Understanding the Training and Professional Development Needs of CIC-funded Settlement Service Providers

November 2014

OCASI
Ontario Council of Agencies Serving Immigrants

Citizenship and Immigration Canada
Citoyenneté et Immigration Canada

Table of Contents

1. **Key Findings**

I. **There is a consensus that ongoing professional development is needed:**

- o 75.6% of all respondents identified "Maintain ongoing learning and development needs" as <u>THE</u> top common, specific training need.

II. **Common training needs vary based on province and role, suggesting a need for targeted training:**

- o However, one common training category stands out: *Settlement, Culture and Multiculturalism* stands out as the top category for all respondents and was ranked #1 across all provinces, and #1 or #2 for all roles but two.

III. **There are important points of agreement between supervisors' assessment of top 10 training needs for staff and respondents' opinions:**

- o There is a general agreement between the top 4 training needs identified by supervisors, and the top 2 common training categories identified by all respondents (*Settlement, Culture and Multiculturalism* and *Groups and Relationships*). These 2 categories include specific skills related to cross-cultural communication, understanding the settlement process and laws, conflict resolution and relationship building;
- o Looking at the open-ended questions, anti-racism & cross-cultural communication, teaching related topics, understanding changing immigration laws and trends, and mental health training all came up as top training needs, as they did for supervisors;
- o However, computer and technology-related skills were the most often mentioned by respondents as the top training need not identified by the survey, in contrast to supervisors who ranked "Staff Computer/ Software Training" as 14th in their list;

IV. **There are important differences in training needs across roles. For example:**

- o *Language Instruction Staff* respondents are much less interested in common training needs then other roles, but show a very high interest in role-specific training. Role-specific training interest focused on instruction techniques and tools rather than curriculum/module planning.
- o *Settlement Services Staff* (3 groups): as compared to other roles, skills related to *Client Advocacy and Support* are an important common training category for these respondents. *Settlement, Culture and Multiculturalism* common skills are also

particularly important to these respondents as compared to others. In terms of role specific skills, these respondents showed a high degree of training need in all skills.

o *Volunteer Coordinators* demonstrated the highest proportion of interest in role-specific training needs.

V. French service-provider respondents identified greater training needs:

o French service-providers indicated a significantly greater interest in common training needs. Specifically, French service-providing respondents identified skills related to inclusion as one particular area needing additional training.

VI. High competency scores for skills don't necessarily correlate to a greater need for training:

o When comparing the top 10 common, specific skills rated as needing the highest competencies with the 10 most in need of additional training, there is a correspondence between only 4 common skills: "Use effective communication techniques (e.g. cross-cultural)", "Use critical thinking and problem-solving techniques", "Maintain Ongoing learning and development", and "Demonstrate networking and relationship building techniques".

VII. There is significant interest in "professionalization" of the sector, with caveats:

o Of all the respondents, 57% were highly interested, 25.7% somewhat interested, and 7.8% not interested at all in earning credentials or designations. Supervisors were much more likely to only be somewhat interested (35%) in encouraging their staff to get credentials or designations;

o There is significant variation in interest by role, especially when considering those who are "highly interested". Language Instruction respondents are the least highly interested (40.4%), while respondents from the 3 Settlement Services groups are the most (68-75%);

o The single greatest factor that would encourage "professionalization" is cost;

o In the open-ended questions, many respondents raised concerns around the ability to attract and retain skilled staff given the current pay, benefits, hours and job stability. Addressing these concerns was raised by others as an important factor in their potential interest in earning credentials or designations.

2. Introduction

Settlement service providers play a crucial role in helping newcomers to settle and adjust to their new life in Canada. In order to provide high-quality services that successfully facilitate newcomers' settlement and integration, it is critical to understand the current training and professional development needs those who serve immigrants and refugees.

This report compiles and analyzes the data collected with the Settlement Staff Training Gaps Questionnaire issued by the Professional Development Working Group (PDWG) in August 2014, which received a total of 2,260 complete responses from across Canada. The objective of the report is to inform and assist the PDWG in making recommendations to the National Settlement Council (NSC) and Citizenship and Immigration Canada (CIC) on a national settlement program training framework to better support newcomer services and outcomes from CIC-funded settlement programming.

This report includes analysis of the demographic profile, common skill competencies and training needs, role specific training needs, and attitudes towards professionalization of the settlement sector. In addition to analysis of the overall distribution, significant trends related to role, province, community size, as well as language of service are reported.

> *"I am absolutely interested in taking additional training for my position and am looking forward to seeing what opportunities arise from this questionnaire and from CIC."*
> *- survey respondent*

3. Methods

The Professional Development Working Group developed the content of the questionnaire. The survey contained 37 questions on the following topics:

- *Demographics:* Respondents provided information on nine demographic variables, including role, language of service, type of organization, length of service, region of service, community size, weekly work hours, multiple agency involvement, and education level.
- *Note 1, Demographics:* A significant number of respondents (129) chose the option "Other specialized role", but their specified answers clearly fit into one of the existing categories. As a result, 110 responses were reclassified into the existing categories. A large proportion of these reclassified responses went to one of the three various categories of "Settlement Services Staff" (50), as well as "Management of Settlement/Language Training Services" (24).

- *Common competencies and training needs*: Respondents identified common competency levels and training needs in eight categories: *Settlement, Culture and Multiculturalism*, *Professional Accountability and Ethics*, *Groups and Relationships*, *Effective Communication*, *Client Advocacy and Support*, *Community Knowledge*, *Systems and Organizations*, and *Critical Thinking and Problem Solving*. Within each category, respondents were asked to identify a) the competency level required by their role for specific skills and b) whether they required further training for these skills.

- *Role-specific training needs:* Respondents identified role-specific training needs in nine main role categories: *Language Assessment and Referral, Language Instruction–English, Language Instruction–French, Settlement Services, Employment and Career Planning, Support Services–Child Care, Support Service–Other, Volunteer Coordination,* and *Administration and Management of Immigrant Services*. Within each category, respondents were asked to identify a) the importance of training for specific topics for someone new to their job and b) whether they themselves require further training for these topics.

- *Note re: Role-specific training needs:* All respondents, regardless of the role they identified at the beginning of the survey, were able to answer the questions for all the role-specific categories, which skewed the results (for example, there were significantly high proportions of "Not Applicable" answers). Therefore the data was run a second time with only the respondents who corresponded to each role category, and that is the data that is reported. The role-specific training needs categories do not all correspond exactly to the roles identified in the demographic section, and so they were combined in the following way:

Role Specific Training Area	Roles (Demographic Categories)
Language Assessment and Referral	Language Assessment/Referral Staff
Language Instruction–English	Language Instruction Staff
Language Instruction–French	Language Instruction Staff
Settlement Services	Settlement Services Staff (Individual and Group Information), Settlement Services Staff (Employment Related Services) & Settlement Services Staff (Community Connections)
Employment and Career Planning	Settlement Services Staff (Employment Related Services)
Support Services–Child Care	Support Services Staff
Support Service–Other	Support Services Staff
Volunteer Coordination	Volunteer Coordination Staff
Administration and Management of Immigrant Services	Administration Support of Immigrant Services & Management of Settlement/Language Training Services

- *Note re: Role-specific training needs:* Respondents who identified their role as "Indirect Services/Community of Practice" did not have any role-specific questions that applied specifically to them and so were not included in this section.

- *Professionalization:* All respondents were asked about their interest in earning a professional designation or credential recognizing their specialized work with immigrants and what factors would encourage their participations. Managers were further asked about their interest in encouraging their staff to earn professional credentials or designations.

- *Other questions*: Respondents were asked to type in up to 5 topics not already listed that are important to someone new to their role, and up to 5 not already listed that they want to study themselves. They were also asked about what factors would encourage their participation in training and the importance of various services provided by Sectoral Support agencies. Managers were asked what type of staff they supervise, and what they consider the top ten training needs for their employees. Finally respondents were encouraged to provide any final remarks.

The survey was pre-tested, administered and disseminated by AMSSA (Affiliation of Multicultural Societies and Services Agencies of BC). The survey was available online, in both English and French, from August 19 to September 16, 2014. The dissemination list included 534 representatives from CIC-funded SPOs across Canada, and a total of four notifications were sent during the dissemination period. A notice advertising the survey was also distributed on the communication system of the iCARE (Immigration Contribution Agreement Reporting Environment) database on August 27th, 2014. The final sample size stood at 2,172 respondents to the English survey and 88 respondents to the French survey, all of whom had fully completed the survey.

The data was analyzed in SPSS, primarily by using descriptive statistics functions of the program. Overall response distributions, and response distributions by role, province, community size, and language of service for each of the questions on the survey were produced. These distributions can be found in the reference files mentioned below.

As a way to quantify the competency requirements for the common training needs questions, a score out of 5 was calculated for each of the specific skills based on the mean for the competency levels required (with 1 indicating basic competency and 5 advanced

competency).   Then for each of the eight categories, the mean of the scores was calculated to provide the overall score for each category.

Note: the six community size categories in the survey were reclassified into four categories by combining "25,001-50,000" with "50,000-100,000", and "100,001-250,000" with "250,001-500,000" to make the data representation more manageable. In addition, the analysis by province excludes Yukon, Northwest Territories, Nunavut, National, and International because of the very small sample in these categories.

In addition to this report, the following six files were created that contain much more detailed information than could be included in these pages. Readers are referred to them where appropriate in the report:

- ✓ 1_CICPD_Overall Response Distribution
- ✓ 2_CICPD_Demo by language, role, prov & comm
- ✓ 3_CICPD_Common training by language, role, prov & comm
- ✓ 4_CICPD_Overall role specific training by prov & comm
- ✓ 5_CICPD_Specific role specific training
- ✓ 6_CICPD_Professionalization by role, prov & comm

4. Demographics

There were 2,260 complete survey responses received for analysis, 2,172 answered in English and 88 in French, although it is important to note that the language of response does not necessarily reflect the language of service (see below for more info).

Reference files:

- ✓ *1_CICPD_Overall Response Distribution*
- ✓ *2_CICPD_Demo by language, role, prov & comm*

4.1. Role of Respondents

- As shown in Table 1 and Figure 1 below, "Language Instruction Staff", "Settlement Services Staff (Individual and Group Information & Orientation)", and "Management of Settlement/Language Training Services" are the three single largest categories.

Table 1: Distribution by Main Roles

Role	Percent	Count
Language Assessment/Referral Staff	2.9%	65
Language Instruction Staff	21.0%	475
Settlement Services Staff (Individual and Group Information)	22.7%	513
Settlement Services Staff (Employment Related Services)	6.8%	154
Settlement Services Staff (Community Connections)	10.4%	234
Support Services Staff	4.8%	109
Volunteer Coordination Staff	1.2%	27
Administration Support of Immigrant Services	8.8%	200
Management of Settlement/Language Training Services	17.6%	398
Indirect Services/Community of Practice	2.7%	62
Other specialized role	1.0%	23
Total	100.0%	2,260

Figure 1: Distribution by Main Roles

Main Role (Total sample)

- Language Assessment/Referral Staff — 2.9%
- Language Instruction Staff — 21.0%
- Settlement Services Staff (Individual and Group Information) — 22.7%
- Settlement Services Staff (Employment Related Services) — 6.8%
- Settlement Services Staff (Community Connections) — 10.4%
- Support Services Staff — 4.8%
- Volunteer Coordination Staff — 1.2%
- Administration Support of Immigrant Services — 8.8%
- Management of Settlement/Language Training Services — 17.6%
- Indirect Services/Community of Practice — 2.7%
- Other specialized role — 1.0%

- *Provincial trends:* Nova Scotia has the highest proportion of respondents identifying themselves as language instruction staff (43.9%), whereas P.E.I. has zero respondents in this role.

- *Provincial trends:* Newfoundland (11.8%) and Nova Scotia (8.8%) have lower proportions of "Settlement Services Staff (Individual and Group Information & Orientation)" respondents compared to other provinces (all over 20%).

- *Provincial trends:* The distributions in the Maritime provinces show concentrations only in a few roles with zero per cent response rates in others. In particular, respondents in New Brunswick only reported four roles, which are "Language Instruction Staff", "Settlement Service Staff (Individual and Group Information)", "Settlement Service Staff (Community Connections)", and "Management and

Settlement/Language Training Services". All but P.E.I. have a 0% response rate for "Language Assessment/Referral Staff".

- *Community size trends:* In general, smaller communities have higher proportions of "Settlement Service Staff (Individual and Group Information)" and "Support Service Staff" respondents, while larger communities have higher proportions of "Settlement Service Staff (Employment Services)" and "Management and Settlement/Language Training Services" respondents. The differences are especially remarkable when compare the smallest communities (>25,000) with the largest (500,000+) as illustrated in Figure 2 below.

Figure 2: Distribution of Four Roles by Community Size

Settlement Services Staff (Individual and Group Information): 26.0%, 27.1%, 21.1%, 19.2%

Support Services Staff: 7.2%, 4.2%, 4.5%, 1.7%

Settlement Services Staff (Employment Related Services): 3.9%, 4.2%, 5.6%, 9.1%

Management of Settlement/Language Training Services: 14.9%, 17.7%, 17.5%, 25.7%

Legend: ■ 0-25,000 ■ 25,001-100,000 ■ 100,001-500,000 ■ 500,000+
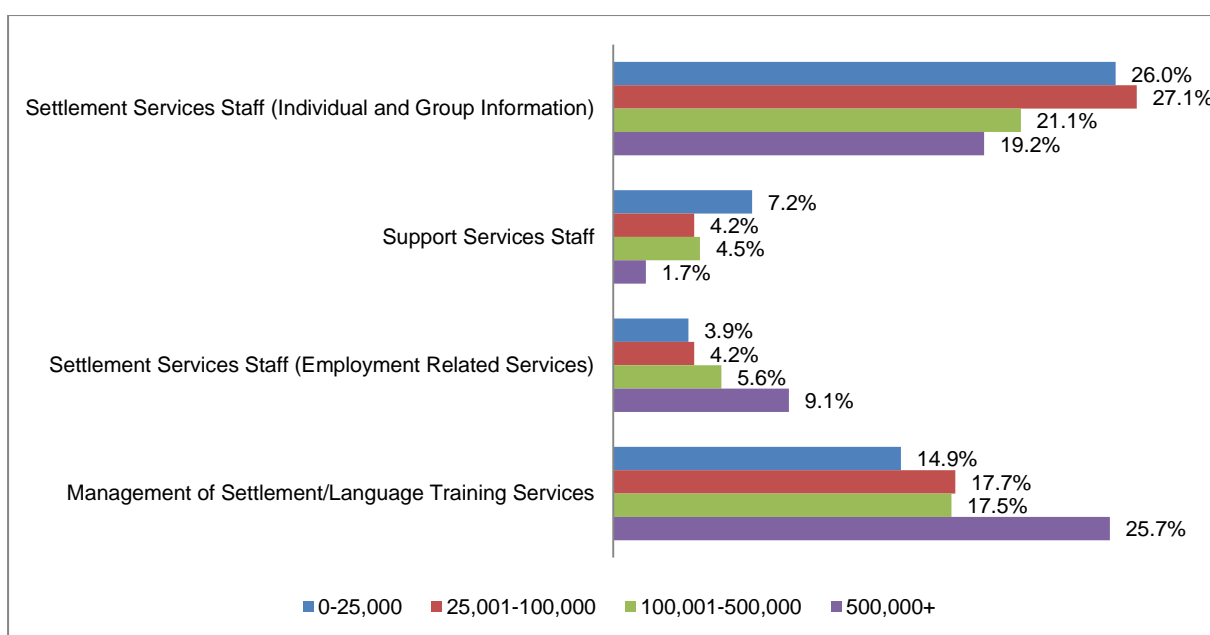
4.2. Language of Service

- As shown in Table 2 and Figure 3 below, about 90% of the respondents work for organizations that function primarily in English, and about 10% work for French or bilingual organizations.

Table 2: Distribution By Language of Service

Language of Service	Percent	Count
English	89.5%	2,023
French	4.2%	95
Both English and French	6.3%	142
Total	100.0%	2,260

Figure 3: Distribution By Language of Service
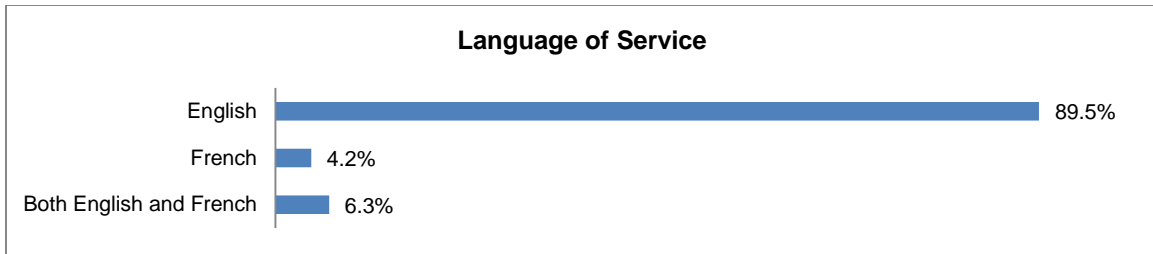
- *Provincial trends:* New Brunswick and Ontario are the two provinces that have a higher than average proportion of respondents who work at French and/or bilingual-service organizations (20.0% & 17.3% respectively).
- *Role trends:* "Indirect Services/Community of Practice" has the highest proportion of respondents working for French organizations (17.7%). "Language Assessment/Referral Staff" has the highest proportion of respondents working for bilingual organizations (10.8%).
- *Community size trends:* As shown in Table 3, the proportion of respondents from French and bilingual service organizations increases as the community size increases, meaning that respondents from French and bilingual service organizations are more likely to be located in larger communities.

Table 3: Distribution of the Language of Service by Community Size

	0-25,000	25,001-100,000	100,001-500,000	500,000+
English	92.8%	91.3%	90.0%	87.0%
French or Bilingual	7.2%	8.8%	10.0%	13.0%

4.3. Type of Organization

- As shown in Table 4 and Figure 4, "Canadian not-for-profit/non-governmental organization or association" is the single largest organization type that accounts for nearly 70% of the total responses, following by "Education or other public Institution", which accounts for 14%.

Table 4: Distribution By Type of Organization

Type of Organization	Percent	Count
Provincial, territorial, municipal or regional government	7.0%	159
International not-for-profit organization or corporation	2.4%	55
Canadian not-for-profit/non-governmental organization or association	68.5%	1,549
Community group or umbrella organization	6.3%	143
Business	0.6%	14
Educational or other Public Institution	13.9%	314
Individual	0.1%	3
Other	1.0%	23
Total	100.0%	2,260

Figure 4: Distribution By Type of Organization

Type of Organization

- Provincial, territorial, municipal or regional government — 7.0%
- International not-for-profit organization or corporation — 2.4%
- Canadian not-for-profit/non-governmental organization or association — 68.5%
- Community group or umbrella organization — 6.3%
- Business — 0.6%
- Educational or other Public Institution — 13.9%
- Individual — 0.1%
- Other — 1.0%
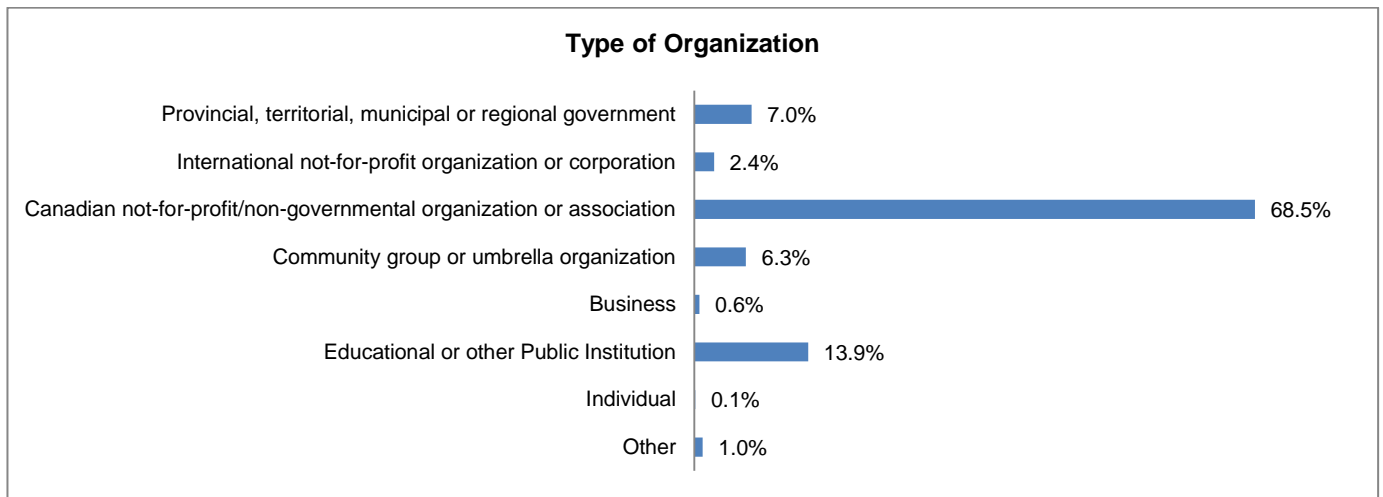
4.4. Length of Service

- As shown in Table 5 and Figure 5, just under half of the respondents are relatively new to the settlement sector (>5 years), with 73.3% working less than ten years in the sector.

Table 5: Distribution By Length of Service

Length of Service	Percent	Count
1-5 years	46.2%	1,044
6-10 years	27.1%	613
11-15 years	10.4%	234
16-20 years	6.3%	143
21 or more years	7.6%	171
Don't Know	0.1%	2
Not Applicable	2.3%	53
Total	100.0%	2,260

Figure 5: Distribution By Length of Service

Years of Work in Settlement Services

Category	Percentage
1-5 years	46.2%
6-10 years	27.1%
11-15 years	10.4%
16-20 years	6.3%
21 or more years	7.6%
Don't Know	0.1%
Not Applicable	2.3%
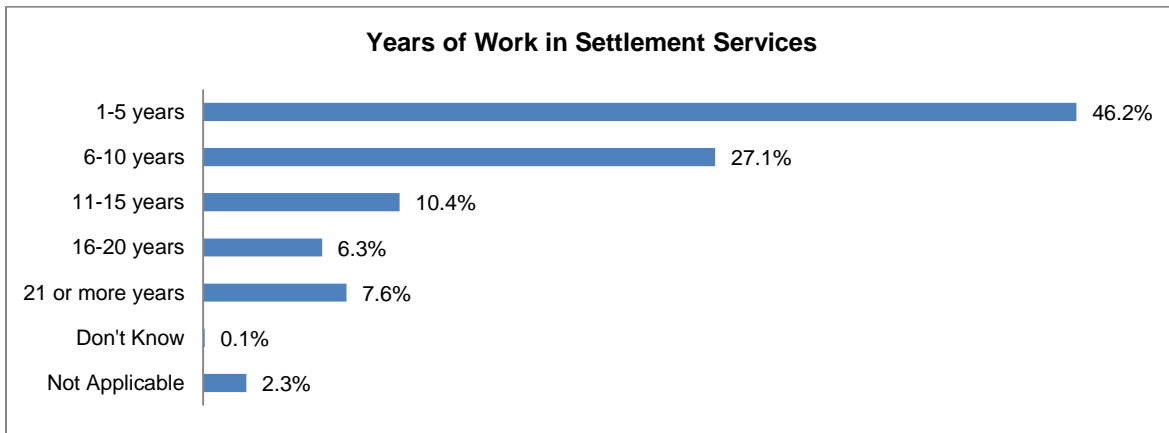
- *Provincial trends:* P.E.I (65.5%), Saskatchewan (62.3%), and New Brunswick (58.8%) have significantly higher proportions of new settlement workers (>5 years) while Ontario (38.4%) has the lowest proportion of new settlement workers. Noted 96.5% of respondents in P.E.I. have worked in the sector for less than 10 years.

- *Role trends:* A number of roles demonstrated a significant proportion of respondents working less then 5 years in the sector:
  - Settlement Services Staff (Community Connections) (59.4%);
  - Volunteer Coordination Staff (59.3%);
  - Administration Support of Immigrant Services (56.5%);
  - Settlement Services Staff (Individual and Group Information) (55.8%);
  - Settlement Services Staff (Employment Related Services) (55.8%).

- *Role trends:* Meanwhile, respondents who identified as "Management of Settlement/Language Training Services" or "Language Instruction Staff" had the lowest proportion of respondents who had worked in the sector for less then 5 years, 25.9% and 37.9% respectively, and the highest proportions, 29.2% and 19.6% respectively, of senior staff (16+ years in the sector).

- *Community size trends:* As shown in Table 6, as the community size increases, the proportion of respondents identifying as senior staff (16+ years) increases and the proportion of new staff (>5 years) decreases. This may be a reflection of the more recent expansion and growth of services in smaller communities.

Table 6: Distribution of Years of Work by Community Size

	0-25,000	25,001-100,000	100,001-500,000	500,000+
>5 years	64.6%	52.3%	47.6%	37.4%
16+ years	4.4%	10.7%	14.9%	19.8%

4.5. Region of Service

- As shown in Table 7 and Figure 6, about 43% of the respondents are from Ontario, 31% from the Prairies, 19% from B.C., 6% from the Maritimes, and less than 1% from other regions.

Table 7: Distribution By Region

Region	Percent	Count
British Columbia	19.2%	435
Newfoundland and Labrador	1.5%	34
Nova Scotia	2.5%	57
Prince Edward Island	1.3%	29
New Brunswick	1.1%	25
Ontario	42.8%	967
Manitoba	11.1%	250
Saskatchewan	5.0%	114
Alberta	14.9%	337
Yukon	0.1%	3
Northwest Territories	0.0%	1
National	0.2%	5
International	0.1%	2
Not Applicable	0.0%	1
Total	100.0%	2,260

Figure 6: Distribution By Region
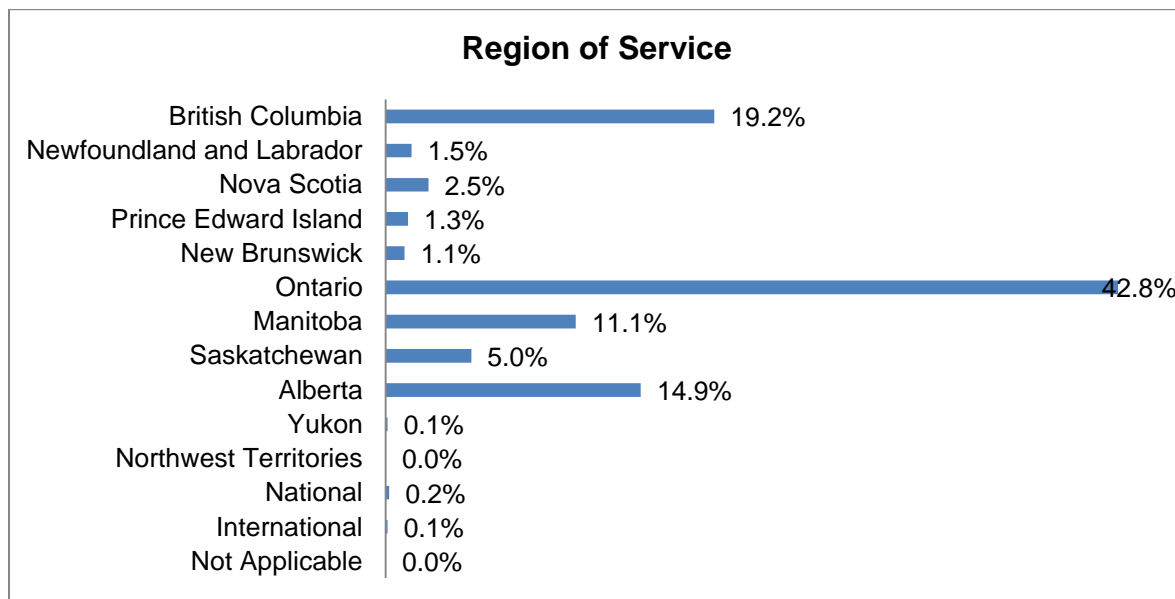
- *Role trends:* While 19.2% of all respondents are from B.C., only 1.5% of all "Language Assessment/Referral Staff" respondents are from that province. As could be expected, Ontario has the highest concentrations of all the roles due to its large

13

sample size (967). Alberta, with 14.9% of all respondents, had a particularly high proportion of the respondents from the following roles:

- "Language Assessment/Referral Staff" (29.2%);
- "Settlement Services Staff (Employment Related Services)" (29.9%);
- "Volunteer Coordination Staff" (25.5%).

4.6. Community Size

- As shown in Table 8 and Figure 7 below, we see 33.7% of the respondents serve large urban centres (500,000+) while only 8.0% serve small population centres and rural areas (>25,000).

- *Note:* 19.2% of respondents indicated they don't know the population of the region they serve. This high proportion is likely a result of the manner in which the question was asked ("How large a region do you serve"), as a catchment area or region served may be a different geographical size then a town or city, and respondents may not know the population size of their catchment area if this is the case.

Table 8: Distribution By Community Size

Community Size	Percent	Count
0-25,000	8.0%	181
25,001-100,000	13.8%	310
100,001-500,000	23.5%	531
500,000+	33.7%	762
Don't Know	19.2%	435
Not Applicable	1.8%	41
Total	100.0%	2,260

Figure 7: Distribution By Community Size
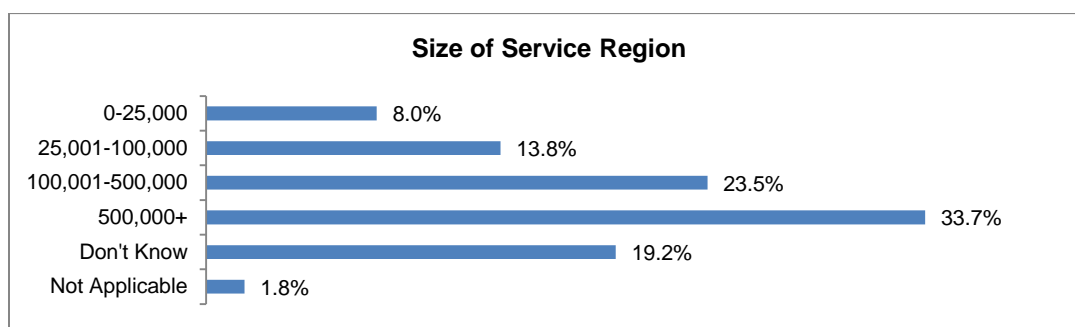
- *Provincial trends:* As would be expected, no respondents in P.E.I. and only one respondent in New Brunswick indicated they serve communities with population size over 500,000. Meanwhile in Ontario (39.2%), Manitoba (47.2%), and Alberta (45.1%), large proportions of the respondents serve 500,000+ communities. In

addition, Manitoba (18.4%) and Saskatchewan (13.2%) have the highest proportions of respondents who serve small size communities (>25,000).

- *Role trends:* "Indirect Services/Community of Practice" (53.2%), "Management of Settlement/Language Training Services" (49.2%), and "Settlement Services Staff (Employment Services)" (44.8%) respondents are more concentrated large urban centres (500,000+).

4.7. Weekly Work Hours

- As shown in Table 9 and Figure 8 below, 81.0% of respondents work more than 25 hours per week and 18.6% work less than 25 hours per week.

Table 9: Distribution By Weekly Work Hours

Weekly Work Hours	Percent	Count
Less than 25 hours per week	18.6%	421
25 hours per week or more	81.0%	1,831
Don't Know	0.1%	2
Not Applicable	0.3%	6
Total	100.0%	2,260

Figure 8: Distribution By Weekly Work Hours
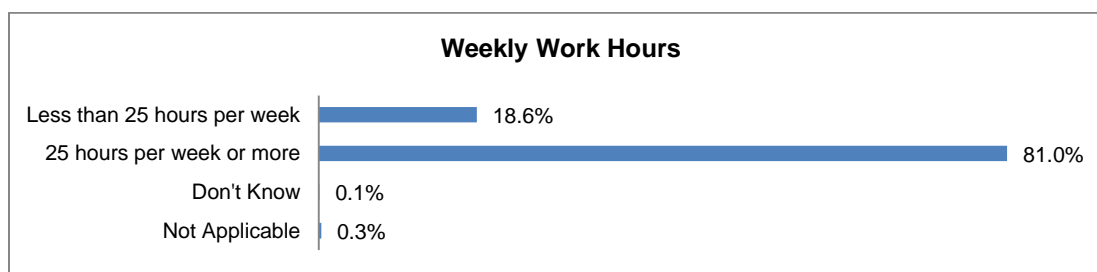
- *Provincial trends:* In Newfoundland and New Brunswick, respectively 97.1% and 92.0% of the respondents work 25 hours per week or more, whereas in Manitoba and B.C., only 69.2% and 76.1% of the respondents reported the same.

- *Role trends:* "Language Assessment/Referral Staff" respondents have the highest proportion that work less than 25 hours per week (46.1%), followed by "Support Service Staff" (22.9%). In comparison, only 6.5% of "Indirect Service/Community of Practice", 7.1% of "Settlement Service Staff (Employment Services)", and 7.5% of "Management of Settlement/Language Training Services" respondents reported they work 25 hours or less per week.

- *Community size trends:* As shown in Table 10, the proportion of respondents who work 25 hours or less on a weekly basis decreases as the community size increases. In other words, there are higher proportions of part-time employees in smaller communities.

Table 10: Distribution of Weekly Work Hours by Community Size

	0-25,000	25,001-100,000	100,001-500,000	500,000+
Less than 25 hours per week	28.7	20.6	15.6	14.3
25 hours per week or more	71.3	79.0	84.0	85.3

4.8. Multiple Agency Involvement

- As shown in Table 11 and Figure 9, only 18.2% of respondents reported that they work at more than one settlement agency.

Table 11: Distribution By Multiple Agency Involvement

Multiple Agency Involvement	Percent	Count
Yes	18.2%	411
No	76.6%	1,732
Don't Know	3.8%	86
Not Applicable	1.4%	31
Total	100.0%	2,260

Figure 9: Distribution By Multiple Agency Involvement
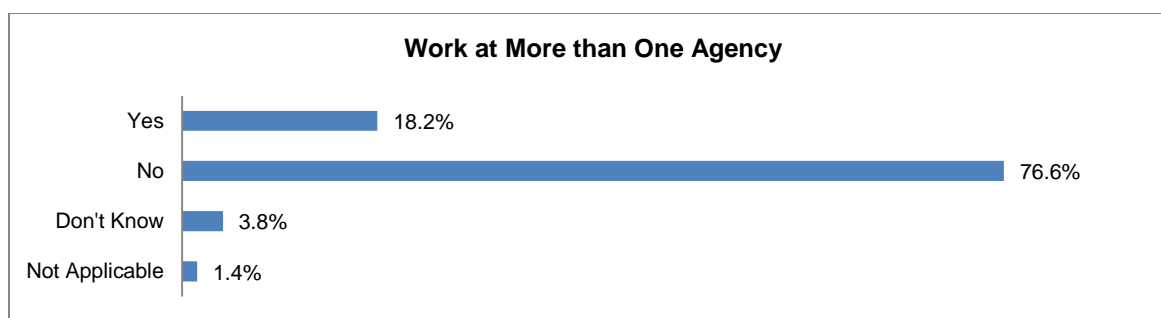
- *Role trends:* Only 10.8% of "Language Assessment/Referral Staff" respondents are involved with multiple agencies, compared to 24.7% of "Settlement Service Staff (Employment Services)" respondents who do the same.

4.9. Education Level

- As shown in Table 12 and Figure 10 below, 78.9% of the respondents have a Bachelor's degree or higher.

Table 12: Distribution By Education Level

Education Level	Percent	Count
Less than Grade 12	0.2%	4
High School Diploma or Equivalent (e.g., GED)	2.6%	58
Post-Secondary Certificate (e.g., college)	4.1%	93
Post-Secondary Diploma (e.g., college)	12.3%	277
Bachelor's Degree	38.2%	863
Post Bachelor's Diploma/Certificate	14.7%	332
Master's Degree	24.2%	547
Doctorate	1.8%	41
Don't Know	0.0%	1
Not Applicable	0.3%	6
Other	1.7%	38
Total	100.0%	2,260

Figure 10: Distribution By Education Level
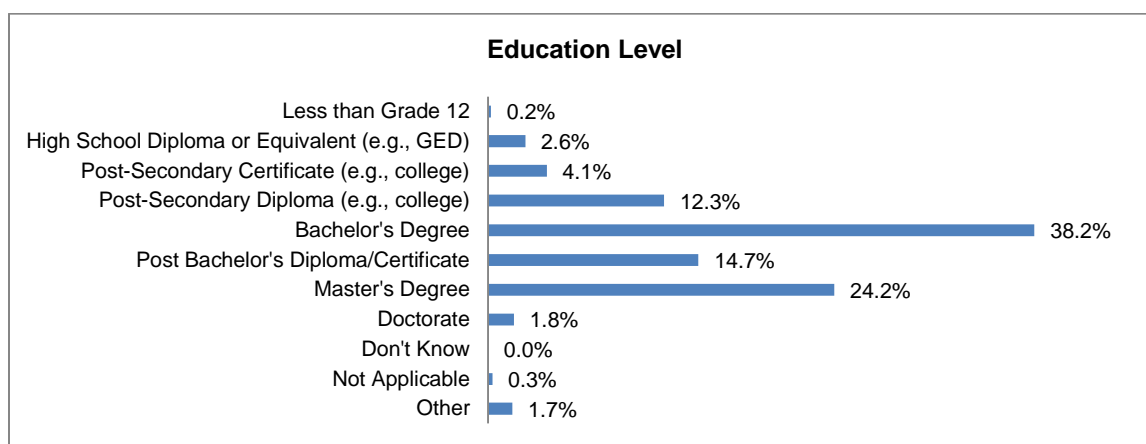
- *Provincial trends:* 91.1% of the respondents in Nova Scotia have a Bachelor's degree or higher, while only 68.0% of respondents in New Brunswick have the same.

- *Role trends:* 93.7% of "Language Instruction Staff" respondents have a Bachelor's degree or higher, whereas only 44.9% of "Support Service Staff" and 58.5% of "Administration Support of Immigrant Services" respondents have the same.

- *Community size trends:* As shown in Table 13 below, as community size increases, the proportion of respondents having a Bachelor's degree or higher increases.

Table 13: Distribution of Education Level by Community Size

	0-25,000	25,001-100,000	100,001-500,000	500,000+
Bachelor's Degree or higher	72.4	74.8	78.8	84.6

5. Common Competencies and Training Needs

Reference files:

- ✓ *1_CICPD_Overall Response Distribution*
- ✓ *3_CICPD_Common training by language, role, prov & comm*

5.1 Common Competencies

- As shown in Figure 11, *Effective Communication* (4.40), *Critical Thinking and Problem Solving* (4.33), and *Professional Accountability and Ethics* (4.30) are the top three skill categories that the respondents identified as requiring higher levels of competency to perform their job.

Figure 11: Skill Categories Ranked by Level of Competency

Level of Competency (Total Sample)

Skill Category	Score
EFFECTIVE COMMUNICATION	4.40
CRITICAL THINKING AND PROBLEM SOLVING	4.33
PROFESSIONAL ACCOUNTABILITY AND ETHICS	4.30
GROUPS AND RELATIONSHIPS	4.13
SYSTEMS AND ORGANIZATIONS	3.90
COMMUNITY KNOWLEDGE	3.82
SETTLEMENT, CULTURE AND MULTICULTURALISM	3.80
CLIENT ADVOCACY AND SUPPORT	3.52
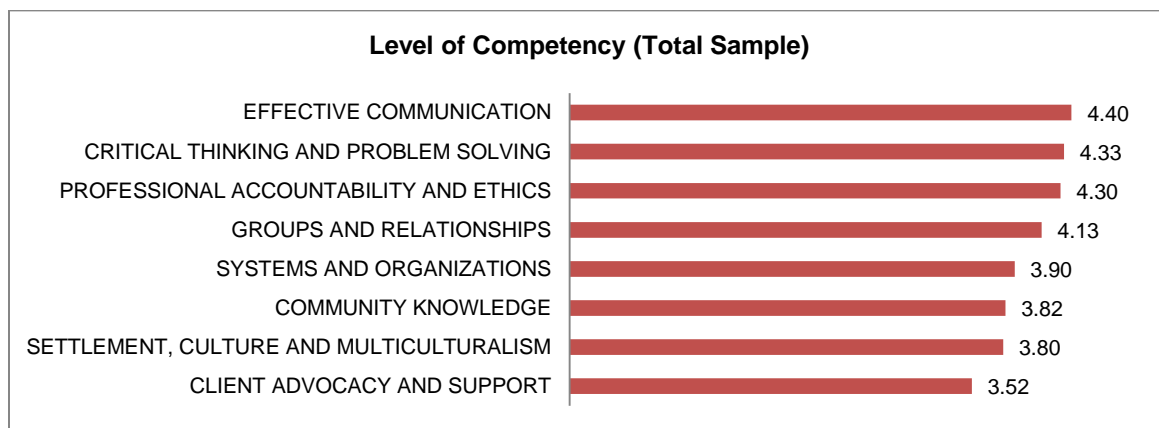
- *Provincial trends*: *Effective Communication*, *Critical Thinking and Problem Solving*, and *Professional Accountability and Ethics* are ranked by all provinces as the top three skill categories that need the highest levels of competency, although the order of ranking among the three differs between the provinces.
- As shown in Figure 12, the top five <u>specific</u> skills with the highest levels of competency are:
    - o Use active listening techniques (4.52)
    - o Use verbal communication skills (4.52)
    - o Use effective communication techniques (e.g. cross-cultural) (4.48)
    - o Demonstrate empathy (e.g. cross-generational, cross-cultural) (4.48)
    - o Maintain professional ethics and boundaries (4.41)
- *Provincial trends:* As seen in Table 14, Ontario (4.12) has the highest average score, meaning that Ontario respondents generally rated skills at a higher competency level.

Figure 12: Specific Skills, Grouped by Skill Category

Level of Competency, Ranked (Total Sample)

Skill	Score
Use active listening techniques	4.52
Use verbal communication skills	4.52
Use effective communication techniques (e.g. cross-cultural)	4.48
Demonstrate empathy (e.g. cross-generational, cross-cultural)	4.48
Use written communication skills	4.33
Demonstrate computer proficiency	4.04
Use critical thinking and problem-solving techniques	4.33
Maintain professional ethics and boundaries	4.41
Manage time and resources effectively	4.37
Maintain ongoing learning and development needs	4.31
Manage stress effectively	4.11
Demonstrate team work techniques	4.18
Demonstrate networking and relationship building techniques	4.18
Use conflict resolution techniques	4.04
Create, maintain and access records	4.00
Suggest and implement system and service improvements (e.g. assessing client needs)	3.95
Demonstrate understanding of settlement service programming development,…	3.90
Demonstrate knowledge of terms of employment, organizational policies and procedures	3.74
Demonstrate ability to access community services and resources	4.08
Develop inclusive communities and support community forums and initiatives	3.75
Demonstrate understanding of the local labour market, provincial employment standards…	3.62
Understand theories and definitions of culture, settlement, multiculturalism and immigration	4.03
Demonstrate an ability to work with individuals and communities suffering from…	3.98
Understand the Canadian legal syste, laws, and public policy	3.38
Demonstrate leadership and support the development of leaders	3.78
Demonstrate knowledge of human rights	3.55
Use effective negotiation and persuasion techniques	3.49
Use human rights advocacy techniques and knowledge of precedents	3.27

Table 14: Level of Competency Score by Province

COMPETENCY CATEGORIES	BC	NL	NS	PE	NB	ON	MB	SK	AB
SETTLEMENT, CULTURE AND MULTICULTURALISM	3.79	3.83	3.73	3.61	3.93	3.90	3.60	3.65	3.72
PROFESSIONAL ACCOUNTABILITY AND ETHICS	4.30	4.52	4.33	4.03	4.33	4.36	4.15	4.14	4.28
GROUPS AND RELATIONSHIPS	4.11	4.13	3.86	3.96	4.02	4.24	3.92	3.95	4.15
EFFECTIVE COMMUNICATION	4.46	4.50	4.47	4.22	4.30	4.42	4.31	4.28	4.32
CLIENT ADVOCACY AND SUPPORT	3.46	3.34	3.21	3.02	3.64	3.65	3.38	3.35	3.53
COMMUNITY KNOWLEDGE	3.83	3.53	3.64	3.82	3.74	3.95	3.60	3.58	3.72
SYSTEMS AND ORGANIZATIONS	3.89	3.76	3.61	3.49	3.89	4.07	3.64	3.67	3.80
CRITICAL THINKING AND PROBLEM SOLVING	4.36	4.55	4.07	4.17	4.28	4.36	4.27	4.19	4.31
AVERAGE SCORE	4.02	4.02	3.86	3.79	4.02	4.12	3.86	3.85	3.98

- *Role trends:* Reflecting the overall results, *Effective Communication*, *Critical Thinking and Problem Solving*, *Professional Accountability and Ethics,* and *Groups and Relationships* are the top four skill categories (ranked slightly differently) for all roles except Settlement Services Staff (Individual and Group Information), which includes *Systems and Organizations* instead of *Groups and Relationships*.

- *Community size trends:* Communities >25,000 have the lowest competency ratings consistently for all skill categories, while the ratings from the other three community sizes are very close to one another. The ranking of the skill categories across the communities with different sizes are very similar and is reflected in the overall ranking.

5.2. Common Training Needs

Based on the proportion of respondents who answered "Yes" to the additional training needs questions, the eight skill categories were ranked according to those identified as needing the most additional training in areas of common skills across all roles.

- As shown in Figure 13, while *Settlement, Culture and Multiculturalism* (60.3%), stands out as the category with the most training need, the following 5 categories are closely matched in the proportion of respondents who indicate a need for training ion these categories.

Figure 13: Skill Categories Ranked by Additional Training Needs

- As shown in Figure 14 below, reflecting the top categories, the top five specific training topics with the highest additional training needs are:
    - Maintain ongoing learning and development needs (75.6%)
    - Understand the Canadian legal system, laws and public policy (68.3%)

- Use conflict resolution techniques (61.9%)

- Demonstrate networking and relationship building techniques (60.0%)

- Demonstrate an ability to work with individuals and communities suffering from discrimination, racism and/or culture shock (58.8%)

Figure 14: Specific Training Needs, Grouped by Skill Category

Additional Training Needs, Ranked (Total Sample)

Skill	Percentage
Understand the Canadian legal system, laws and public policy	68.3%
Demonstrate an ability to work with individuals and communities suffering...	58.8%
Understand theories and definitions of culture, settlement, multiculturalism...	53.9%
Use conflict resolution techniques	61.9%
Demonstrate networking and relationship building techniques	60.0%
Demonstrate team work techniques	43.1%
Demonstrate leadership and support the development of leaders	55.8%
Use effective negotiation and persuasion techniques	53.2%
Demonstrate knowledge of human rights	51.5%
Use human rights advocacy techniques and knowledge of precedents	51.4%
Maintain ongoing learning and development needs	75.6%
Manage stress effectively	48.9%
Manage time and resources effectively	47.6%
Maintain professional ethics and boundaries	39.6%
Use critical thinking and problem-solving techniques	52.6%
Demonstrate understanding of the local labour market, provincial...	50.5%
Demonstrate ability to access community services and resources	49.6%
Develop inclusive communities and support community forums and initiatives	49.2%
Demonstrate understanding of settlement service programming...	51.8%
Suggest and implement system and service improvements (e.g. assessing...	48.6%
Demonstrate knowledge of terms of employment, organizational policies...	42.8%
Create, maintain and access records	38.9%
Use effective communication techniques (e.g. cross-cultural)	56.6%
Demonstrate computer proficiency	50.0%
Demonstrate empathy (e.g. cross-generational, cross-cultural)	44.0%
Use active listening techniques	40.0%
Use written communication skills	39.6%
Use verbal communication skills	39.1%

- The fact that 75.6% of all respondents identified "Maintain ongoing learning and development needs" as the top training need speaks to respondents' overwhelming agreement that ongoing professional development is essential.

- One might expect that respondents would have identified skills that require higher levels of competencies to also need more additional training, but the results demonstrate the two are not necessarily linked. For example, when looking at specific skills, "Understand the Canadian legal system, laws and public policy" has the 2nd lowest competency level of all skills (3.38), but is identified as the second highest training need (68.3%). Meanwhile, "Use active listening skills"

> *"Facilitators should be trained outside their specialized areas, e.g. LINC instructors, from literacy to higher levels, should be knowledgeable of bridge-training courses' needs and goals and vice-versa."*
> *- survey respondent*

and "Use verbal communication skills" are tied for the top level of competency (4.52) and are amongst the lowest five training needs (39.1% and 40.0% respectively).

- Overall, when comparing the 10 specific skills rated as needing the highest competencies with the 10 most in need of additional training, there is a correspondence between only 4 skills: "Use effective communication techniques (e.g. cross-cultural)", "Use critical thinking and problem-solving techniques", "Maintain Ongoing learning and development", and "Demonstrate networking and relationship building techniques".

- *Language of service trends:* Overall, the French service-providers indicated a significantly greater need for training compared to English service-providers in all the training categories except *Effective Communication* and *Groups and Relationships*. Looking at specific skills, French service-providing respondents identified skills related to inclusion as one particular area needing additional training, including the following:

  o *"*Demonstrate an ability to work with individuals and communities suffering from discrimination, racism and/or culture shock" (74.7% vs. 58.0% for English service providers);

  o "Demonstrate knowledge of human rights" (67.4% vs. 50.5% for English service providers); and

  o "Develop inclusive communities and support community forums and initiatives" (63.2% vs. 47.8% for English service providers).

Table 15: Additional Training Needs by Province

TRAINING CATEGORIES	BC	NL	NS	PE	NB	ON	MB	SK	AB
SETTLEMENT, CULTURE AND MULTICULTURALISM	63.8%	54.9%	60.2%	57.5%	68.0%	57.8%	58.5%	61.7%	63.8%
PROFESSIONAL ACCOUNTABILITY AND ETHICS	53.4%	43.4%	44.8%	45.7%	48.0%	54.2%	51.6%	48.2%	54.4%
GROUPS AND RELATIONSHIPS	55.8%	41.2%	44.5%	48.3%	54.7%	54.6%	52.4%	50.0%	62.4%
EFFECTIVE COMMUNICATION	47.7%	25.5%	38.3%	37.3%	46.0%	43.1%	47.5%	43.3%	48.6%
CLIENT ADVOCACY AND SUPPORT	53.1%	34.5%	45.7%	35.4%	60.0%	53.1%	46.8%	53.9%	60.6%
COMMUNITY KNOWLEDGE	49.2%	28.4%	47.4%	36.8%	56.0%	48.1%	52.4%	51.2%	56.1%
SYSTEMS AND ORGANIZATIONS	46.2%	31.6%	33.3%	37.1%	52.0%	44.3%	48.4%	44.3%	49.9%
CRITICAL THINKING AND PROBLEM SOLVING	54.5%	29.4%	35.1%	37.9%	56.0%	50.9%	52.0%	59.6%	59.1%

- *Provincial trends*: As shown by Table 15, *Settlement, Culture and Multiculturalism* is identified as the top common training category in all provinces. Otherwise, compared to provincial responses for competency levels, there is more variation in how the main training categories are ranked in each province, although most provinces' top 4 training needs reflect the overall results although ranked differently. Of note, both P.E.I and Manitoba rank *Client Advocacy and Support* as the category needing the least training, while it is ranked 3rd in the overall results. See Appendix I for Figures that compare the common training needs by province.

> *"I believe that the Tutela repository should be expanded to include the broader settlement community. I think that this will bring the settlement sector together to see overlapping trends, ideas and resources; also Tutela needs more numbers to encourage and grow discussion amongst community members."*
> *- survey respondent*

- *Provincial trends*: There is also some significant variation in the level of training need across provinces. Of note is that respondents for P.E.I, Newfoundland and Nova Scotia were much less likely to identify a need for training: while for the other provinces, for all areas, 40% or more of respondents want training, these three provinces had 3 to 5 training categories where less than 40% of respondents want training. Newfoundland stands out as having 3 training categories with less than 30% training need.

- *Role trends:* Across roles, there is significant variation in ranking of the common training categories, and there are some notable differences in the expressed need for training. The one similarity is that *Settlement, Culture and Multiculturalism* is ranked #1 or 2 in all categories except by Language Assessment/Referral Staff and Administrative Support staff. See Appendix II for Figures that compare the common training needs by role.

- *Role trends:* For example, the 3 Settlement Services Staff roles, as well as the Indirect Services/Community of Practice role, all rank "Client Advocacy and Support" as their second greatest training need category while it is much lower on the list for other roles. Interestingly, "Client Advocacy and Support" is ranked as the skill with the lowest competency requirement for these groups, in contrast to the training need.

- *Role trends:* Language Instruction Staff and in particular Language Assessment /Referral Staff had notably lower proportions of respondents indicating a need for training in common skills.

23

- *Community size trends:* Communities 500,000+ have the lowest training needs nearly for all skill categories, with exception of Community Knowledge and *Critical Thinking and Problem Solving*. Communities >25,000 stand out in terms of their ranking of the training areas. Unlike the other three groups, respondents service in communities >25,000 reported that they need more training in *Community Knowledge* (55.8%) and *Systems and Organizations* (55.5%), but less training in *Groups and Relationships* (54.3%) and *Critical Thinking and Problem Solving* (51.9%), where it is the reverse in the other groups.

6. Role Specific Training Needs

Reference files[1]:

- ✓ *4_CICPD_Overall role specific training by prov & comm*
- ✓ *5_CICPD_Specific role specific training*

6.1. Language Assessment and Referral

- There are 64 respondents who identified themselves as "Language Assessment/ Referral Staff" who also responded to the questions in this section.

Figure 15: Language Assessment and Referral Training Topics by Level of Importance for New Staff

**Language Asessment and Referral
(Importance of Training Topic)**

Training Topic	Percentage
Canadian Language Benchmark (CLB) framework	95.3%
CLB-based assessment tools	92.2%
Referring clients with special training needs to appropriate community service	87.5%
English literacy assessment tools	85.9%
Examine client education, work experience, language ability for referral to best language programs/pathways	85.9%
NCLC-based assessment tools	29.7%
French literacy assessment tools	25.0%
Niveaux de compétence linguistique canadiens (NCLC) framework	23.4%

Figure 16: Language Assessment and Referral Training Topics by Additional Training Needs

**Language Assessment and Referral
(Additional Training Needs)**

Training Topic	Percentage
Referring clients with special training needs to appropriate community service	57.8%
English literacy assessment tools	46.9%
Examine client education, work experience, language ability for referral to…	37.5%
Canadian Language Benchmark (CLB) framework	35.9%
CLB-based assessment tools	34.4%
NCLC-based assessment tools	18.8%
Niveaux de compétence linguistique canadiens (NCLC) framework	15.6%
French literacy assessment tools	15.6%

---

[1] *Note*: The results in this section are from *5_CICPD_Specific role specific training*, see Methods section for more details.

- *Importance of training topic:* As shown in Figure 15, "Canadian Language Benchmark (CLB) framework" (95.3%), "CLB-based assessment tools" (92.2%), and "Referring clients with special training needs to appropriate community service" (87.5%) are ranked as the three most important training topics for new staff in the role.

- *Additional training needs:* As shown in Figure 16, respondents felt they need the most amount of additional training in "Referring clients with special training needs to appropriate community service" (57.8%).

- Note that the three French language-related training tropics are ranked as the bottom three in both figures and their ratings are much lower compared to other topics. This can be attributed to the small sample size of the French and bilingual language assessment and referral staff (7 respondents) and is reflected in the high "Don't know" and "Not Applicable" rates in the response distribution for these topics (average of 9.4% and 34.4% respectively).

- *Language of service trends:* French Language Assessment and Referral staff were much more likely to respond "Yes" to the importance of training topics and the need for additional training compared to the English service-providers. As might be expected, the differences are especially prominent for the importance of three French language-related training topics: "NCLC-based assessment tools" (57.1% vs. 19.3%), "Niveaux de compétence linguistique canadiens (NCLC) framework" (71.4% vs. 24.6%), and "French literacy assessment tools" (57.1% vs. 21.1%). While these three topics were also rated higher by French service-provider respondents for additional training needs, French respondents were much more likely to indicate a need for training in all the other categories, indicating that the French Language Assessment staff respondents feel they need more training in general.

6.2. Language Instruction – English

- Of 475 respondents who identified themselves as "Language Instruction Staff", 464 responded to the questions under this section.

Figure 17: English Language Instruction Training Topics by Level of Importance for New Staff

**Language Instruction - English
(Importance of Training Topic)**

Training Topic	Percentage
Canadian Language Benchmarks (CLB) framework	98.7%
CLB-based instruction techniques	97.8%
CLB-based in-class assessment tools (e.g. PBLA)	95.5%
Curriculum/module planning for general purpose language training	92.7%
General TESL methodology and Second Language Acquisition theory	92.5%
Instruction techniques/tools for using technology in the classroom	90.1%
ESL Literacy	87.3%
Online (internet-based) instruction techniques/tools	78.4%
Essential Skills Framework	74.6%
Blended (in person & online) instruction techniques/tools	68.5%
Curriculum/module planning for labour market language training	57.5%
Curriculum/module planning for occupation-specific language training	55.4%
Curriculum/module planning for language training for academic purposes	54.1%
Distance (correspondence/phone) instruction techniques/tools	35.6%

Figure 18: English Language Instruction Training Topics by Additional Training Needs

**Language Instruction - English
(Additional Training Needs)**

Training Topic	Percentage
CLB-based in-class assessment tools (e.g. PBLA)	77.4%
Instruction techniques/tools for using technology in the classroom	73.7%
Online (internet-based) instruction techniques/tools	64.2%
Blended (in person & online) instruction techniques/tools	61.9%
CLB-based instruction techniques	60.6%
Essential Skills Framework	58.2%
ESL Literacy	56.3%
Curriculum/module planning for general purpose language training	54.1%
Canadian Language Benchmarks (CLB) framework	47.6%
Curriculum/module planning for labour market language training	41.9%
Curriculum/module planning for occupation-specific language training	40.1%
Curriculum/module planning for language training for academic purposes	38.7%
General TESL methodology and Second Language Acquisition theory	37.9%
Distance (correspondence/phone) instruction techniques/tools	34.7%

- *Importance of training topic:* Canadian Language Benchmarks (CLB) related training topics are considered by respondents as the most important training topic for new English Language Instruction staff. As shown in Figure 17, over 95% of the respondents rated the CLB framework, CLB-based instruction techniques and in-class assessment tools as the top three important training topics.

- *Importance of training topic:* In addition, curriculum/module planning, TESL methodology and Second Language Acquisition theory, instruction techniques/tools for using technology and ESL literacy also stand out as very highly rated (87.3% to 92.7%) important training topics for new staff.

- *Additional training needs:* As shown in Figure 18, in general, respondents indicated they need more training in instruction techniques and tools rather than curriculum/module planning. Four of the top five training needs are related to instruction techniques:

> *"The more training that can be provided, the better. I'm starting my 4th year as a LINC facilitator and I started with no training whatsoever, only my experience as a volunteer tutor and my desire to teach ESL."*
> *- survey respondent*

  - "CLB-based in-class assessment tools" (77.4%);
  - "Instruction techniques/tools for using technology in classroom" (73.7%);
  - "Online instruction techniques/tools" (64.2%);
  - "Blended (in person & online) instruction techniques/tools" (61.9%); and
  - "CLB-based instruction techniques" (60.6%).

- The results also show that the training topics that are considered as more important to new staff in the role are not necessarily the same as the topics that the respondents required more training for. One reason might be that the language instruction staff has a low proportion (37.5%) of respondents who have worked in the sector for less than five years. As they become more senior in the role, they might not need as much training in the areas most essential to new staff. The one exception is "Distance instruction and techniques/tools", which is ranked both as the topic with the lowest level of importance for new staff and requiring the least amount of training.

> *"This year, LINC instructors will have no funding to attend the TESL Ontario annual conference in Toronto. Instructors are required to have a minimum of 10 Professional Development hours per year to keep their TESL Ontario certification. They will have to rely on online training and other resources."*
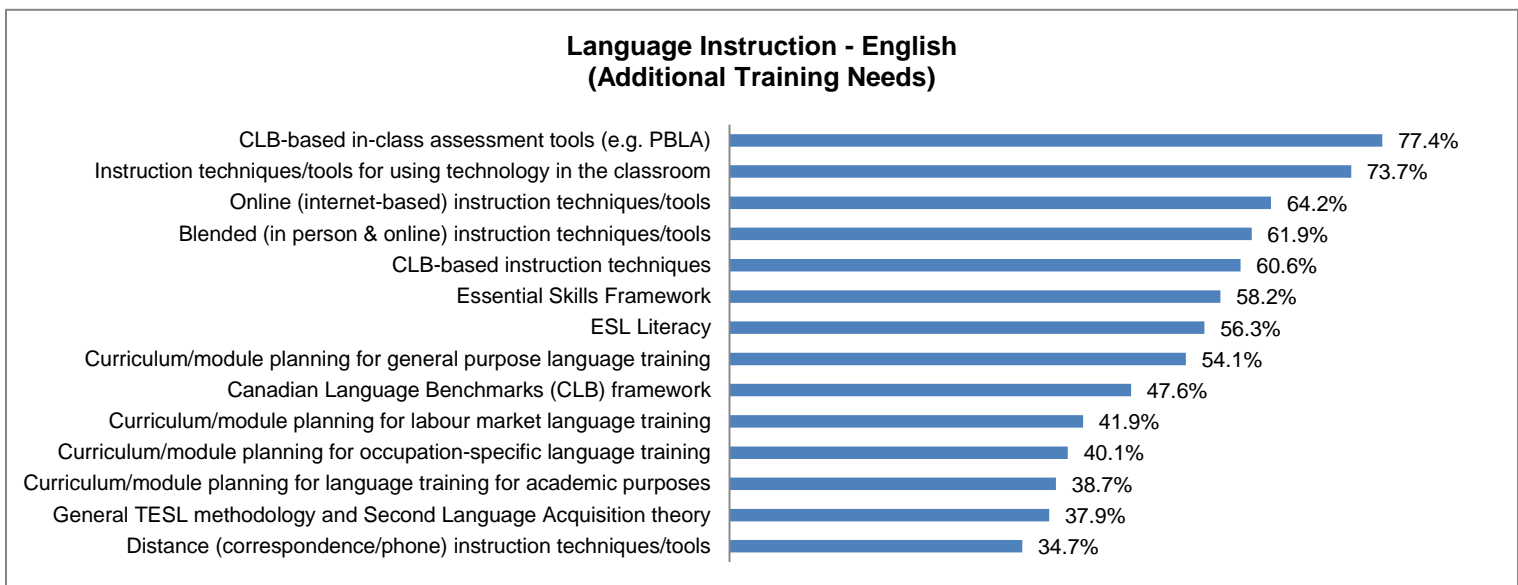> *- survey respondent*

6.3. Language Instruction – French

- 100 respondents who identified themselves as "Language Instruction Staff" responded to the questions in this section, of which only 10 are French or bilingual service providers. As a result, the "Yes" response rates are much lower and "Not Applicable" rates are especially high in this section (average of 37.8%), particularly for the specific French language related training topics (average of 49.1%).

Figure 19: French Language Instruction Training Topics by Level of Importance for New Staff

Language Instruction - French
(Importance of Training Topic)

Training Topic	Percentage
Essential Skills Framework	54.1%
Instruction techniques/tools for using technology in the classroom	52.9%
Curriculum/module planning for general purpose language training	48.9%
Online (internet-based) instruction techniques/tools	47.7%
Blended (in person & online) instruction techniques/tools	43.5%
General TESL methodology and Second Language Acquisition theory	38.0%
Curriculum/module planning for labour market language training	33.7%
Distance (correspondence/phone) instruction techniques/tools	32.6%
Curriculum/module planning for language training for academic…	32.2%
Curriculum/module planning for occupation-specific language training	30.4%
NCLC-based instruction techniques	13.3%
FSL Literacy	12.5%
NCLC-based in-class assessment tools (e.g. ÉLBP)	12.1%
Niveaux de compétence linguistique canadiens (NCLC) framework	10.1%

Figure 20: French Language Instruction Training Topics by Additional Training Needs

Language Instruction - French
(Additional Trainig Needs)

Training Topic	Percentage
Instruction techniques/tools for using technology in the classroom	47.1%
Essential Skills Framework	45.9%
Curriculum/module planning for general purpose language training	42.4%
Online (internet-based) instruction techniques/tools	41.2%
Blended (in person & online) instruction techniques/tools	38.8%
Curriculum/module planning for labour market language training	35.3%
Curriculum/module planning for language training for academic…	35.3%
Curriculum/module planning for occupation-specific language training	34.1%
Distance (correspondence/phone) instruction techniques/tools	31.8%
General TESL methodology and Second Language Acquisition theory	30.6%
FSL Literacy	14.1%
NCLC-based instruction techniques	11.8%
NCLC-based in-class assessment tools (e.g. ÉLBP)	11.8%
Niveaux de compétence linguistique canadiens (NCLC) framework	7.1%

- *Additional training needs:* Looking at all respondents, Figure 20 shows that "Instruction techniques/tools for using technology in the classroom" (47.1%), "Essential Skills Framework" (45.9%), and "Curriculum/module planning for general purpose language training" (42.4%) are ranked as the top three important

29

training topics to new staff in the role, which is reflected in the ranking for additional training needs as well.

- Looking at only French and bilingual instruction staff and comparing their responses to the responses from the previous section 5.2, "Language Instruction – English", a few points stand out:
    - While CLB related topics are at the top of the training list for new staff for "Language Instruction – English" respondents, Figure 19 shows that NCLC related training topics for new staff are much lower on the list for French and bilingual respondents.
    - As for additional training needs, the top 5 are similar, except that for French and bilingual instruction staff "Distance instruction techniques" is the 2nd most important training topic at 80% approval (compared to the least important for "Language Instruction – English" respondents with a 34.7% approval), and "Curriculum/module planning for general purpose language training" is also comparatively much higher on the list in 3rd place.

6.4. Settlement Services

- Of 901 respondents who identified themselves as one of the three "Settlement Services Staff" categories (Individual and Group Information & Orientation, Employment Services, or Community Connections), 830 responded to the questions in this section.
- *Importance of training topic:* As shown in Figure 21, in general, the respondents considered all the training topics important for new settlement services staff with ratings of over 80% for all the topics. In particular, "Facilitation skills", "Community Connections Service Delivery", and "Information and Orientation Topics" are identified as the top three most important training topics.

> *"I think providing a structured learning platform for settlement workers would be highly effective for all those working in the same field. Having come from a social work background I can see how effective this could prove, especially for those with dealing with sensitive issues and having to provide counseling services and community resources to clients."*
> *– survey respondent*

Figure 21: Settlement Services Training Topics by Level of Importance for New Staff

Settlement Services
(Importance of Training Topic)

Training Topic	Importance
Facilitation Skills	94.0%
Community Connections Service Delivery	91.9%
Information and Orientation (I&O) Topics	91.7%
Needs Assessment and Referral/Settlement Plan Techniques and…	91.3%
General Individual and Group Counselling Skills	89.3%
Client-Specific Service Delivery (e.g. Youth, Seniors)	87.0%
Information & Orientation Provision (e.g. Life Skills Teaching…	84.0%

Figure 22: Settlement Services Training Topics by Additional Training Needs

Settlement Services
(Additional Training Needs)

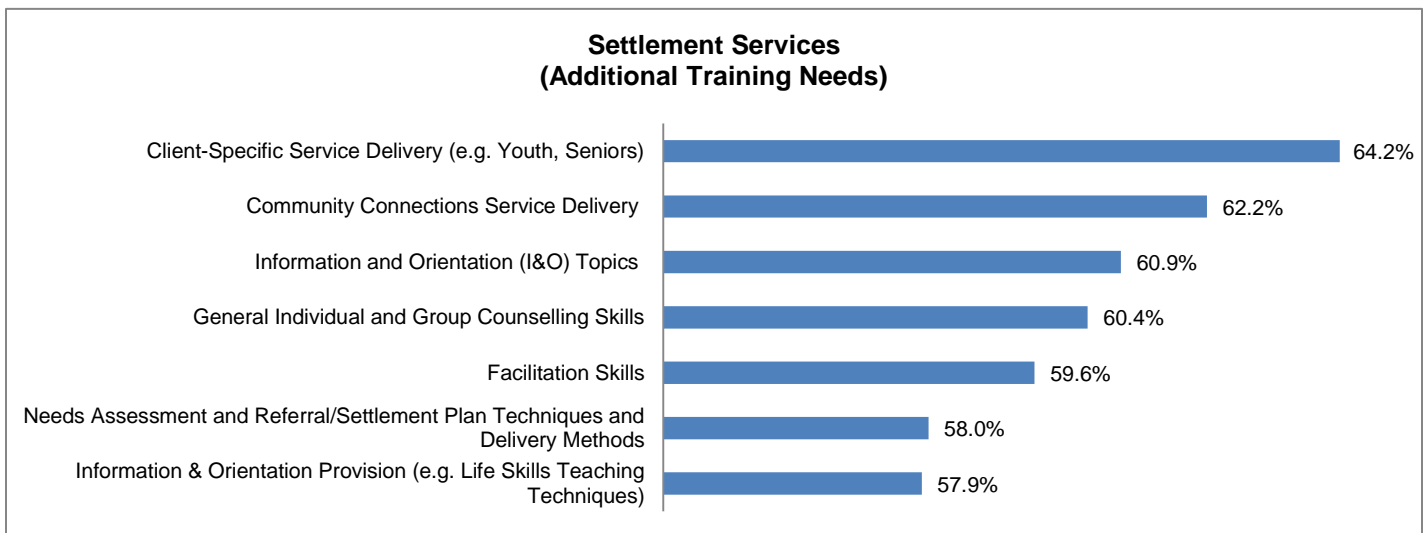| Training Topic	Additional Training Needs
Client-Specific Service Delivery (e.g. Youth, Seniors)	64.2%
Community Connections Service Delivery	62.2%
Information and Orientation (I&O) Topics	60.9%
General Individual and Group Counselling Skills	60.4%
Facilitation Skills	59.6%
Needs Assessment and Referral/Settlement Plan Techniques and Delivery Methods	58.0%
Information & Orientation Provision (e.g. Life Skills Teaching Techniques)	57.9%

- *Additional training needs:* Figure 22 shows a strong desire for training in general, with no area clearly outweighing another, which is illustrated by the fact that there is less then a 10% spread between the top training need and the lowest (64.2% to 57.9%), and 2% or less between each topic.

- *Additional training needs:* Of interest is that while respondents' ranking of additional training needs is in general the same as the ranking of the importance of training topics for new staff, "Client-Specific Service Delivery" jumps from 2nd last to the top of the list for additional training needs, and Facilitation Skills falls from the top to near the bottom.

31

6.5. Employment and Career Planning

- Of 154 respondents who identified themselves as "Settlement Services Staff (Employment Related Services)", 150 responded to the questions in this section.

Figure 23: Employment and Career Planning Training Topics by Level of Importance for New Staff

**Employment and Career Planning
(Importance of Training Topic)**

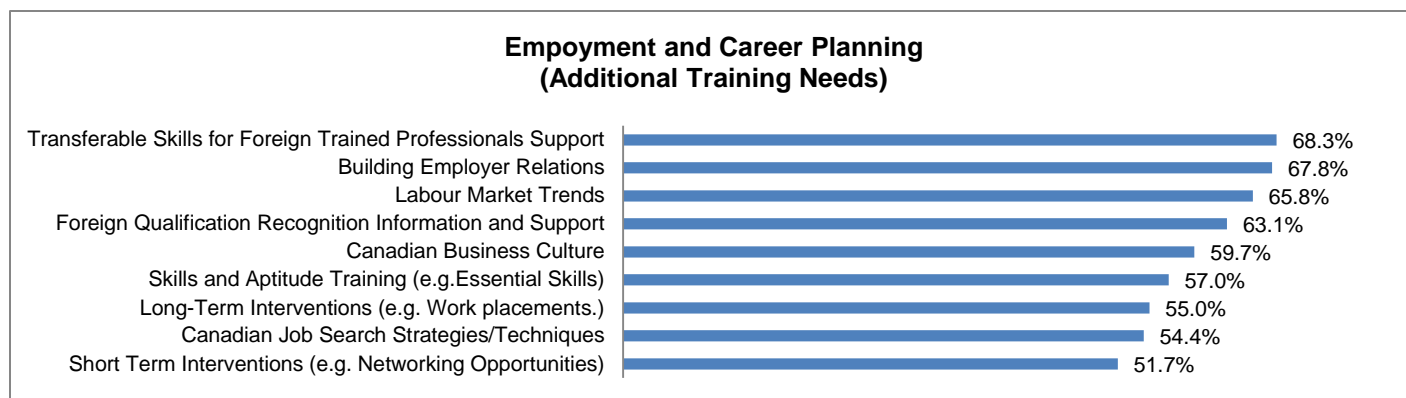| Topic	%
Short Term Interventions (e.g. Networking Opportunities)	97.3%
Canadian Job Search Strategies/Techniques	97.3%
Labour Market Trends	96.6%
Skills and Aptitude Training (e.g. Essential Skills)	96.0%
Canadian Business Culture	94.0%
Building Employer Relations	92.6%
Transferable Skills for Foreign Trained Professionals Support	90.3%
Foreign Qualification Recognition Information and Support	86.6%
Long-Term Interventions (e.g. Work placements)	85.3%

Figure 24: Employment and Career Planning Training Topics by Additional Training Needs

**Empoyment and Career Planning
(Additional Training Needs)**

Topic	%
Transferable Skills for Foreign Trained Professionals Support	68.3%
Building Employer Relations	67.8%
Labour Market Trends	65.8%
Foreign Qualification Recognition Information and Support	63.1%
Canadian Business Culture	59.7%
Skills and Aptitude Training (e.g.Essential Skills)	57.0%
Long-Term Interventions (e.g. Work placements.)	55.0%
Canadian Job Search Strategies/Techniques	54.4%
Short Term Interventions (e.g. Networking Opportunities)	51.7%

- *Importance of training topic*: Figure 23 shows that respondents consider all the training topics as important for new staff as the ratings are very high for all the topics (over 85%). In particular, "Short Term Interventions" (97.3%), "Canadian Job Search Strategies/Techniques" (97.3%), "Labour Market Trends" (96.6%) and Skills and Aptitude Training (96%) are ranked as the four most important training topics for new staff.

> *"Employment Counselling with Immigrant populations is a specialization, requiring writing skills, critical thinking, above average resourcefulness and ability to manage resources in a digital age."*
> *– survey respondent*

- *Additional training needs:* While "Short-term Interventions" and "Canadian Job Search Strategies/Techniques" are at the top of the list of training needs for new staff, they fall to the bottom of the list for additional training needs for respondents. Figure 24 shows that instead, "Transferrable Skills for Foreign Trained

Professionals Support" (68.3%) and "Building Employer Relations" (67.8%) jump to the top, suggesting the topics are considered as less critical to start with but become more important in their work later on.

6.6. Support Services: Child Care

- Of the 109 respondents who identified themselves as "Support Services Staff", 82 responded to the questions in this section.

Figure 25: Child Care Support Topics by Level of Importance for New Staff
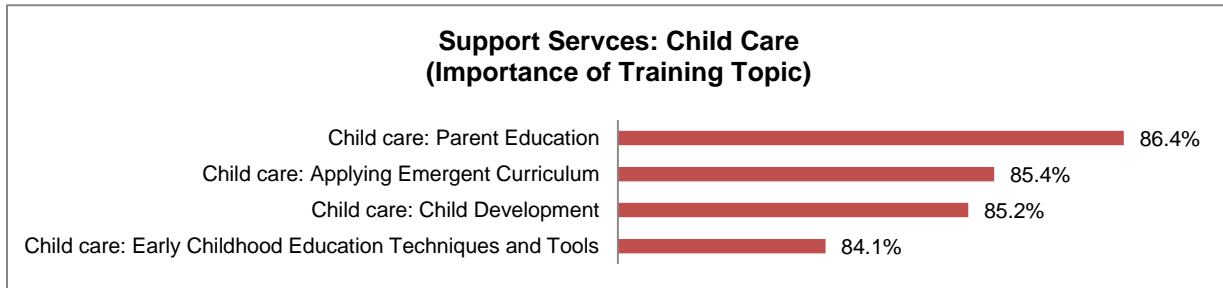
Figure 26: Child Care Support Topics by Additional Training Needs

- *Importance of training topic:* As shown in Figure 25, the four training topics are given nearly equal importance by the respondents for new Child Care staff, with less then a 2.5% spread between them.

- *Additional training needs:* Similarly, Figure 26 shows that all four training areas are of almost equal importance, with 2/3 of Support Services staff wanting training in all three areas.
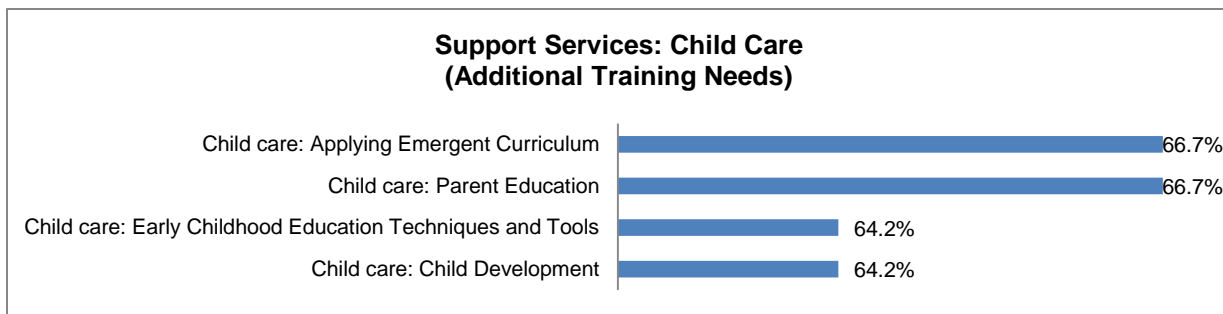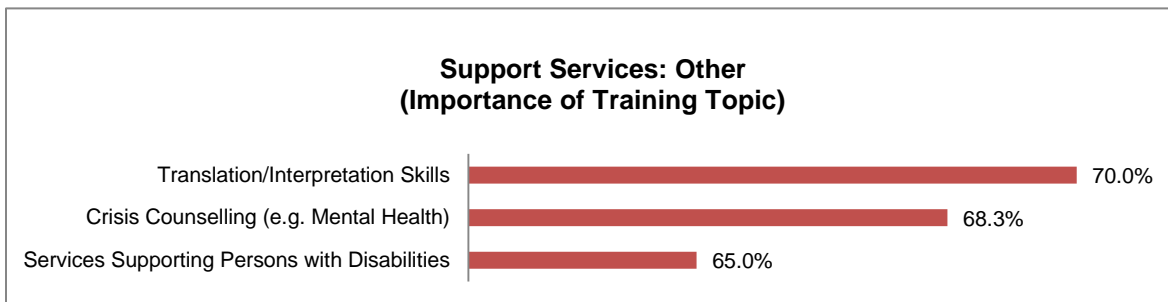
6.7. Support Services: Other

- Of the 109 respondents who identified themselves as "Support Services Staff", 60 responded to the questions in this section.

- *Importance of training topic:* As shown in Figure 27, "Translation/Interpretation Skills" is identified as the most important training topic for new staff in the role, but

required the least amount of additional training by the respondents, suggesting that translators may dominate the support services staff respondents.

- *Note:* Looking at the results for all respondents (1,094) to this section, "Crisis Counselling" is both the most important topic of training for new staff (72.1%) and the area most in need of additional training (67.9%), demonstrating the importance of this training topic to respondents more broadly.

Figure 27: Other Support Services Topics by Level of Importance for New Staff

Support Services: Other
(Importance of Training Topic)

Translation/Interpretation Skills	70.0%
Crisis Counselling (e.g. Mental Health)	68.3%
Services Supporting Persons with Disabilities	65.0%

Figure 28: Other Support Services Topics Additional Training Needs

Support Services: Other
(Additional Training Needs)

Crisis Counselling (e.g. Mental Health)	66.7%
Services Supporting Persons with Disabilities	58.3%
Translation/Interpretation Skills	46.7%
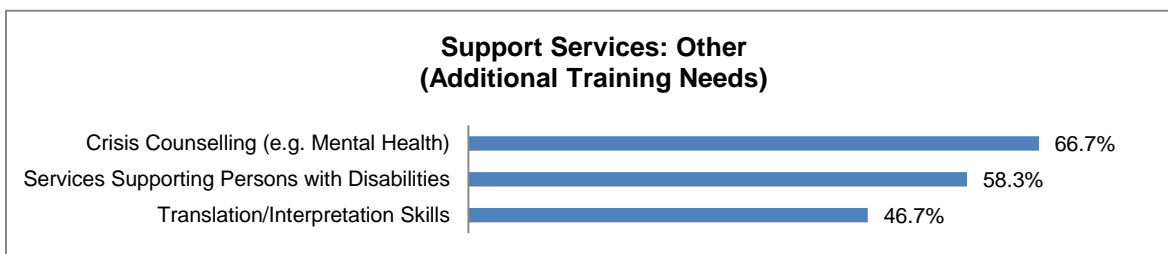
6.8. Volunteer Coordination

- Of the 27 respondents who identified themselves as "Volunteer Coordination Staff", 26 responded to the questions in this section.

Figure 29: Volunteer Coordination Topics by Level of Importance for New Staff

Volunteer Coordination
(Importance of Training Topic)

Volunteer Recruitment/Screening	100.0%
Volunteer Training	100.0%
Volunteer Supervision/Management	100.0%
Volunteer Retention	100.0%
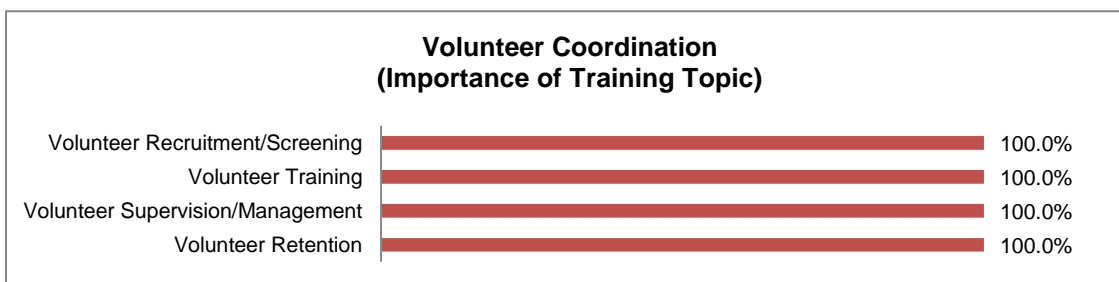
Figure 30: Volunteer Coordination Topics by Additional Training Needs

Volunteer Coordination
(Additional Training Needs)

Topic	Percentage
Volunteer Recruitment/Screening	88.5%
Volunteer Supervision/Management	84.6%
Volunteer Retention	80.8%
Volunteer Training	73.1%
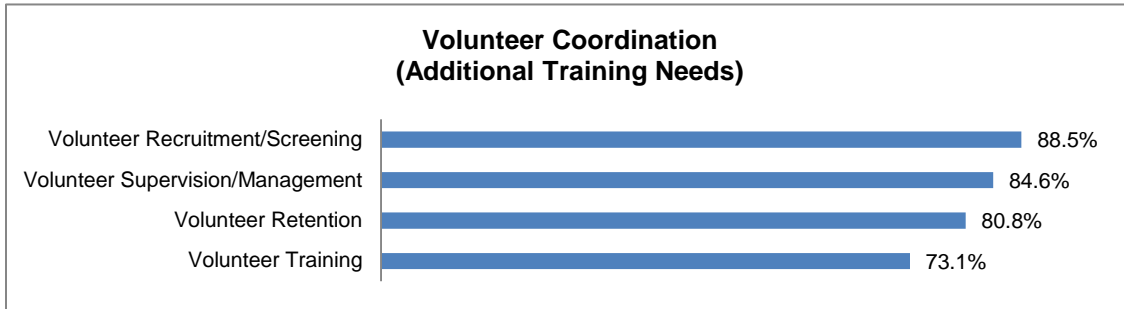
- *Importance of training topic:* As shown in Figure 29, all the training topics are considered important to new staff in the role without exception.

- *Additional training needs:* The need for more training is quite significant, with three-quarters or more respondents wanting training in all 4 training areas. As seen in Figure 30, of the four topics, "Volunteer Recruitment/Screening"(88.5%), "Volunteer Supervision/ Management"(84.6%) and "Volunteer Retention" (80.8%) particularly stand out as areas where respondents require training.

> *"Volunteer management is a profession and needs ongoing professional development. VMPC has an annual national volunteer conference. In 2014, it was in Niagara Falls. Many volunteer co-ordinators outside of Ontario and in Ontario were not able to attend due to cost."*
> *– survey respondent*

6.9. Administration and Management of Immigrant Services

- Of the 598 respondents who identified themselves as either "Administration Support of Immigrant Services" or "Management of Settlement/Language Training Services", 518 responded to the questions in this section, 373 of who are Managers.

Figure 31: Administration and Management Topics by Level of Importance for New Staff

Administration and Management
(Importance of Training Topic)

Topic	Percentage
Service Reporting, Evaluation and Planning	91.1%
Strong understanding of immigration trends and changes	89.7%
Leadership/Management/Supervision Skills	87.4%
Community Engagement and Development	82.2%
First Aid/Emergency Preparedness/Workplace Safety	78.0%
Risk Management	76.1%
Marketing and Promotion	75.5%
Financial management skills	75.0%

**Administration and Management
(Additional Training Needs)**

Strong understanding of immigration trends and changes	69.0%
Service Reporting, Evaluation and Planning	64.5%
Leadership/Management/Supervision Skills	62.6%
Community Engagement and Development	61.2%
Risk Management	59.6%
Marketing and Promotion	56.1%
Financial management skills	53.5%
First Aid/Emergency Preparedness/Workplace Safety	50.0%

- *Importance of training topic:* As shown in Figure 31, "Service Reporting, Evaluation and Planning" (91.1%), "Strong understanding of immigration trends and changes" (89.7%), and "Leadership/Management/Supervision Skills"(87.4%) are identified as the three most important training topics to new staff in the role.

- *Importance of training topic:* If we only look at Management respondents, the top three topics remain the same; only the order of ranking among the three differs. However, the ratings are higher with the top three topics all rated at over 90.0%.

- *Additional training needs:* Figure 32 shows that the same three topics are also identified as the top training needs, although "Strong understanding of immigration trends and changes" (69%) moves to the top of the list. The ranking is exactly the same for the Management respondents alone.

> *"I strongly agree that Administrative Assistant should have professional training as they are the first person an immigrant meets when they come into the office."*
> *- survey respondent*

7. Other Training Related Questions

Reference File:

✓ *1_CICPD_Overall Response Distribution*

7.1. Factors that Encourage Participation in Training

- The mean score out of 5 was calculated to quantify the level of agreement with the listed statements as factors that encourage participation in training. Higher mean scores indicates strong agreement to the statements and the more important they are as encouraging factors.

> *"I hope the result of this questionnaire will address our SPs' training needs first before CIC moves ahead with professionalizing settlement sector."*
> *– survey respondent*

- As shown in Figure 33, results show that there is no single factor that stands out, and that a number of factors together are important in encouraging participation in training. Respondents indicate that they would be more likely to participate in

training if their employer supports them to attend, the travel costs are covered, they can manage their workload at the same time with the training, it is offered in their area, and it fits into their schedule.

Figure 33: Factors that Encourage Participation in Training

Factors that Encourage Participation in Training

Factor	Score
My employer supports me to attend	4.68
Travel costs are covered	4.59
I can still manage my workload	4.49
It is offered in my area	4.45
It fits into my schedule	4.42
The training provides a networking opportunity	4.33
Completion time of training is flexible	4.19
The training is offered in person	4.08
The level of English/French used is easy to understand	3.74
The training is blended (in-person and online)	3.37
A substitute employee is provided while I attend training	3.33
The training is online (e.g. Internet-based)	2.94

- *Provincial trends:* The top three encouraging factors remain the same for most of the provinces with small differences in Newfoundland, Ontario, and Alberta. Employer support and travel costs reimbursement are still identified as the top two in the three provinces. However, in Newfoundland and Alberta, respondents also indicate that they would be more likely to participate in training if it is offered in their area (4.52 and 4.49 respectively). In Ontario, respondents are more encouraged if the training fits their schedule (4.48).

- *Role trends:* While employer support and travel costs reimbursements remain the top two important encouraging factors across the different roles, there are greater variations in terms of the ranking of other factors:

  o For Settlement Services Staff (Individual and Group Information) and Settlement Services Staff (Employment Services), whether the training provides networking opportunity is considered encouraging to training (4.51 and 4.49 respectively).

> *" CIC-funded settlement workers, from my experience, appear to have very heavy work-loads. If you are interested in creating training and/or professional development opportunities, they have to be relevant, accessible, and management must see the value in such training to be able to encourage staff to attend."*
> *- survey participant*

37

- For Language Assessment and Referral Staff (4.71), Language Instruction staff (4.51), and Support Services Staff (4.68), respondents indicated that they are more encouraged if the training fits their schedule.
- Language Assessment and Referral respondents also indicated that they would be more likely to participate in training if it is offered in their area (4.68).

7.2. Top Ten Training Needs According to Supervisors, and Staff Responses to Open-ended Training Needs Questions

- There were 555 respondents who identified as supervisors and identified what they consider the top ten training needs for their staff. Figure 34 below ranks the needs.
- Looking at Figure 34 below, three training needs in particular stand out:
    - General Immigrant Settlement and Integration Issues (53.3%);
    - Intercultural Communication/Diversity/Anti-Racism (53.5%); and
    - Facilitation Skills (50.6%).
- While the training topics from Figure 34 are not directly comparable to the common training needs or the role-specific training needs, as topics are worded differently and some of the options are not provided, there is a general agreement between the top 4 training needs identified by supervisors and the top 2 categories identified by all respondents *Settlement, Culture and Multiculturalism* (60.3%) and *Groups and Relationships* (55.0%). These 2 categories include specific skills related to cross-cultural communication, understanding the settlement process, conflict resolution and relationship building.

> *"Systems, rules, laws, etc. change often and it is crucial for staff to be able to learn from them from other professionals instead of only relying on their own research."*
> *- survey participant*

> *"As the bridge between newcomers and the government, it is vital that CIC constantly communicates with the Settlement sector so that workers are aware of what policy is being changed, how it's changed and when the changes will take place. It is impossible to provide quality service to newcomers when workers find out about the details at the same time as the public - when CIC issues a press release."*
> *- survey respondent*

Top Ten Training Needs According to Supervisors

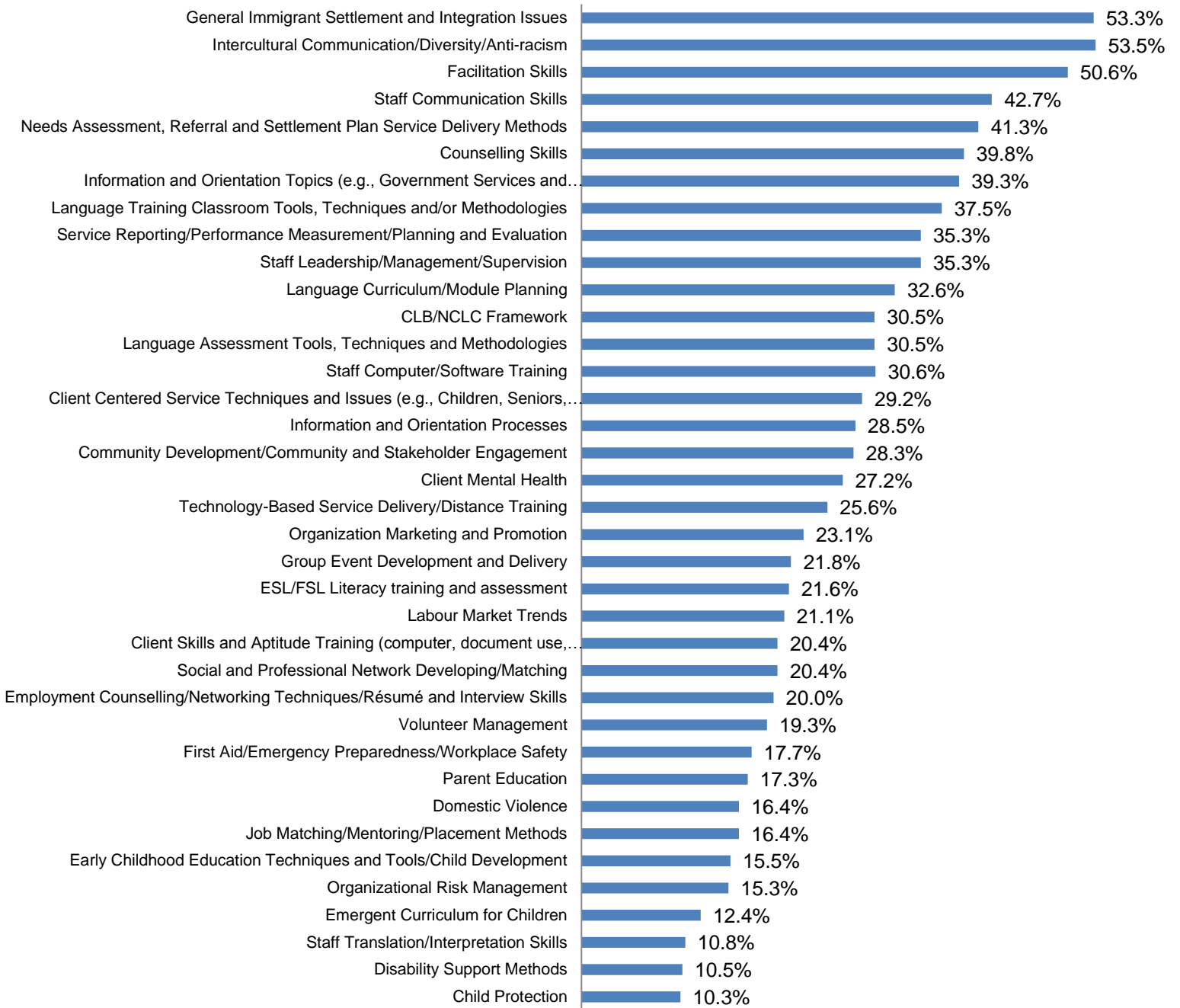| Training Need	Percentage
General Immigrant Settlement and Integration Issues	53.3%
Intercultural Communication/Diversity/Anti-racism	53.5%
Facilitation Skills	50.6%
Staff Communication Skills	42.7%
Needs Assessment, Referral and Settlement Plan Service Delivery Methods	41.3%
Counselling Skills	39.8%
Information and Orientation Topics (e.g., Government Services and…	39.3%
Language Training Classroom Tools, Techniques and/or Methodologies	37.5%
Service Reporting/Performance Measurement/Planning and Evaluation	35.3%
Staff Leadership/Management/Supervision	35.3%
Language Curriculum/Module Planning	32.6%
CLB/NCLC Framework	30.5%
Language Assessment Tools, Techniques and Methodologies	30.5%
Staff Computer/Software Training	30.6%
Client Centered Service Techniques and Issues (e.g., Children, Seniors,…	29.2%
Information and Orientation Processes	28.5%
Community Development/Community and Stakeholder Engagement	28.3%
Client Mental Health	27.2%
Technology-Based Service Delivery/Distance Training	25.6%
Organization Marketing and Promotion	23.1%
Group Event Development and Delivery	21.8%
ESL/FSL Literacy training and assessment	21.6%
Labour Market Trends	21.1%
Client Skills and Aptitude Training (computer, document use,…	20.4%
Social and Professional Network Developing/Matching	20.4%
Employment Counselling/Networking Techniques/Résumé and Interview Skills	20.0%
Volunteer Management	19.3%
First Aid/Emergency Preparedness/Workplace Safety	17.7%
Parent Education	17.3%
Domestic Violence	16.4%
Job Matching/Mentoring/Placement Methods	16.4%
Early Childhood Education Techniques and Tools/Child Development	15.5%
Organizational Risk Management	15.3%
Emergent Curriculum for Children	12.4%
Staff Translation/Interpretation Skills	10.8%
Disability Support Methods	10.5%
Child Protection	10.3%

- Only a partial analysis could be done for the open ended questions related to additional training needs not yet mentioned in the survey. However, many of the training topics included in Figure 34 emerged through these questions. By grouping the open ended training needs into general topics, a few trends emerged:

o Computer and technology-related skills were the most often mentioned by respondents as the top training need not identified by the survey, in contrast to supervisors who ranked "Staff Computer/ Software Training" as 14th;

o Anti-racism and cross-cultural communication skills were mentioned almost as often as computer skills, which is in agreement with supervisors' assessments;

o Human resource-related topics, teaching-related topics, understanding changing immigration laws and trends, and mental health training were also top training topics that came up in the open-ended questions.

8. Interest in Professionalization

Reference files:
- ✓ *1_CICPD_Overall Response Distribution*
- ✓ *6_CICPD_Professionalization by role, prov & comm*

• The results demonstrate that there is a strong interest, among both employees and management, in earning a professional credential or designation that recognizes their specialized work. In fact, 82.7% of all respondents indicated that they are interested (highly or somewhat) in earning a professional credential or designation with only 7.8% explicitly stating their disagreement.

Figure 35: Interest of in Earning A Professional Credential or Designation (Total Sample)

Interest in Earning A Professional Credential or Designation (Total Sample)

Yes, highly interested	57.0%
Yes, somewhat interested	25.7%
No, not interested	7.8%
Don't Know	4.8%
Not Applicable	4.7%
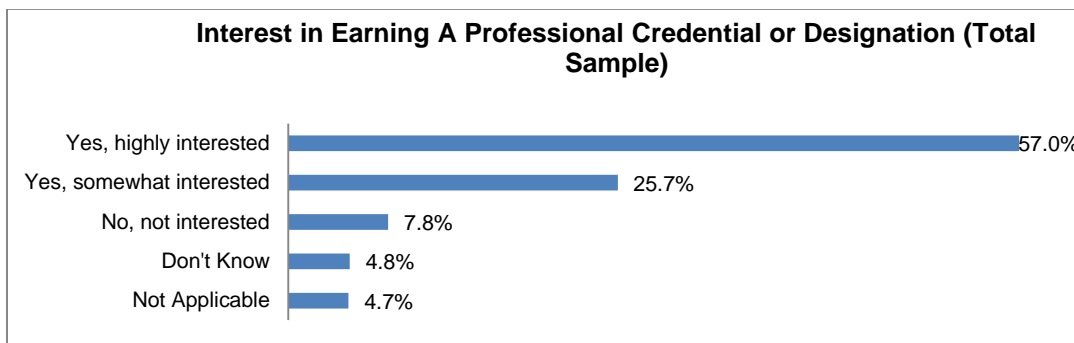
Figure 36: Interest of Supervisors in Encouraging Staff to Obtain Professional Credential or Designation

Interest in Encouraging Staff to Obtain Professional Credential or Designation

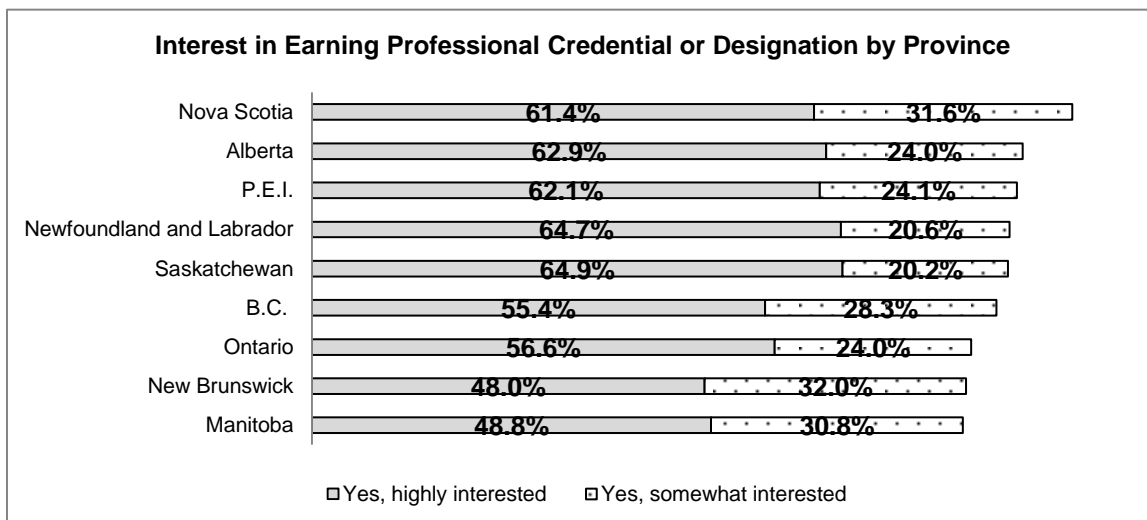|	
Yes, highly interested	51.6
Yes, somewhat interested	35.4
No, not interested	5.6
Don't Know	5.4
Not Applicable	2.0
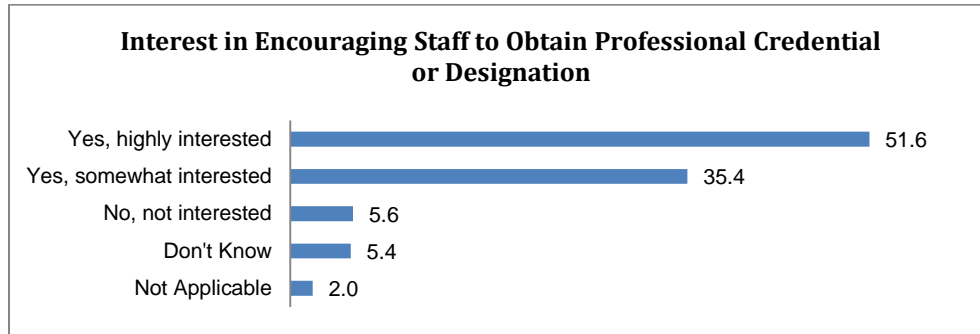
- Similarly, 87.0% of those identifying themselves as staff supervisors indicated that they are interested (highly or somewhat) in encouraging their staff to obtain a professional credential or designation, with only 5.6% in disagreement. However, compared to all respondents there is a greater proportion that is only somewhat interested in their staff obtaining professional credentials: 35.4% vs. 25.7%. This may be linked to concerns such as those expressed by the survey respondent in the quotation to the side, and other respondents who spoke about the challenge of retaining skilled staff with current compensation rates (see further below).

> *"As per the last question regarding encouraging staff to train for credentials or designations, I am divided. As soon as they gain further qualifications they leave the part time positions we can offer and I then begin again with new staff."*
> *- survey respondent*

- *Provincial trends:* As shown in Figure 37, the interest level (highly or somewhat interested) ranges from 93% for Nova Scotia down to 79.6% for Manitoba. When looking only at the proportion that are highly interested, there is a slightly greater range, from a high of 64.9% for Saskatchewan to a low of 48% for New Brunswick.

Figure 37: Interest in Earning Professional Credential or Designation by Province

Interest in Earning Professional Credential or Designation by Province

Province	Yes, highly interested	Yes, somewhat interested
Nova Scotia	61.4%	31.6%
Alberta	62.9%	24.0%
P.E.I.	62.1%	24.1%
Newfoundland and Labrador	64.7%	20.6%
Saskatchewan	64.9%	20.2%
B.C.	55.4%	28.3%
Ontario	56.6%	24.0%
New Brunswick	48.0%	32.0%
Manitoba	48.8%	30.8%

□ Yes, highly interested □ Yes, somewhat interested

- *Role trends:* As shown in Figure 38, the interest level (highly or somewhat interested) ranges from 92.6% for Volunteer Coordination Staff down to 72.6% for Language Instruction Staff.
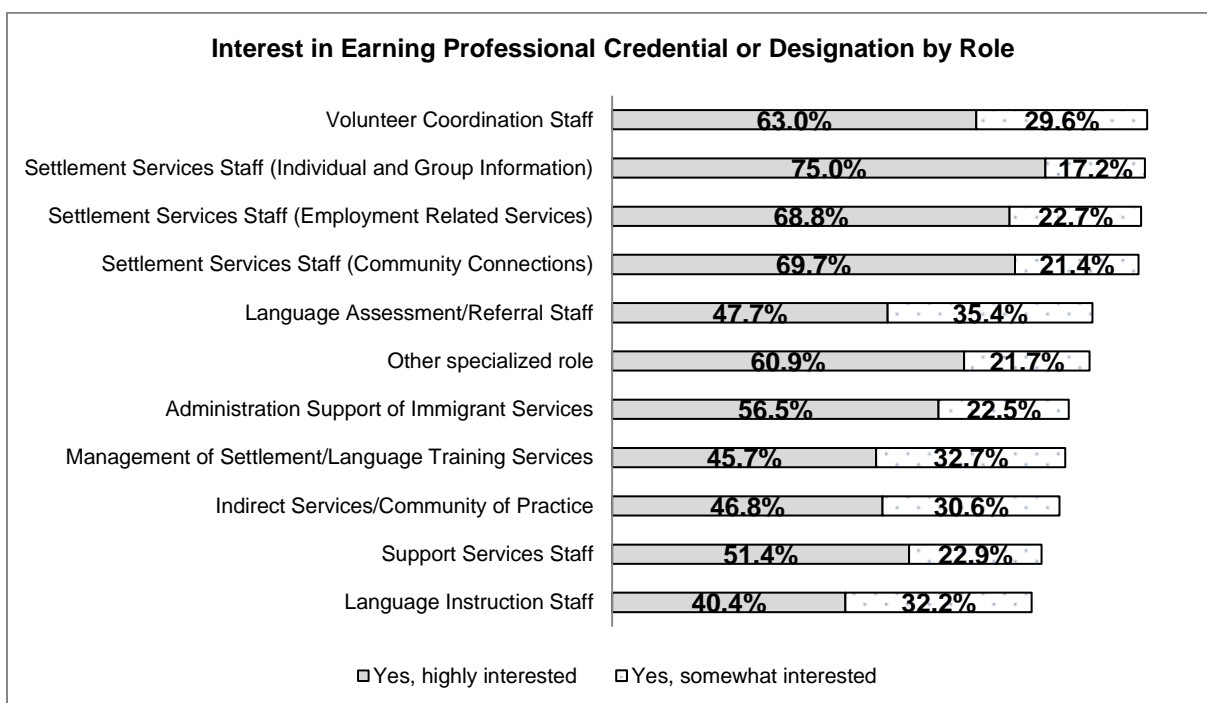
- *Role trends:* There is much greater variation in the proportion of respondents by role who are highly interested in earning a professional credential or designation. It ranges from a low of 40.4% for Language Instruction Staff to a high of 75% for Settlement Services Staff (Individual and Group Information). All three Settlement Services Staff groups are particularly interested, with 68% to 75% who say they are "highly interested".

> *"Credentials are already mandatory for language instruction staff, an additional process would be a waste of resources and duplication. I do support a credential approach for settlement workers."*
> *- survey respondent*

- *Role trends:* Comparing the interest of Managers in encouraging their staff to obtain credentials with their own interest in doing the same, it is interesting to note that while only 5.6% are not interested in encouraging their staff pursue credentials or designations, 12.8% are not interested in personally doing the same.

Figure 38: Interest in Earning Professional Credential or Designation by Role

Interest in Earning Professional Credential or Designation by Role

Role	Yes, highly interested	Yes, somewhat interested
Volunteer Coordination Staff	63.0%	29.6%
Settlement Services Staff (Individual and Group Information)	75.0%	17.2%
Settlement Services Staff (Employment Related Services)	68.8%	22.7%
Settlement Services Staff (Community Connections)	69.7%	21.4%
Language Assessment/Referral Staff	47.7%	35.4%
Other specialized role	60.9%	21.7%
Administration Support of Immigrant Services	56.5%	22.5%
Management of Settlement/Language Training Services	45.7%	32.7%
Indirect Services/Community of Practice	46.8%	30.6%
Support Services Staff	51.4%	22.9%
Language Instruction Staff	40.4%	32.2%

- *Community size trends:* The level of interest in earning a professional credential or recognition is the highest in small communities of 0–25,000 (87.9%) and lowest in

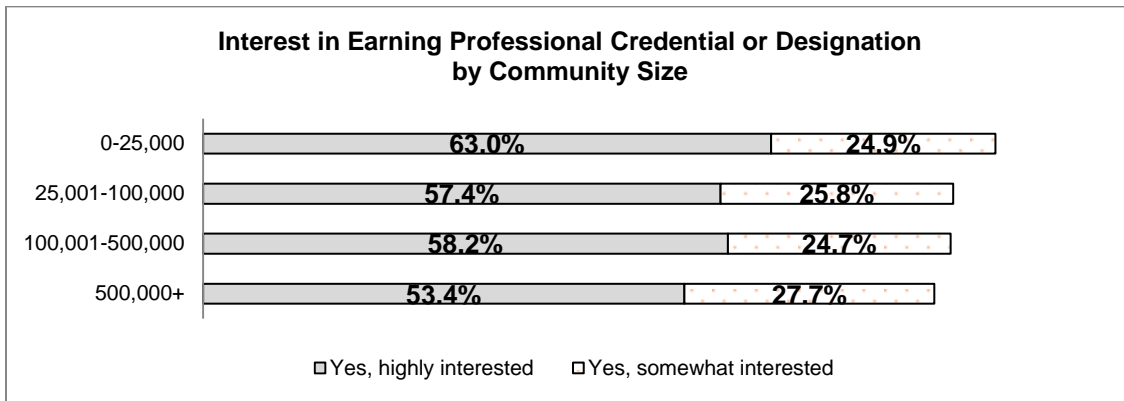large urban centres of 500,000+ (81.1%), but with only minor difference between the two (6.8%).

Figure 39: Interest in Earning Professional Credential or Designation by Community Size

Interest in Earning Professional Credential or Designation by Community Size

Community Size	Yes, highly interested	Yes, somewhat interested
0-25,000	63.0%	24.9%
25,001-100,000	57.4%	25.8%
100,001-500,000	58.2%	24.7%
500,000+	53.4%	27.7%

☐ Yes, highly interested ☐ Yes, somewhat interested

- *Factors encouraging professionalization:* The single most important factor that would encourage participation in a credential or designation process is the costs associated with the process. In fact, 51.5% of the respondents indicated that they would be encouraged to participate in getting a credential if they do not have to pay some of the costs, such as tuition, books, childcare, etc. In addition, 38.8% of the respondents said they would be more encouraged if the credential process supports their career goals. Finally, having the process take into account their level of experience was more important than taking into account their prior level of education (34.1% vs. 18.5%).

> *"I am wary of certification and designations becoming mandatory for jobs in our sector. It can create unnecessary barriers that screen out very good people. It can also create hardships for organizations outside large urban centers where it could be hard to find people with the required certificates."*
> *- survey respondent*

- *Related comments from final open-ended question:* A cursory reading of the responses to the final question finds many respondents expressing interest in professionalization of the sector and formal recognition of their specialized skills. Along with this, there were many concerns raised about the personal cost of such a process, especially in contrast to the current pay and benefits available to respondents. A number of respondents also raised concerns about the ability to attract and retain skilled staff based on current pay and benefit rates, as well as available hours and job stability.

> *"I think that adequate pay and job security should be offered along side this to prevent otherwise competent and capable settlement workers from transitioning out of the sector."*
> *- survey respondent*

9. Sectoral Support Services

Reference file:

- ✓ *1_CICPD_Overall Response Distribution*

- Similar to the way that the training needs are being quantified, mean scores were calculated to rank the listed sectoral support services by the level of importance. Respondents were asked to how important it is for Sectoral Support Agencies/Communities of Practice to provide certain services.

Figure 40: Sectoral Support Services by Importance
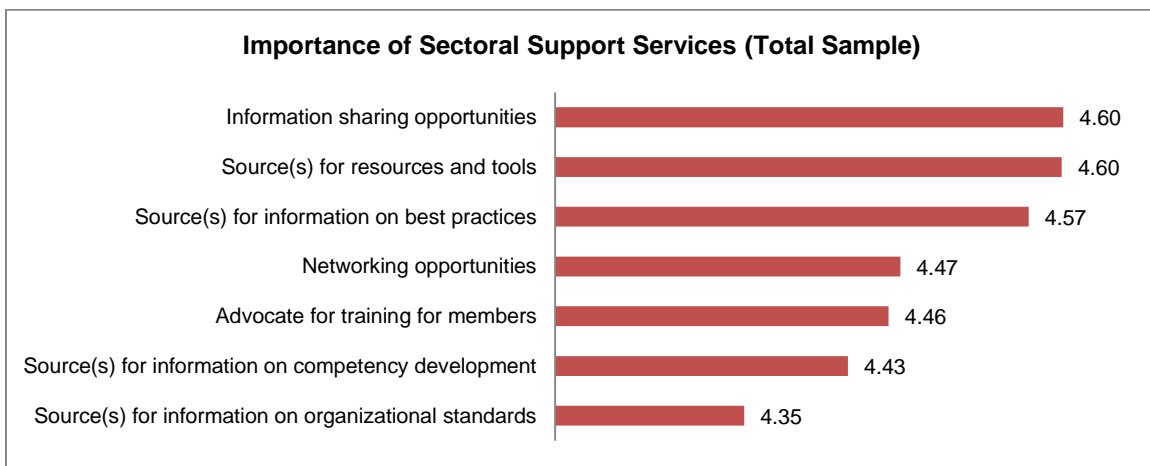
- As shown in Figure 40, "Information sharing opportunities"(4.60) and "Source(s) for resources and tools"(4.60), and "Sources for information on best practices" (4.57) are the top three most important services provided by Sectoral Support Agencies or Communities of Practice to facilitate training in the settlement sector, and this finding is consistent across all the provinces (although ranked slightly differently) except for P.E.I. where "Networking Opportunities" substitutes "Source(s) for resources and tools".

Training needs, Provinces
1 of 2

Training needs, Provinces
2 of 2
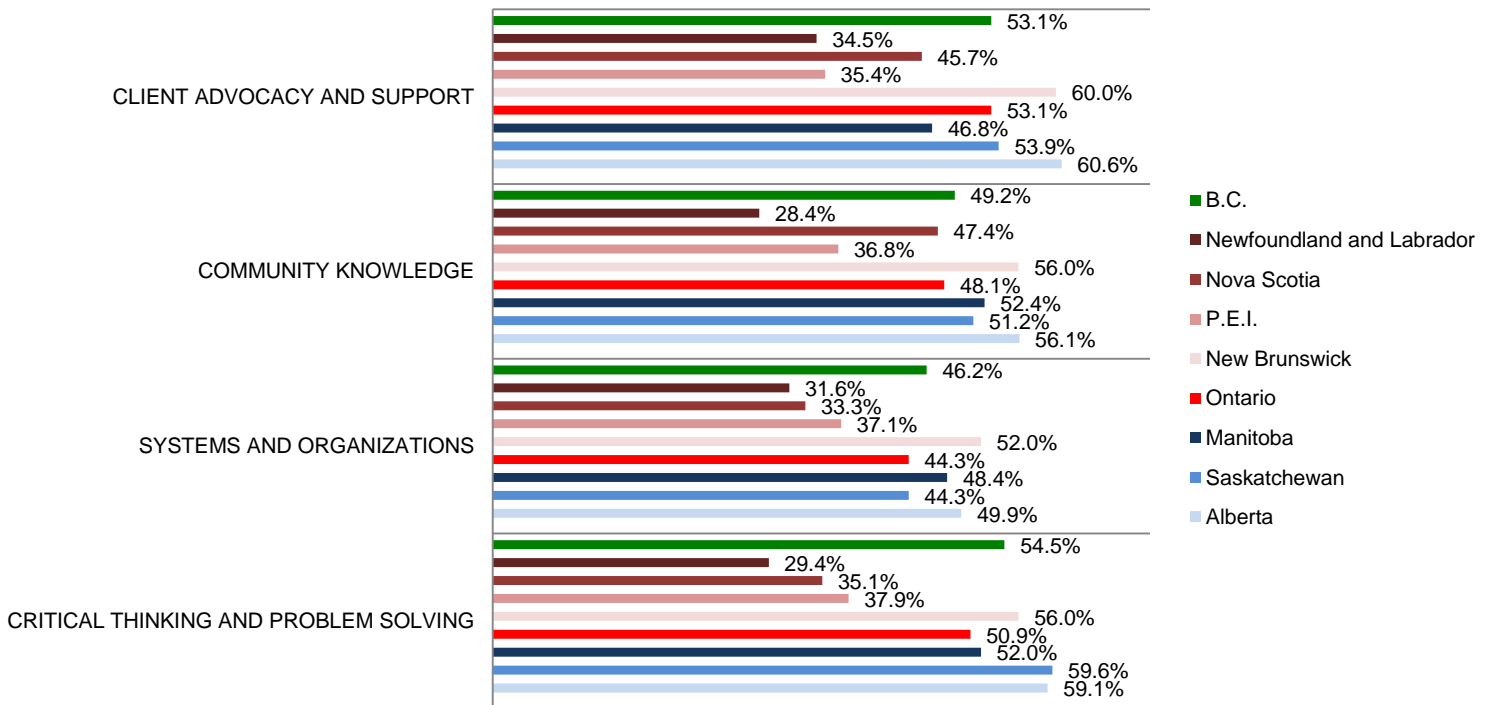
Appendix II – Training Needs, Roles (Figures)

Training Needs, Roles
1 of 2

SETTLEMENT, CULTURE AND MULTICULTURALISM
- 38.0%
- 54.3%
- 71.0%
- 62.3%
- 64.8%
- 59.3%
- 63.0%
- 52.7%
- 55.5%
- 69.3%
- 81.3%

PROFESSIONAL ACCOUNTABILITY AND ETHICS
- 41.6%
- 46.7%
- 62.1%
- 48.7%
- 53.4%
- 54.6%
- 60.2%
- 52.8%
- 50.1%
- 52.0%
- 69.6%

GROUPS AND RELATIONSHIPS
- 44.1%
- 44.9%
- 63.3%
- 48.5%
- 58.9%
- 56.6%
- 69.2%
- 53.7%
- 56.1%
- 60.8%
- 63.8%

EFFECTIVE COMMUNICATION
- 38.2%
- 45.7%
- 50.4%
- 38.7%
- 45.2%
- 48.2%
- 45.0%
- 49.2%
- 36.7%
- 41.1%
- 61.6%

Legend:
- Language Assessment/Referral Staff
- Language Instruction Staff
- Settlement Services Staff (Individual and Group Information)
- Settlement Services Staff (Employment Related Services)
- Settlement Services Staff (Community Connections)
- Support Services Staff
- Volunteer Coordination Staff
- Administration Support of Immigrant Services
- Management of Settlement/Language Training Services
- Indirect Services/Community of Practice
- Other specialized role

Training Needs, Roles
2 of 2

CLIENT ADVOCACY AND SUPPORT
- 33.8%
- 35.6%
- 65.4%
- 54.5%
- 60.6%
- 51.4%
- 55.6%
- 49.9%
- 55.0%
- 62.1%
- 71.8%

COMMUNITY KNOWLEDGE
- 36.9%
- 47.7%
- 59.7%
- 53.7%
- 56.6%
- 46.8%
- 56.8%
- 38.3%
- 40.6%
- 54.8%
- 62.3%

SYSTEMS AND ORGANIZATIONS
- 35.4%
- 32.6%
- 55.9%
- 48.7%
- 47.9%
- 38.8%
- 48.2%
- 46.6%
- 47.2%
- 46.0%
- 56.5%

CRITICAL THINKING AND PROBLEM SOLVING
- 32.3%
- 45.5%
- 60.6%
- 50.6%
- 53.8%
- 59.6%
- 63.0%
- 55.0%
- 48.5%
- 54.8%
- 73.9%

Legend:
- Language Assessment/Referral Staff
- Language Instruction Staff
- Settlement Services Staff (Individual and Group Information)
- Settlement Services Staff (Employment Related Services)
- Settlement Services Staff (Community Connections)
- Support Services Staff
- Volunteer Coordination Staff
- Administration Support of Immigrant Services
- Management of Settlement/Language Training Services
- Indirect Services/Community of Practice
- Other specialized role