitudes and opinions relating to professional standards that are detailed in the final section. In some ways it reflects the reaction to or reality of the standards as opposed to the predispositions that might have been expressed. The results are summarised in Figure 8.



At first glance, there may appear to be minimal impact but it could be assumed that this includes many practitioners who already comply with the standards. Approximately half pointed to (a) the effect of the standards as a benchmark and guideline for them, plus (b) an effect in terms of

clarification of their role or enhanced personal awareness of their core competencies. Less than 5% reported a negative consequence.

Is the work satisfying?

In common with most surveys of occupations, this group reported a high level of satisfaction with their work. For instance, almost the entire group of respondents (97%) indicated that they would encourage others to become career development professionals.

OPINIONS AND VALUES OF CAREER DEVELOPMENT PROFESSIONALS



Importance of standards, professions, qualifications, competencies and endorsed courses

Career development professionals expressed their agreement or disagreement with the importance of a range of statements relating to the profession. Responses were categorised in two groups: one comprising strongly agree plus agree, and the other comprising neutral, disagree or strongly disagree responses. The results are summarised in Figure 9.

There was substantial agreement on the importance of the following:

- The career development industry has developed professional standards
- Career development practitioners work to a code of ethics
- I know the core competencies that underpin the work of career development practitioners
- My professional association complies with the CICA Professional Standards for Australian Career Development Practitioners.

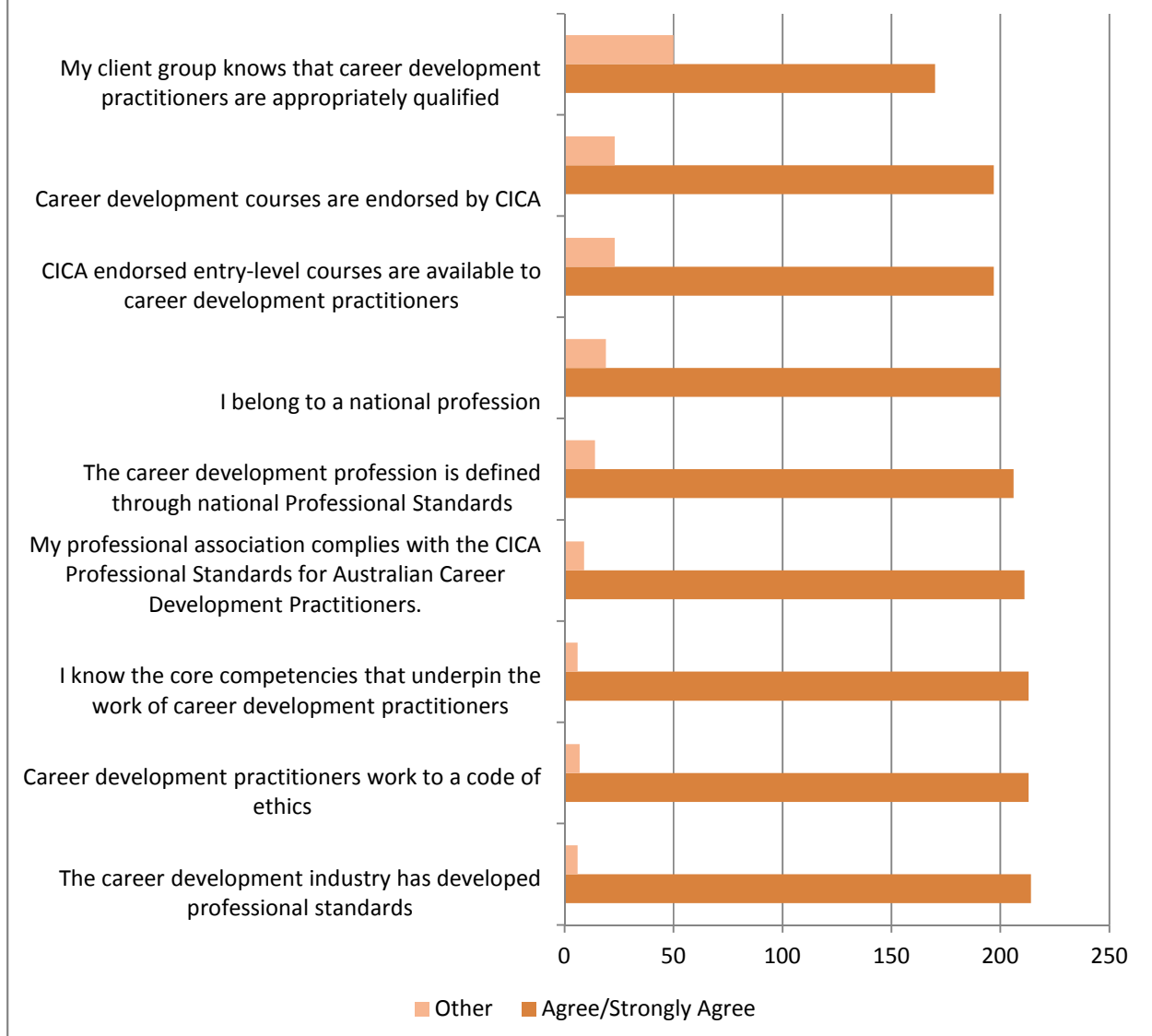
There was overwhelming agreement but still a significant (>5% neutral response or disagreement) with the following statements:

- The career development profession is defined through national Professional Standards
- I belong to a national profession
- CICA endorsed entry-level courses are available to career development practitioners
- Career development courses are endorsed by CICA
- My client group knows that career development practitioners are appropriately qualified.

In short, there was agreement and support for the importance of ethics and professional standards and core competencies and association compliance for career development professionals. From a CICA perspective, but also from a broader education and training perspective, there was still some disagreement or lack of awareness of the importance of the role that CICA has played in the endorsement of courses.

The second attitudinal area that was investigated related to the impact of the professional standards. This is outlined in the following section.

Figure 9 Opinions of career development professionals on standards, courses (N=220)



Attitudes toward professional standards

The attitudes toward professional standards were divided into three broad groupings. It is best illustrated in Figure 10, where the blue bar represents the strongly agree and agree categories. The red bar combines those who were neutral, disagreed or strongly disagreed.

The first four statements indicated greater disagreement than endorsement. These were:

- As a result of the Professional Standards I intend to undertake study in career development
- I am participating in more professional development than before the Professional Standards were introduced

- As a result of the Professional Standards I have started /completed study in career development
- I am participating in different kinds of professional development than before the Professional Standards were introduced.

The second grouping comprises a single statement that was about equally endorsed or rejected, namely:

- My professional association expects more of me since the introduction of Professional Standards.

The final grouping comprises statements that were endorsed by substantially more of the respondents than were in the neutral or disagree categories. These were:

- The Professional Standards will improve the delivery of career development services to the Australian community
- Professional Standards have clarified pathways for entry in to the career development profession
- The Professional Standards have encouraged me to undertake continuing professional development
- I now feel like part of a national profession
- The Professional Standards have encouraged me to reflect on the core competencies I need in my work
- I now record my professional development online.

These results emphasised the potential and some of the by-products of developing the Professional Standards for the respondents in this sample. It appears that there may have been a positive impact on the role of career development practitioner. In particular there has been substantial human capital development as result of an increasing qualified career development workforces and this has significant ramifications for workforce development in Australia particularly in relation to attracting, engaging and retaining individuals into various industries

Figure 10 Attitudes toward professional standards



CONCLUDING COMMENTS



The findings of this study provide a stimulus for thinking about the situation that prevails in Australia if for no other reason than because it is the first survey of its kind. It focused on the profession as a whole, rather than a subgroup, and considered its relation to the standards and issues of professional development.

Like every survey, it is not possible to generalise from these results to an individual career practitioner. Rather, the findings are indicative of what may be the situation for career practitioners as a whole.

Strictly speaking, the results may not be used to generalise beyond those who responded because it is not a representative sample. Indeed, it is difficult to imagine how one might conduct a truly random sample of career practitioners in Australia; given the diversity of the field and the scope and resources of its career associations.

With these qualifications in mind, some final comments are made about the way ahead for policy makers and administrators of professional organisations involved in career development practice in Australia. Where possible reference will be made to the relevant sections in this report.

Professional Standards

The Professional Standards had an impact on the profession. They have been acknowledged by career practitioners (see Figure 5) and considered by them as relevant to their work (see Table 1). An important contribution of the Professional Standards has been to feeling part of a national profession (see Figures 5 and 6). There was agreement that the career development profession was defined through the professional standards (see Figure 5).

Additional effort, however, is required for the professional standards to influence practitioners to undertake study. For a start it was noted that only a minority of employers are yet to apply these standards. As a consequence, the influence of the Standards on those participating in more professional development is ambivalent (see Figure 6).

Labour market information was highlighted in the survey as the competency that was most in need of professional development. This may reflect the large educational cohort in the survey. Notwithstanding this aspect of the survey, it is a major concern given that this competency might be rightly considered as the specialisation or expertise of the career practitioner.

Some comments around the profession

Policy makers may have an expectation that they are dealing with a profession that is largely full-time. The reality is, however, that the majority (54%) work part-time. A corollary of this aspect is that access to career development practitioners in Australia is far less than what might be imagined.

This offers major challenges for training, developing and improving the extent of career development practice in Australia. One of these challenges is the need for access to all career development practitioners throughout their working lives in order to monitor the application of the Professional Standards, ensure the quality of services to the public and to enhance professional expertise of career development practitioners. This is not likely to be achieved by independent professional bodies. It is not a coherent or structured approach to careers services.

A realistic question from policy-makers is to ask about the way forward. The survey cannot answer these questions but there are some obvious directions.

Certainly there is a need to encourage new entrants to the profession. There are stated needs for specific professional development in fields such as labour market knowledge. Oversight of employer adoption of the Professional Standards is required. There are needs for an increase in the level of qualifications for career development professionals and improving their ongoing training. CICA is a relatively mature organisation and has a major role to play in that process of workforce development particularly as a regulatory body.

References

Career Industry Council of Australia (2011). *Professional standards for Australian career development practitioners*. Hawthorn, Vic.: Author.

APPENDIX A

Table 1 Professional affiliation of respondents

Professional Affiliation	Respondents
Career Development Association of Australia Inc (CDAA)	96
Queensland Guidance and Counselling Association Inc (QGCA)	51
Career Education Association of Victoria Inc (CEAV)	47
Queensland Association of Student Advisers Inc (QASA)	37
Career Education Association of Western Australia Inc (CEAWA)	19
National Association of Graduate Career Advisory Services (Aust) Inc (NAGCAS)	18
Careers Advisers Association of New South Wales and Australian Capital Territory (CAA) Inc	10
Rehabilitation Counselling Association of Australasia Inc (RCAA)	8
Career Educators Association of Northern Territory Inc (CEANT)	7
No response	5
TOTAL	298

Note: Survey respondents may belong to more than one association

Table 2 Location of respondents

(a) State or Territory

State or Territory	Respondents
Queensland	85
Victoria	59
Western Australia	29
New South Wales	24
South Australia	15
Northern Territory	10
Tasmania	4
ACT	1
TOTAL	227

Note: Some respondents may have work across several states and territories

(b) Location

Location	Respondents
Capital City	136
Regional City	55
Country Town	27
Remote location	4
TOTAL	222

Note: some respondents may operate from more than one location

Table 3 Employment sector of career practitioners

Sector	Respondents
Government Secondary School	75
Independent Secondary School	47
Private Practice	34
Not elsewhere classified	34
Catholic Secondary School	27
University	27
Primary School	11
TAFE	8
Government Careers Centre	3
TOTAL	266

Table 4 Alphabetical listing of the titles of career practitioners

Title
Academic
Academic Skills and Careers Adviser
Associate Principal
Career & Vocational Education Consultant
Career Adviser
Career Coach
Career Consultant
Career coordinator
Career counsellor
Career Development Consultant
Career Development Officer
Career Development Practitioner
Career Educator
Career Pathways Officer
Career Teacher
Career Trainer / Assessor
Careers & Community Links Leader
Careers Adviser
Careers and Pathways Coordinator
Careers and Transitions / School To Work Co-ordinator
Careers Consultant
Careers Coordinator
Careers Counsellor
Careers Head of Department
Careers Officer
Careers Practitioner
Careers/Guidance Counsellor
Careers/Work Experience/MIPS/VET Coordinator
Caress Counsellor
Change Management Specialist
Career Development Practitioner
Communications Manager
Consultant
Counsellor / registered psychologist
Director
Director learning and teaching and career development advosor
Education Advisor
Educational Psychologist
Employment Consultant
Engagement & Transition Manager
Executive Director
Facilitator, Courage Renewal
Flexible Learning Options Case Manager
General operations director - Next Careers
General Manager ANIBT
Guidance and Careers Counsellor
Guidance Counsellor
guidance counsellor
Guidance Officer
Head of Counselling and Careers

Head of Cross Disciplinary Studies & Career Advisor
Head of Department- Society & Environment
Higher Education and Careers Counsellor
Head of Department Vocational Education Careers and Counselling and Art
HR Project Consultant
Life and Career Coach
Life Coach, teacher, student counsellor
Managed Individual Pathways Case Worker
Manager
Manager, Careers Service
Manager, Student Recruitment & Events
Manager, VET & Career Development
Manager, Vocational & Career Education
Mental Health Worker
MIPS
Operations Manager
Organisational Development Manager
Organisational Psychologist
Pathways and Careers Leader
Pathways/ Transition Leader
Private Career Coach
Govt. Rehabilitation Counsellor
Regional Career Development Officer
Rehabilitation Consultant
Rehabilitation counsellor / sexologist
Rehabilitation counsellor
School Counsellor
Senior Careers Officer
Senior Lecturer
Senior Manager UniLife/Head: Careers & Employment
Senior Rehabilitation Counsellor
Senior Teacher (Careers)
Senior Years and Career Coordinator
SET Plan Co-ordinator
Sport Psychologist and Athlete Career & Education Co-ordinator
Student Counsellor
Student Pathways Adviser
Student Services Person.
Teacher in Career Development
Team Leader, Careers & Employment
Transitions and Pathways Coordinator/Careers Practitioner
University Lecturer
VET Coordinator / Career Officer
Vocational Counsellor
Vocational Rehabilitation Consultant
Youth Smart Coordinator/Youth Career Counsellor

APPENDIX B SURVEY QUESTIONNAIRE

The Career Industry Council of Australia's would like to build a clearer picture of our profession. We are interested in getting your response to a range of questions on professional standards, how our profession is changing and other workforce development matters.

If you are working in the area of career development, we invite you to participate in an anonymous online survey. The survey takes approximately 20 minutes to complete.

Please contact peter.tatham@cica.org.au if you have any questions about this survey.

1. Demographics:

Which career development professional association do you belong to?

- ☐ Careers Advisers Association of New South Wales and Australian Capital Territory (CAA) Inc
- ☐ Career Development Association of Australia Inc (CDAA)
- ☐ Career Education Association of Victoria Inc (CEAV)
- ☐ Career Education Association of Western Australia Inc (CEAWA)
- ☐ Career Educators Association of Northern Territory Inc (CEANT)
- ☐ Graduate Careers Australia Ltd (GCA)
- ☐ National Association of Graduate Career Advisory Services (Aust) Inc (NAGCAS)
- ☐ National Athlete Career and Education (NACE)
- ☐ Rehabilitation Counselling Association of Australasia Inc (RCAA)
- ☐ Queensland Association of Student Advisers Inc (QASA)
- ☐ Queensland Guidance and Counselling Association Inc (QGCA).

2. Which State or Territory do you work in?

- ☐ ACT
- ☐ NSW
- ☐ NT
- ☐ SA
- ☐ QLD
- ☐ TAS
- ☐ VIC
- ☐ WA

3. What area are you located in?

- ☐ Capital City
- ☐ Regional City
- ☐ Country Town
- ☐ Remote location

4. What sector do you work in?

- ☐ Government Secondary School
- ☐ Independent Secondary School
- ☐ Catholic Secondary School
- ☐ Primary School
- ☐ TAFE
- ☐ University
- ☐ Private Practice
- ☐ Government Careers Centre

Other (please specify)

5. Are you clients predominantly:

- ☐ Middle class
☐ Low Socio economic
☐ Refugees
☐ Unemployed
☐ Indigenous
☐ Torres Strait Islanders

Other (please specify)

6. What percentage of your client group are:

	<10%	10-25%	25-50%	50-75%	>75%
Migrants/refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults under 45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults over 45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adolescents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What percentage of your clients are male and what percentage are female?

8. What is the gender breakdown by age?

	Under 21	21 - 30	31 - 40	41 - 50	51 - 60	60+
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Career background information:

What is your length of service as a career development practitioner?

- ☐ Less than 1 year ☐ 1-5 years ☐ 6-9 years ☐ 10 - 15 years ☐ 15+ years

10. Do you work full time as a career development practitioner?

- ☐ YES ☐ NO

11. If you answered Yes to Question 10 move to Question 13. If you answered No to Question 10 what percentage of your work involves career development?

What percentage of your work is career development work?

12. Following on from question 11 if you have another occupation can you please specify what it is?

13. Prior to working as a career development practitioner what was your occupation?

14. Do you hold registration of any other professional body?

☐ YES

☐ NO

If YES eg social work, teaching, psychology please specify.

15. Please list the qualifications you hold?

16. What is your highest career development qualification and when was this awarded?

Qualification

Date of Award

17. What is your job title ie. career counsellor, life coach, career teacher?

18. Please indicate which of the following salary brackets best applies to your annual gross salary from career development activities? (If you work part-time please round to a full time equivalent)

- ☐ Under \$50,000
- ☐ \$51,000 - \$60,000
- ☐ \$61,000 - \$70,000
- ☐ \$71,000 - \$80,000
- ☐ \$81,000 - \$90,000
- ☐ \$91,000 - \$100,000
- ☐ \$101,000 - \$125,000
- ☐ Over \$125,000

19. How many more years do you anticipate working as a career development practitioner?

- ☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years ☐ 5 - 10 years ☐ 10+ years

20. Careers Practice:

In your role as a career development practitioner which of the following activities do you engage in?

- ☐ Advanced communication skills
- ☐ Information management
- ☐ Diversity
- ☐ Ethical practice
- ☐ Professional practice
- ☐ Apply career theory
- ☐ Provide labour market information
- ☐ Career Counselling
- ☐ Program Delivery
- ☐ Project Management
- ☐ Working with people with a disability
- ☐ Employer liaison
- ☐ Assessment

21. Are you the only career development practitioner (CDP) working in your organisation

- ☐ YES ☐ NO

If no how many other CDPs work in your organisation?

22. Is career development the primary focus of the organisation?

- ☐ YES ☐ NO

23. What are the advantages of working as a CDP?

24. What are the disadvantages of working as a CDP?

25. Would you encourage others to become a CDP?

- ☐ YES ☐ NO

26. Do you think that CDPs should be registered in a similar way to those in other professions eg. psychology, teaching etc.?

- ☐ YES ☐ NO

27. Workforce Development:

What factors are likely to impact on your work over the next 12 months?

28. Has your role changed over the past year?☐

Yes

☐

No

29. How is your work changing in terms of key issues that your role is asked to address eg. talent management?**30. I think it is important that:**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
My professional association complies with the CICA Professional Standards for Australian Career Development Practitioners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The career development industry has developed professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong to a national profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The career development profession is defined through national Professional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My client group knows that career development practitioners are appropriately qualified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development practitioners work to a code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the core competencies that underpin the work of career development practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CICA endorsed entry-level courses are available to career development practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development courses are endorsed by CICA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Please rate the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The Professional Standards will improve the delivery of career development services to the Australian community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel like part of a national profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional standards have clarified pathways for entry in to the career development profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The introduction of Professional Standards has made no difference to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Professional Standards have encouraged me to undertake further study in career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of the Professional Standards I have started /completed study in career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of the Professional Standards I intend to undertake study in career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional association expects more of me since the introduction of Professional Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Professional Standards have encouraged me to undertake continuing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am participating in more professional development than before the Professional Standards were introduced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am participating in different kinds of professional development than before the Professional Standards were introduced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now record my professional development online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional standards have encouraged me to reflect on the core	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

competencies I need in
my work.

32. I now maintain professional development records in case I am audited?

☐ YES

☐ NO

33. Has your employer applied the CICA Professional Standards in any way?

☐ YES

☐ NO

If YES how?

34. I feel more confident about the future of the career development profession as a result of the Professional Standards?

☐ YES

☐ NO

35. What types of professional development activities do you engage in?

☐ Conferences

☐ Readings

☐ Meetings

☐ Workshops

☐ Supervision or mentoring

☐ Formal study

☐ Committee membership

Other (please specify)

36. Who provides your professional development?

☐ Professional Associations

☐ Employer

☐ Universities

☐ RTOs

Other (please specify)

37. Who pays for your professional development?

☐ Me

☐ Employer

☐ Other

38. Which core competencies are most relevant to your work?

☐ Career development theory

☐ Labour market

☐ Advanced communication skills

☐ Ethical practice

☐ Diversity

☐ Information and resource management

☐ Professional practice