

**REPORT OF THE
COLLABORATIVE ACTION
WORKING GROUP
ON COUNSELLING**

NOVEMBER 1988

WORKING GROUP ON COUNSELLING

Lynne Swanick	Co-Chair Women's Directorate/Direction générale de la condition féminine New Brunswick/Nouveau-Brunswick
Madeleine Trenouth	Co-Chair Department of Advanced Education and Training/Ministère de l'Enseignement supérieur et formation New Brunswick/Nouveau-Brunswick
Lynne Bezanson	Employment and Immigration Canada/ Emploi et Immigration Canada
Chris Bullen	Women's Secretariat Ministry of Advanced Education and Job Training British Columbia
Eileen Hornby	Status of Women Canada/ Condition féminine Canada
Lorraine Moores	Department of Career Development Newfoundland
Dorothy Robbins	Women's Policy Office Executive Council Newfoundland
Kathie Swenson	Department of Advanced Education and Job Training Nova Scotia
Valerie Ward	Employment and Immigration Canada/ Emploi et Immigration Canada

TABLE OF CONTENTS

	PAGE
EXECUTIVE SUMMARY	i
SUMMARY OF RECOMMENDATIONS	v
1. INTRODUCTION	1
2. METHODOLOGY	3
3. DISCUSSION AND RECOMMENDATIONS	5
3.1 PRINCIPLES GOVERNING CAREER COUNSELLING FOR GIRLS AND WOMEN	5
3.2 CAREER INFORMATION FOR GIRLS AND WOMEN	7
3.3 SHARING OF CAREER INFORMATION AMONG JURISDICTIONS	12
3.4 NEED FOR A COMPREHENSIVE APPROACH	13
4. CONCLUSION	15
APPENDICES	
Appendix A.1 Guidelines for Career Counselling for Girls and Women.	17
Appendix A.2 Background Information - Guidelines for Career Counselling for Girls and Women.	20
Appendix B List of Materials Sent By Jurisdictions in Response to December 7, 1987 Letter Requesting Existing Policies and Guidelines for the Career Counselling of Girls and Women.	22
Appendix C List of Materials Sent By Jurisdictions in Response to May 26, 1988 Questionnaire Requesting Information about Current Career Information for Girls and Women.	37
Appendix D Summary of Responses from Organizations and Associations to December 7, 1987 Letter Requesting Existing Policies and Guidelines for the Career Counselling of Girls and Women.	67

EXECUTIVE SUMMARY

BACKGROUND

At the 1986 Conference of First Ministers, First Ministers endorsed a framework for action for equality in education and training as outlined in the document, Towards a Labour Force Strategy: A Framework for Training for Women. Within this document, employment counselling was cited as a structural barrier to women's labour force equality.

To ensure that the framework for action becomes a reality, First Ministers directed that a joint federal/provincial/territorial meeting of Ministers Responsible for the Status of Women and Ministers with Labour Market Responsibilities be held. This meeting took place in June 1987. To address the issue of employment counselling, Ministers directed that a Collaborative Action Working Group on Counselling be established. The Working Group is made up of labour market and status of women officials from Newfoundland, Nova Scotia, British Columbia, Canada and New Brunswick, with New Brunswick as Chair.

MANDATE OF THE WORKING GROUP ON COUNSELLING

The mandate given to the Working Group on Counselling was to review counselling materials; to recommend guidelines; to recommend procedures to ensure that existing materials concerning counselling for women are shared among jurisdictions; and to recommend procedures to ensure current labour market information and future projections are provided to both public and private agencies which offer training.

METHODOLOGY

Development of Principles and Guidelines

Guidelines, policies and standards governing the practice of counselling and the use of counselling support materials were requested from each jurisdiction and from selected associations. It should be noted that for jurisdictional reasons Québec did not provide information in this area.

The materials received formed the basis of principles and guidelines considered fundamental to the provision of career counselling to girls and women.

Review of Counselling Materials

A questionnaire was developed and sent to all jurisdictions requesting information on the availability and usefulness of materials which are geared specifically to girls and women and which promote consideration of the full range of career and occupational opportunities. Information was also sought on the sharing of career materials amongst jurisdictions. Jurisdictions were also asked to identify areas where materials are needed and not currently available. All jurisdictions provided information on their career counselling materials. The response from Québec was from the Québec Secrétariat de la condition féminine.

NEED FOR A COMPREHENSIVE APPROACH

The provision of appropriate career counselling services for girls and women is considered fundamental to achieving labour force equality. Counselling services should promote the occupational integration of girls and women and be responsive to the specific needs of individual clients.

GIRLS AND WOMEN HAVE THE RIGHT TO COUNSELLING WHICH:

- 1) reflects an understanding that career decision-making affects all aspects of life and is a life-long process;
- 2) recognizes and values their life experience;
- 3) promotes full and equal participation in all training and employment opportunities;
- 4) is based on a full range of accurate and up-to-date information; and which
- 5) does not discriminate on the basis of sex, race, age, sexual orientation, religion or cultural differences.

JURISDICTIONS HAVE THE RESPONSIBILITY TO PROMOTE THE FULL AND EQUAL PARTICIPATION OF WOMEN IN THE CANADIAN LABOUR FORCE AND TO ENSURE THAT CAREER COUNSELLING SERVICES ARE AVAILABLE TO GIRLS AND WOMEN WHICH SUPPORT THESE GOALS.

Jurisdictions have a responsibility to:

- 1) provide continuing professional development and training opportunities to those who counsel girls and women.

- 2) ensure that all communications and resource materials used and/or produced within a jurisdiction use gender-fair and inclusive language.
- 3) provide counsellors with information on the full range of support services available to girls and women.
- 4) provide information on the full range of career choices to girls and women.
- 5) provide girls and women with their choice of counsellor (male or female) whenever possible.
- 6) establish a review process to ensure that career counselling services for girls and women promote the occupational integration of girls and women.

It is also recognized that counsellors play a significant role in the counselling process. Jurisdictions should encourage agencies and organizations which deliver counselling services to adhere to guidelines for counsellors which promote the realization of the full potential of girls and women.

**RESPONSIBLE PROFESSIONAL PRACTICE REQUIRES
COUNSELLORS TO BE KNOWLEDGEABLE ABOUT THE EFFECTS
OF GENDER IN HUMAN DEVELOPMENT AND TO APPLY SUCH
KNOWLEDGE IN THE CAREER COUNSELLING OF GIRLS AND
WOMEN.**

A comprehensive approach to the effective provision of career counselling services for girls and women includes the following:

principles and guidelines to oversee the governing of counselling services for girls and women.

resources to further develop counselling services for girls and women. This includes the development of more career information oriented to girls and women. Jurisdictions indicated that more materials are needed which are directed at:

- 1) girls and women to assist in vocational decision making; to encourage the study of math science and technologies; to provide labour market information.
- 2) employers, counsellors and instructors to encourage the occupational integration of women.

3) re-entry women, aboriginal women, immigrant women, single parent women and women with specific disabilities to respond to their training and employment related needs.

4) girls and women with low level literacy skills.

It was also suggested that materials be available in a variety of languages including French and English.

increased efforts to eliminate stereotypical attitudes.

a review process to ensure that career counselling services for girls and women promote occupational integration.

the sharing of information and counselling materials with other jurisdictions and organizations. This could be achieved through the compilation of an annual list of career materials relating to the counselling of girls and women produced by each jurisdiction. The compilation of the list could be undertaken by the "lead province" which annually coordinates activities of Labour Market Ministers.

the wide distribution of career information. This could be achieved by developing a clearinghouse for career information by either establishing a new structure or alternatively by utilizing an existing structure. Jurisdictions could also deposit counselling materials with public, university and college libraries.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATION 1 (p. 7)

It is recommended that each jurisdiction develop a policy and guidelines for the provision of career counselling to girls and women which reflect the principles and guidelines developed by the Collaborative Action Working Group on Counselling.

RECOMMENDATION 2 (p. 11)

It is recommended that jurisdictions individually, jointly or collectively develop:

1. focused factual materials for use by girls and women on
 - vocational decision-making
 - the need to study math, science and technologies
 - the labour market including essential data on the full range of occupations, with a particular emphasis on occupations in which few women now participate, a description of the work involved, current and projected demand and wages, entry requirements and promotional opportunities;
 - labour laws and enforcing agencies;
 - the reality of life on the job for women including the wage gap, employment equity, pay equity, sexual harassment and health hazards.
2. additional materials directed to employers, counsellors, and instructors which support and encourage the occupational integration of women.
3. materials which respond to the particular training and employment related needs of re-entry women, aboriginal women, immigrant women, single parent women and women with specific disabilities.

4. materials for use by clients with low level literacy skills.
5. materials in a variety of languages, including English and French, to meet the needs of their female population.

RECOMMENDATION 3 (p. 12)

It is recommended that each jurisdiction establish a review process to ensure that the quantity and quality of career information materials which promote the occupational integration of girls and women continue to develop.

RECOMMENDATION 4 (p. 13)

It is recommended that:

- The "lead province", which annually coordinates activities of labour market ministers, compile an annual list of career materials relating to the counselling of girls and women produced by each jurisdiction. Appendix B and C of this report, could serve as the foundation for the preparation of such a list which would be updated annually.
- Labour Market Ministers share this list with Status of Women Ministers.
- Labour Market Ministers investigate the possibility of developing a clearinghouse for career information by either establishing a new structure or alternatively by utilizing an existing structure.
- Jurisdictions deposit counselling materials with public, university and college libraries.

RECOMMENDATION 5 (p. 14)

It is recommended that Labour Market Ministers and Status of Women Ministers share this document with colleagues in their own jurisdiction.

1. INTRODUCTION

In 1986, First Ministers endorsed a framework for action for equality in education and training as outlined in the document Towards a Labour Force Strategy: A Framework for Training for Women. Within this document, employment counselling was cited as a structural barrier to women's economic equality: counselling was often seen as inadequate or oriented only towards traditional work. Within the framework for action, it was recommended that all counselling be non-sexist, free from prejudice and racial discrimination, and reflective of the changing nature of the modern labour market and that counsellors make a special effort to educate female students on the importance of mathematics and science in determining future career options and training programs. Each jurisdiction is committed to implementing these measures within a time frame that reflects its own priorities and resources and in cooperation with the private and voluntary sectors.

To ensure that the framework becomes a reality, First Ministers directed that, among other initiatives, a joint federal-provincial-territorial meeting of Ministers Responsible for the Status of Women and Ministers with Labour Market Responsibilities be held to implement the measures in the framework for action.

This meeting was held June 12, 1987 in Halifax, Nova Scotia. During that meeting, Ministers discussed many of the issues contained in the 1986 paper including those relating to counselling. Following discussion, Ministers directed officials to establish a joint working group which would, within the context and spirit of the 1986 paper, review counselling material and recommend guidelines for counselling.

MEMBERSHIP

The Working Group on Counselling is made up of Labour Market and Status of Women officials from Newfoundland, Nova Scotia, British Columbia, Canada and New Brunswick, with New Brunswick as Chair.

MANDATE OF THE WORKING GROUP

As stated in the decision of the Ministers at the Joint Meeting of Ministers Responsible for Labour Market Matters and Ministers Responsible for the Status of Women June 12, 1987, the mandate of the Working Group was to:

- i) review counselling materials;
- ii) recommend guidelines;
- iii) recommend procedures to ensure that existing materials concerning counselling for women are shared among jurisdictions; and

- iv) recommend procedures to ensure current labour market information and future projections are provided to both public and private agencies which offer training.

In carrying out this mandate, an emphasis was to be placed on determining ways to improve career counselling already offered by post-secondary institutions, secondary schools and other departments and agencies.

For the purpose of this working group, the broad goal of counselling and counselling materials was to promote and encourage the occupational integration of women. The term occupational integration in this context means the participation of women in the full range of training and employment opportunities. For counselling to be considered effective, it must be delivered within the context of occupational choice and valid occupational forecasting.

The terms career information and counselling materials refer to the full range of guidance, vocational and employment information.

APPENDIX A.1

Guidelines for the Career Counselling of Girls and Women

Career counselling is understood to include services and programs designed to facilitate individuals' development and their ability to make optional choices regarding their roles in occupational, familial and social structures.

Responsible professional practice requires counsellors to be knowledgeable about the effects of gender in human development and to apply such knowledge in career counselling with girls and women.

Guidelines

In order to ensure responsible professional practice, jurisdictions must require all individuals involved in career counselling with girls and women to adhere to the following guidelines:

1. Counsellors are aware of the assumptions underlying various theoretical approaches to the practice of career counselling and recognize that such theories may apply differently to women and men. Counsellors continue to examine theoretical bases and assumptions underlying their practice to ensure that they utilize theories and models which are free of sex bias and sex role stereotypes and promote the realization of full potential by girls and women.
2. Counsellors ascribe no preconceived limitations on the direction or nature of potential changes or goals in counselling with women. In particular, counsellors ensure that career choice is an open process and that no individual is limited by gender - or by race, age, disability, ethnicity, sexual orientation or religion - from the exploration of any career option.
3. Recognizing that the use of male terms as gender-neutral reflects bias against women, counsellors use inclusive and gender-fair language in all oral and written communication and ensure that resources used to assist clients with decision-making are gender-fair. As an extension of this principle, counsellors also avoid the use of generic adjectives to describe women with handicaps (e.g., blind, deaf, and so forth) in order to avoid excessive focus on the disability; descriptive phrases (e.g., women with visual handicaps) are used as a much-preferred alternative to the more generic adjectives.
4. Counsellors are knowledgeable about support services available to women (e.g., child care, legal aid, health care, transportation, emergency services) and assist clients in accessing community resources which are suited to their needs.

Where significant gaps are identified in support services available to women, counsellors may initiate or act as catalysts for the development of such support systems in their communities.

5. Counsellors continue throughout their professional careers to gain knowledge and awareness of social, biological and psychological influences on female development in general and their career development in particular.

As part of their ongoing professional development, counsellors continue to inform themselves about specific issues which may have an impact on the career decision-making of girls/women, e.g., balancing vocational and family roles, issues related to training and employment of women in non-traditional occupations, family violence, sexual harassment and sexual assault, as well as acquiring knowledge which is relevant to counselling particular sub-groups, such as women with disabilities, women who are culturally different, long-term welfare recipients, and female offenders.

6. Counsellors understand that the source of client difficulties often rests not only in the woman herself but also in situational or cultural factors which limit her concept of self, her aspirations and the opportunities available to her. Counsellors recognize and are sensitive to the impact of stereotyping, prejudice and discrimination on the basis of gender - as well as race, age, disability, ethnicity, sexual orientation and religion - and work to counteract the negative effects of such attitudes and actions.
7. Counsellors are aware of and continually review their own values and biases and the effects of these on their female clients. Counsellors assess and monitor their own activities to ensure gender-fair practices, as well as participating in professional development programs, consultation and/or supervision to assist in identifying and working through personal biases and issues which have a limiting effect on their work with female clients.
8. Counsellors support the elimination of sex bias within institutions and individuals, by promoting fair and equal treatment of all individuals through services, programs, theories, practices and treatment of colleagues and clients which recognize the full potential of each.
9. Recognizing that there are circumstances where clients will have a preference for a same - or opposite-sex counsellor, whenever possible, clients will be given the opportunity to choose the counsellor with whom they will work.

Specific measures to be taken by jurisdictions in support of the guidelines include the following:

1. The jurisdiction is committed to providing or accessing the training and/or professional development that supervisors and counsellors require to enable them to apply these principles effectively.

2. Each jurisdiction ensures that sex-fair language and balanced depictions of women appear in all publications and resource materials.
3. Counsellors will be given an opportunity for supervision/consultation to occur on a regular basis to assist them in working through conflicts and issues which arise for them in their work with clients.
4. A process will be put in place to monitor the implementation/application of the guidelines.

APPENDIX A.2

Background Information - Guidelines for the Career Counselling of Girls and Women

Research yielded a number of key reference documents for Canada and the U.S.:

I. For Canada

1. Canadian Psychological Association. Guidelines for therapy and counselling with women. 1980.
2. Canadian Guidance and Counselling Association. A position paper on guidance and counselling services in Canada. June 1982.

II. For the U.S.

1. American Psychological Association. Principles concerning the counseling and therapy of women. The Counseling Psychologist, 1979, 8(1), 21.
2. Fitzgerald, L.F. and Nutt, R. The Division 17 principles concerning the counseling and psychotherapy of women: Rationale and implementation. The Counseling Psychologist, 1986, 14(1), 180-216.
3. American Psychological Association Task Force on Sex Bias and Sex Role Stereotyping in Psychotherapeutic Practice. Guidelines for therapy with women. American Psychologist, 1978, 33(12), 1122-1123.
4. Principles for specific sub-groups of women. Part III of Counseling Women III, Special issue of the Counseling Psychologist, 1979, 8(1), 22-49.

Contains 15 articles related to counselling sub-groups plus two articles on career counselling:

- Fitzgerald, L.F. and Crites, J.O. Career counselling for women, 33-34.
 - Richardson, M.S. Toward an expanded view of careers, 34-35.
5. American Association for Counseling and Development (AACD) (formerly American Personnel and Guidance Association (APGA)). Guidelines for gender-fair professional practices. Approved by APGA Board of Directors, March 1983.

6. American School Counselor Association (ASCA). ASCA position statement on sex equity (Adopted March 1983). ASCA Counselor, January 1984.
7. Association of University and College Counseling Center Directors (AUCCCD). Equity statement on counseling center services (undated, unpublished).

These materials were compared in terms of their approaches to the definition and explanation of principles/guidelines, with a view to extracting/modifying/synthesizing those items applicable to career/vocational/employment counselling practice and related institutional supports.

Toward The Development of a Model Policy/Guidelines on Counselling Girls and Women: Analysis of the Canadian and U.S. Principles and Guidelines

In order to develop the most comprehensive and useful synthesis of the various principles and guidelines described above, a systematic analysis was undertaken of the content of all principles, using the most comprehensive - the 1979 APA principles - as an organizing structure. Examining the interrelationships and "degree of fit" between the various principles enabled us to cluster and prioritize them. It was also necessary to assess which principles were career/vocational/employment-related or could/should be adapted to this context.

The intention was to prepare a list of principles and guidelines which would form the basis of a model policy.

Other elements considered to be essential to a model policy were: (1) commitment to providing or accessing training required for supervisors and counsellors to be able to apply the policy and principles effectively; (2) a commitment to sex-fair language and balanced depictions of women in all publications and resource materials produced and/or used by the organization; and (3) a process for monitoring the implementation/application of the policy.

APPENDIX B

List of Materials sent by Jurisdictions in Response to December 7, 1987 letter
requesting existing policies and guidelines

Canada/Canada

Newfoundland/Terre Neuve

Prince Edward Island/L'Île-du-Prince-Edward

Nova Scotia/Nouvelle-Écosse

New Brunswick/Nouveau-Brunswick

Ontario/Ontario

Manitoba/Manitoba

Saskatchewan/Saskatchewan

Alberta/Alberta

British Columbia/Columbie-Britannique

Northwest Territories/Territoires du Nord-Ouest

Yukon/Yukon

2. Circle the verbs in Groups A to F that describe something you **enjoyed** doing.
3. Ask yourself *what?/whom?* after each of the verbs you have circled in Groups A to F, and checked off in Group G.

For example, - arranged *what* for *whom*? - motivated *whom* to do *what*?
 - talked to *whom* about *what*? - recommended *what* to *whom*?
 - advised *whom* about *what*?

List your answers on a separate sheet of paper with the title "My Transferable Skills" at the top.

Checklist of Personal Skills

The following words describe work-related characteristics.



1. Check off the ones that describe you best.

- | | | |
|--|--|--|
| <input type="checkbox"/> accurate | <input type="checkbox"/> determined | <input type="checkbox"/> organized |
| <input type="checkbox"/> adaptable | <input type="checkbox"/> disciplined | <input type="checkbox"/> outgoing |
| <input type="checkbox"/> adventurous | <input type="checkbox"/> discreet | <input type="checkbox"/> patient |
| <input type="checkbox"/> alert | <input type="checkbox"/> easy-going | <input type="checkbox"/> people-oriented |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> efficient | <input type="checkbox"/> perceptive |
| <input type="checkbox"/> amiable | <input type="checkbox"/> energetic | <input type="checkbox"/> persevering |
| <input type="checkbox"/> analytical | <input type="checkbox"/> enterprising | <input type="checkbox"/> persistent |
| <input type="checkbox"/> articulate | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> pleasant |
| <input type="checkbox"/> assertive | <input type="checkbox"/> flexible | <input type="checkbox"/> positive |
| <input type="checkbox"/> attentive | <input type="checkbox"/> forceful | <input type="checkbox"/> practical |
| <input type="checkbox"/> attractive | <input type="checkbox"/> formal | <input type="checkbox"/> productive |
| <input type="checkbox"/> broad-minded | <input type="checkbox"/> frank | <input type="checkbox"/> progressive |
| <input type="checkbox"/> businesslike | <input type="checkbox"/> friendly | <input type="checkbox"/> prudent |
| <input type="checkbox"/> calm | <input type="checkbox"/> generous | <input type="checkbox"/> punctual |
| <input type="checkbox"/> capable | <input type="checkbox"/> hard-working | <input type="checkbox"/> quick |
| <input type="checkbox"/> careful | <input type="checkbox"/> healthy | <input type="checkbox"/> quick-witted |
| <input type="checkbox"/> cautious | <input type="checkbox"/> helpful | <input type="checkbox"/> quiet |
| <input type="checkbox"/> charitable | <input type="checkbox"/> honest | <input type="checkbox"/> realistic |
| <input type="checkbox"/> charming | <input type="checkbox"/> humourous | <input type="checkbox"/> reliable |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> imaginative | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> clever | <input type="checkbox"/> independent | <input type="checkbox"/> responsible |
| <input type="checkbox"/> compassionate | <input type="checkbox"/> industrious | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> competent | <input type="checkbox"/> informal | <input type="checkbox"/> self-reliant |
| <input type="checkbox"/> competitive | <input type="checkbox"/> innovative | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> confident | <input type="checkbox"/> introspective | <input type="checkbox"/> sincere |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> kind | <input type="checkbox"/> smart |
| <input type="checkbox"/> conservative | <input type="checkbox"/> knowledgeable | <input type="checkbox"/> sociable |
| <input type="checkbox"/> considerate | <input type="checkbox"/> light-hearted | <input type="checkbox"/> sophisticated |
| <input type="checkbox"/> consistent | <input type="checkbox"/> logical | <input type="checkbox"/> spontaneous |
| <input type="checkbox"/> constructive | <input type="checkbox"/> loving | <input type="checkbox"/> stable |
| <input type="checkbox"/> cool-headed | <input type="checkbox"/> loyal | <input type="checkbox"/> steady |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> mature | <input type="checkbox"/> supportive |
| <input type="checkbox"/> courageous | <input type="checkbox"/> meticulous | <input type="checkbox"/> systematic |
| <input type="checkbox"/> courteous | <input type="checkbox"/> modest | <input type="checkbox"/> tactful |
| <input type="checkbox"/> creative | <input type="checkbox"/> motivated | <input type="checkbox"/> talented |
| <input type="checkbox"/> curious | <input type="checkbox"/> objective | <input type="checkbox"/> thorough |
| <input type="checkbox"/> daring | <input type="checkbox"/> obliging | <input type="checkbox"/> thoughtful |
| <input type="checkbox"/> decisive | <input type="checkbox"/> open-minded | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> optimistic | <input type="checkbox"/> trustworthy |
| <input type="checkbox"/> dependable | <input type="checkbox"/> original | <input type="checkbox"/> versatile |