

Summer Career Placements Program Research

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**The executive summary of this report is also available in French.
Le sommaire exécutif pour cette rapport est aussi disponible en français.**

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EXECUTIVE SUMMARY

Human Resources and Social Development Canada (HRSDC) commissioned Phoenix SPI to conduct research related to the Summer Career Placements program. The purpose was to assess perceptions of the initiative and to obtain information on program outcomes and impacts for employers and students in compliance with the Youth Employment Strategy Results-Based Management and Accountability Framework. The research comprised two telephone surveys, and a set of 15 in-depth interviews with Service Canada staff involved in program delivery. Telephone interviews were conducted with 802 youth and 606 employers who participated in the SCP program during the summer of 2005. Based on samples of this size, the results of the youth survey are accurate to within +/- 3.5%, 19 times out of 20, and the results of the employer survey are accurate to within +/- 4.1%, 19 times out of 20. The fieldwork for this research took place March 13 to 29, 2006.

Part 1 – Telephone Surveys

Profile of Youth Participants

Two-thirds of youth (62%) were aware of SCP, and virtually everyone (92%) knew their summer job was subsidized by the Government of Canada. Most participants (93%) returned to school this past fall or winter semester, did so on a full-time basis (90%), and attended a post-secondary institution – university (58%), community college (16%), or CEGEP (8%). In addition to having returned to school, half were working, either at another job (34%) or for their summer employer (17%). Looking ahead, the majority of youth attending post-secondary institutions (57%) plan to continue their education after completing their current diploma or degree. Once finished school, education (21%) and health professions (12%) were identified most often as the fields or sectors that students would like to work in.

Experience in Summer Career Placements

Youth held various positions last summer as part of SCP, and they most often heard about this job through friends and relatives (31%). Their job titles included labourer (11%), administrative assistant (10%) or assistant in general (9%), and camp councillor (7%). Employers corroborated this finding identifying administrative positions (10%), and various types of assistants and labourers (9% each) as the positions most frequently occupied by SCP participants in their organization. For youth, the most important reasons for taking their summer job were to obtain work experience (80%), get paid an income (79%), and acquire/improve work skills (78%). Youth tended to work for not-for-profit organizations (43%), hold their position for 2-3 months (67%), and point to the seasonal nature of their job (41%) or the fact that they returned to school (36%) to explain why their job ended. There was no uniformity in the amount of money participants earned (33% less than \$8/hour, 31% \$8 to \$9.99, and 31% \$10 and over), and the level of pay (10%) was among the main things that student participants liked least about their summer job, exceeded only by the hours of work (12%). That said, seven in ten youth indicated that the money they earned will help them meet their current or future educational expenses a lot (31%) or to some extent (39%).

Perceptions of Summer Career Placements Program & Experience

Students offered positive assessments of their SCP placement overall and in relation to its perceived impact in preparing them for future employment opportunities. The vast majority (89%) liked their work placement (59% *strongly*), felt they received adequate assistance (83%), and believe they gained new skills (81%). In addition, many said the job increased their understanding of workplace expectations (79%) and that their employer acted as a mentor or coach (74%). For youth, the main benefits of their summer job were general work experience (48%), followed at a distance by acquiring job-related skills (22%). Recall that these also were the most important reasons why youth took the summer placement. Focusing on job-related skills, feedback from youth and employers was largely consistent. Both were similarly likely to identify several skills acquired through the summer job. Employers, however, pointed to these areas somewhat more often than youth: communications (38% vs. 32%), interpersonal (38% vs. 26%), and organizational (32% vs. 21%) skills.

Turning to the impact of their summer job, most youth felt that the SCP placement had a moderate-to-big impact in all areas related to job readiness. While the job encouraged a positive attitude toward work (94%), it also had an impact on their communications skills (93%), personal responsibility (91%), transferable skills (90%), recognition of diversity (88%), confidence (85%), as well as on their ability to work in teams (85%) and market themselves (84%). While fewer felt their job had an impact on their ability to plan a career (73%), nearly two-thirds said their placement confirmed their career choice (38%), helped them choose (17%), or changed their career choice (7%). Additionally, 70% of youth think their SCP job will help them get full-time work in their chosen field. On-the-job experience, cited by 56% of students, is the main reason youth think their job will help them get full-time work in their chosen field.

Work placements tended to fare less well in terms of personal relevance. Participants were least likely to provide positive feedback on the extent to which the job was related to some of their school subjects (53%) or to their career choice (49%). Although cited by relatively small proportions (9% each), boredom and work duties were among the things that student participants liked the least about their summer job. Youth, moreover, were far more likely to view gaining experience directly related to their career preference, even if it pays less, as more important than obtaining a higher level of pay in a summer job (73% vs. 24%). Emphasizing this point, there was near unanimity that a government program that tries to help prepare students for full-time jobs through summer work experience is a good idea (94%). Clearly, youth are looking for meaningful work experience that is of relevance to their career aspirations.

Employer Perceptions of Youth Participants & Work Placement

Turning to employers, two-thirds of surveyed organizations hired only one student under the SCP program last summer (35% employed two or more) and relatively few (18%) encountered difficulties finding students with the required training or education. Had these employers not hired the student, the work most likely would have been done by full time employees (37%) or not at all (30%). In total, 71% felt that the student helped reduce the workload in the office, and 61% said the student brought fresh ideas. From the employers'

perspective, the main benefits of hiring a student were that the student took pressure off employees (36%) and provided a helpful or useful service (33%). Not only did students contribute to the organization, the vast majority of employers agreed that the job increased the student's understanding of what is expected in a work situation (93%). In addition, nine of ten employers offered positive assessments of their student indicating that s/he met their expectations with respect to the skills brought to the job. Underscoring this satisfaction with the student, 52% of employers said they intend to re-hire the student at a later date, or have already done so. Among these employers, 75% offered or will offer the student a summer job in 2006.

Employer Perceptions of the SCP Initiative

The results suggest that employers are very satisfied with SCP, with virtually everyone saying they would participate in the program next summer (96%). Additionally, employers expressed satisfaction with the initiative overall and with specific aspects of it. Satisfaction was highest in relation to the overall SCP initiative (91%), followed by the quality of service provided by the program (86%), the initial program information (83%), the ease of the application process (80%), the level and type of support (76%), as well as the deadline date (73%). Notably, employers were more likely to offer strong, not moderate satisfaction ratings, and levels of dissatisfaction did not exceed 8%. The area in which employers were least satisfied was the timeliness of the approval process for applications. Here too, however, half (54%) expressed satisfaction (only 19% were dissatisfied). Asked to suggest changes to improve the SCP Program to the benefit of both students and employers, employers most often pointed to reducing the approval time for applications (20%).

While employers offered positive assessments of SCP, the wage subsidy is an important element of the initiative. Nearly two-thirds (64%) said their organization would not have hired a student last summer if the wage subsidy had not been available. Fully 80% of these employers indicated that the wage subsidy was important for financial reasons. Even among those who would have hired their student without the wage subsidy, the wage subsidy clearly has an impact – 59% would not have paid the same wages had they not received assistance from SCP. Employers were asked for their views on what the rules for the SCP wage subsidy *should* be. More than half think the subsidy should be the same for both large and small employers (59%) and for private sector and non-profit employers (51%). Further underscoring the significance of the wage subsidy, 19% of employers identified it as the most appropriate way for government to support provision of career-related experience (despite a caveat asking them to exclude this in their responses).

Conclusions

These findings are largely consistent with those of 2004, and suggest that students and employers are satisfied with SCP and that the initiative is providing value to both groups. Most youth felt that the placement had a moderate-to-big impact in all career-related areas, and a strong majority think their summer job will help them to get full-time work in their chosen field. While youth identified the compensation among the main things they liked least, many also indicated that the money they earned will help them meet (at least to some extent) their current and/or future educational expenses. Employers, in turn, expressed

satisfaction on most program-related issues, felt that their student employee met their expectations, and would participate in the program again. The wage subsidy, however, appears to be a primary incentive for employers to hire a student. While employers reported that their student contributed to the workplace and reduced the workload in the office, the majority would not have hired the student had the wage subsidy not been available. And, many of those who said their organization would have hired the student also said they would not have paid the same wage without the financial assistance from SCP. While employers derive direct benefits from the initiative, the findings suggest that the wage subsidy is a necessary component of the employment program, without which the initiative would not enjoy the same level of employer support.

Part 2 – Interviews with Service Canada Staff

The findings indicate that Service Canada staff perceive the SCP initiative to be valuable. Most interviewed staff offered positive assessments of SCP overall, and many think the initiative is an effective employment program. No one offered decidedly negative assessments of the initiative's impact. In addition, virtually everyone pointed to the employment opportunities the program creates for youth as its main strength. Others focused on the initiative's impact at the community level when considering the benefits of the program. These individuals felt that a key strength of SCP is that it enables local businesses to create jobs that they otherwise would not have been able to fund.

Despite these positive assessments, there was a near-consensus among Service Canada staff that a number of barriers or obstacles complicate or impede the administration of SCP. Specifically, staff regularly pointed to the following:

- **MP concurrence:** While not all participants have experienced problems related to MP concurrence, almost everyone acknowledged that the MP concurrence process can, in some instances, slow down the delivery of SCP, increase administrative burden and create an impression that the process of project approval is politicized.
- **Timelines:** The clear majority of officials experienced problems with the delivery timelines of SCP. Most of the staff interviewed would like to see the application deadline moved closer to the beginning of the calendar year. This would enable them to better process the applications in a reasonable manner, rather than in the hurried way that most must do now to achieve their timelines.
- **Constituency-based budget allocation model:** Those interviewed did not offer positive assessments of the constituency-based budget allocation model. There was a fairly strong consensus that the model limits the ability to address local priorities and move funds where they are needed. Most participants would prefer to see a budget model introduced that is not linked to constituencies.

The SCP initiative, in summary, received generally favourable assessments from staff in terms of its effectiveness. From their perspective, the program falls short not in its outcomes and impacts vis-à-vis youth employment, but in its actual administration. As noted, a few obstacles were routinely identified by staff as needing improvement, and

many of the suggestions offered throughout the interviews related to ways in which the administration of SCP could be made more efficient.

SOMMAIRE

Ressources humaines et Développement social Canada (RHDSC) a retenu les services de Phoenix SPI pour réaliser une étude sur le programme Placement carrière-été. Son objectif était de recueillir les opinions au sujet de ce programme et d'obtenir des renseignements sur les résultats et les répercussions du programme, chez les employeurs et les étudiants, conformément au Cadre de gestion et de responsabilisation axé sur les résultats de la Stratégie emploi jeunesse. Phoenix SPI a réalisé un sondage téléphonique auprès de 802 jeunes et de 606 employeurs ayant participé au programme Placement carrière-été au courant de l'été 2005 et a interviewé 15 membres du personnel de Service Canada participant à l'administration du programme. Compte tenu de la taille de ces échantillons, les résultats de l'étude menée auprès des jeunes comportent un degré de précision de plus ou moins 3,5 %, 19 fois sur 20, et les résultats de celle réalisée auprès des employeurs comportent un degré de précision de plus ou moins 4,1 %, 19 fois sur 20. La cueillette des données a eu lieu du 13 au 29 mars 2006.

Partie 1 – Sondages téléphoniques

Profil des jeunes ayant participé au programme

Les deux tiers des jeunes interrogés (62 %) connaissaient le programme Placement carrière-été (PCÉ) et pratiquement tous (92 %) savaient que leur emploi, l'été dernier, avait été subventionné par le gouvernement du Canada. La plupart des participants (93 %) étaient retournés aux études pour le semestre d'automne ou d'hiver et inscrits à plein temps (90 %) dans un établissement postsecondaire : une université (58 %), un collège communautaire (16 %) ou un cégep (8 %). En plus d'être retournés aux études, la moitié des participants avaient un emploi : soit qu'ils occupaient un autre emploi (34 %), soit qu'ils travaillaient pour l'employeur qui les avaient embauchés pendant l'été (17 %). La majorité des jeunes fréquentant un établissement postsecondaire (57 %) ont dit avoir l'intention de poursuivre leurs études une fois qu'ils auraient obtenu leur diplôme. L'éducation (21 %) et les professions de la santé (12 %) sont les principaux domaines ou secteurs dans lesquels les étudiants aimeraient travailler une fois leurs études terminées.

Participation au programme Placement carrière-été

Les jeunes ont occupé divers postes l'été dernier, dans le cadre du programme PCÉ, et avaient entendu parler de l'emploi en question, principalement, par leurs amis et leur famille (31 %). Ils ont occupé des postes de manœuvre (11 %), d'adjoint administratif (10 %), d'assistant (9 %) et de moniteur de camp (7 %). Les employeurs ont corroboré ces résultats en rapportant que les postes occupés le plus souvent par les participants du PCÉ, au sein de leur entreprise, étaient en effet de nature administrative (10 %) ou qu'il s'agissait de postes d'assistant ou de manœuvre (9 % chacun). Les jeunes ont accepté l'emploi offert, d'abord et avant tout, pour acquérir de l'expérience de travail (80 %), pour gagner un revenu (79 %) et pour acquérir des habiletés de travail ou les améliorer (78 %). Les jeunes ont généralement travaillé dans des organismes sans but lucratif (43 %) et ont occupé l'emploi en question deux ou trois mois (67 %). Au moment du sondage, ils n'occupaient généralement plus cet emploi en raison de sa nature saisonnière (41 %) ou d'un retour aux études (36 %). Les jeunes n'ont pas tous tiré les mêmes revenus de leur

emploi d'été : 33 % ont gagné moins de 8 \$ l'heure, 31 % ont reçu de 8 \$ à 9,99 \$ l'heure et 31 % ont gagné 10 \$ l'heure ou plus. Les heures de travail (12 %) constituent le principal aspect que les participants ont dit avoir aimé le moins de leur emploi d'été, suivi de très près du salaire reçu (10 %). Ceci dit, sept jeunes sur dix ont indiqué que l'argent gagné pendant l'été les aiderait beaucoup (31 %) ou quelque peu (39 %) à payer leurs frais d'études cette année ou plus tard.

Opinion des jeunes sur le programme Placement carrière-été et sur leur expérience

Les jeunes se sont dits satisfaits de leur emploi d'été, en général, et de sa contribution à leur future carrière. La vaste majorité des participants (89 %) avaient aimé leur emploi d'été (59 % l'avaient *beaucoup* aimé), ont rapporté avoir obtenu suffisamment d'aide dans l'accomplissement de leurs tâches (83 %) et estimaient avoir acquis de nouvelles compétences grâce à cet emploi (81 %). Plusieurs ont aussi indiqué que cet emploi leur avait permis de mieux comprendre les attentes en milieu de travail (79 %) et que leur employeur avait agi comme un mentor ou un guide (74 %). Pour ce qui est des bienfaits de leur emploi, les jeunes ont indiqué que celui-ci leur avait surtout permis d'acquérir une expérience de travail (48 %) et, en second lieu, des compétences liées à l'emploi (22 %). Rappelons que ces deux aspects constituaient les principaux objectifs qu'avaient les jeunes en acceptant l'emploi en question. En ce qui concerne les compétences acquises liées à l'emploi, les jeunes et les employeurs ont offert sensiblement les mêmes commentaires et ont rapporté l'acquisition de plusieurs compétences dans le cadre de l'emploi d'été. Les employeurs ont toutefois mentionné un peu plus souvent les compétences suivantes : l'aptitude à communiquer (38 % vs 32 %), la communication interpersonnelle (38 % vs 26 %) et les habiletés organisationnelles (32 % vs 21 %).

En ce qui a trait aux répercussions de leur emploi d'été, la plupart des jeunes étaient d'avis que celui-ci a contribué assez, sinon beaucoup, à leur employabilité. Non seulement cet emploi a-t-il contribué au développement d'une bonne attitude à l'égard du travail (94 %), mais il leur a aussi permis d'améliorer leurs habiletés de communication (93 %), d'accroître leur sens de responsabilité personnelle (91 %), de développer des habiletés transférables (90 %), de mieux reconnaître et respecter la diversité et les différences individuelles (88 %), d'accroître leur confiance en eux (85 %), d'améliorer leur habileté à travailler en équipe (85 %) et d'améliorer leur habileté à se présenter efficacement aux employeurs potentiels (84 %). Si un moins grand nombre de jeunes étaient d'avis que leur emploi avait amélioré leur capacité de planifier une carrière (73 %), près des deux tiers des participants ont néanmoins rapporté que leur emploi d'été leur avait permis de confirmer leur choix de carrière (38 %), les avait aidés à choisir une carrière (17 %) ou les avait incités à en choisir une autre (7 %). De plus, 70 % des jeunes interrogés ont dit croire que cet emploi d'été les aidera à obtenir un emploi à plein temps dans leur domaine et ce, surtout, en raison de l'expérience acquise en milieu de travail (56 %).

Les jeunes interrogés se sont montrés toutefois moins satisfaits de leur emploi d'été sur le plan personnel. Ils se sont dits surtout insatisfaits du lien entre leur emploi d'été et certaines de leurs matières scolaires (53 %) ou leur future carrière (49 %). L'ennui et les tâches à accomplir (9 % chacun), notamment, ont été mentionnés à quelques reprises parmi les aspects ayant le plus déplu aux jeunes. Les jeunes estimaient plus important d'acquérir

de l'expérience directement liée à leur choix de carrière, même à un salaire moindre, que de gagner un salaire plus élevé (73 % vs 24 %). De plus, pratiquement tous les jeunes interrogés pensaient qu'un programme gouvernemental visant à préparer les étudiants à des emplois à plein temps au moyen d'emplois d'été était une bonne idée (94 %). De toute évidence, les jeunes cherchent à obtenir une expérience de travail valable, en lien avec leurs aspirations professionnelles.

Opinion des employeurs au sujet des participants et de l'emploi d'été

Passons maintenant aux commentaires des employeurs. Les deux tiers des organisations consultées n'avaient embauché qu'un seul étudiant dans le cadre du programme PCÉ l'été dernier (35 % en avaient embauché deux ou plus) et relativement peu d'employeurs (18 %) ont dit avoir eu de la difficulté à trouver des étudiants qui possédaient la formation ou les antécédents scolaires nécessaires. Si ces employeurs n'avaient pas embauché ces étudiants, le travail aurait été effectué, selon toute probabilité, par des employés à plein temps (37 %) ou n'aurait pas été fait (30 %). Au total, 71 % des employeurs interrogés étaient d'avis que l'étudiant avait contribué à réduire la charge de travail du bureau et 61 % ont indiqué que l'étudiant avait amené des idées nouvelles. Du point de vue des employeurs, les principaux avantages tirés de l'embauche d'un étudiant ont été les suivants : leur travail a permis d'alléger la charge de travail des autres employés (36 %) et leur contribution s'est révélée utile (33 %). Non seulement les étudiants ont-ils contribué à l'organisation mais les employeurs s'entendaient pour dire que l'emploi avait permis à l'étudiant de mieux comprendre les attentes en milieu de travail (93 %). De plus, neuf employeurs sur dix étaient d'avis que l'étudiant embauché avait répondu à leurs attentes en matière d'aptitudes. D'autres résultats montrent cette satisfaction des employeurs à l'égard des étudiants embauchés : 52 % des employeurs interrogés ont dit avoir l'intention d'embaucher le même étudiant de nouveau ou lui avaient déjà offert un autre emploi. Parmi ces employeurs, 75 % avaient l'intention d'offrir un emploi d'été au même étudiant en 2006, ou l'avaient déjà fait.

Opinion des employeurs sur le programme Placement carrière-été

Les données obtenues suggèrent que les employeurs sont très satisfaits du programme PCÉ : pratiquement tous les employeurs interrogés ont exprimé l'intention de participer au programme l'été prochain (96 %). Les employeurs se sont dits satisfaits du programme, dans son ensemble, et des divers aspects de celui-ci. C'est à l'égard du programme, en général, qu'on se montre le plus satisfait (91 %). Suivent ensuite la qualité du service offert (86 %), les renseignements initiaux reçus au sujet du programme (83 %), la facilité du processus de demande (80 %), le genre d'aide offert (76 %) et la date d'échéance (73 %). Soulignons que les employeurs satisfaits ont généralement exprimé une grande satisfaction et que 8 % des employeurs interrogés, tout au plus, ont manifesté une insatisfaction quelconque. La rapidité du processus d'approbation de la demande constituait la plus importante source d'insatisfaction. Ici aussi, toutefois, la moitié des employeurs (54 %) se sont dits satisfaits (seulement 19 % se sont dits insatisfaits). Invités à proposer des modifications au programme PCÉ, modifications qui seraient bénéfiques à la fois aux étudiants et aux employeurs, les employeurs ont recommandé, le plus souvent, de réduire le délai d'approbation des demandes (20 %).

Bien que les employeurs aient formulé des commentaires favorables à l'égard de l'ensemble du programme PCÉ, cette satisfaction était grandement attribuable à la subvention salariale. Près des deux tiers (64 %) des employeurs interrogés ont indiqué que leur organisation n'aurait pas embauché un étudiant l'été dernier si la subvention salariale n'avait pas été offerte. La grande majorité (80 %) d'entre eux ont expliqué que cette subvention avait été importante pour des raisons financières. Cette subvention s'est aussi révélée utile chez ceux qui auraient embauché un étudiant, même en l'absence de subvention salariale : 59 % d'entre eux n'auraient pas pu verser le même salaire sans l'aide du programme PCÉ. Nous avons interrogé les employeurs sur les règles à appliquer en matière de subvention salariale, dans le cadre du programme PCÉ. Plus de la moitié d'entre eux étaient d'avis que la subvention salariale devrait être la même pour tous les employeurs, sans égard à la taille de l'organisation (59 %), et qu'elle devrait aussi être la même pour les employeurs du secteur privé et les organismes sans but lucratif (51 %). Démontrant encore l'importance de la subvention salariale, 19 % des employeurs interrogés étaient d'avis que celle-ci constituait le moyen le plus approprié que pouvait prendre le gouvernement pour encourager les employeurs à offrir aux étudiants une expérience professionnelle liée à leur future carrière (malgré que la question posée leur demandait d'exclure la subvention salariale de leur réponse).

Conclusions

Les résultats de cette étude ressemblent à ceux obtenus en 2004. Il semble que les étudiants et les employeurs soient satisfaits du programme PCÉ et que celui-ci soit avantageux pour les uns et pour les autres. La plupart des jeunes étaient d'avis que leur emploi d'été avait contribué assez, sinon beaucoup, à tous les aspects relatifs à leur future carrière, discutés dans ce sondage, et une forte majorité d'entre eux ont dit que celui-ci les aiderait à décrocher un emploi à plein temps dans le domaine qu'ils avaient choisi. Si le salaire faisait partie des principales doléances des jeunes, plusieurs ont néanmoins indiqué que l'argent qu'ils avaient gagné les aiderait (au moins dans une certaine mesure) à payer leurs frais d'études cette année ou plus tard. Les employeurs, pour leur part, se sont montrés satisfaits de la plupart des aspects du programme discutés dans ce sondage, estimaient que l'étudiant embauché avait répondu à leurs attentes et ont indiqué qu'ils participeraient de nouveau au programme. La subvention salariale semble, toutefois, constituer le principal incitatif à l'embauche d'étudiants. Bien que les étudiants aient contribué à l'organisation et aient permis de réduire la charge de travail, la majorité des employeurs n'auraient pas embauché l'étudiant en question si la subvention salariale n'avait pas été offerte. Et, plusieurs des employeurs qui auraient embauché un étudiant, même en l'absence de subvention salariale, n'auraient pas pu verser le même salaire sans l'aide financière du programme PCÉ. Bien que les employeurs aient tiré plusieurs avantages du programme, les résultats indiquent que la subvention salariale constitue une composante nécessaire de ce programme d'emploi et que c'est sur elle, essentiellement, que repose la popularité du programme.

Partie 2 – Entrevues auprès du personnel de Service Canada

Les résultats obtenus indiquent que le personnel de Service Canada juge utile le programme PCÉ. La plupart des personnes interrogées ont accordé une bonne note au programme, dans son ensemble, et plusieurs étaient d'avis qu'il s'agit là d'un programme d'emploi efficace. Personne n'a fait de commentaires vraiment négatifs sur les résultats du programme PCÉ. De plus, pratiquement toutes les personnes interrogées étaient d'avis que la création d'emplois pour les jeunes, que permettait ce programme, constituait son principal point fort. D'autres membres du personnel ont surtout parlé des bienfaits du programme pour la collectivité, quand nous les avons interrogés sur les principales forces du programme PCÉ. Ces personnes étaient d'avis qu'une des grandes forces du programme était de permettre la création d'emplois au sein d'entreprises locales, emplois qu'elles ne pourraient offrir sans ce programme, faute de ressources financières suffisantes.

Malgré ces commentaires favorables, presque tous les membres du personnel de Service Canada interrogés ont mentionné la présence d'obstacles compliquant ou nuisant à l'administration du PCÉ. Les obstacles qui sont revenus le plus souvent étaient les suivants :

- L'obtention de l'accord du député : Bien que toutes les personnes interrogées n'ont pas connu des difficultés rattachées au processus d'obtention de l'accord du député, presque tous reconnaissent, néanmoins, que celui-ci peut, dans certaines circonstances, ralentir les choses, alourdir le fardeau administratif, et créer une impression que le processus est politisé.
- elles étaient généralement d'avis que ce processus d'obtention de l'accord du député nuit à l'administration du PCÉ. Si les participants n'avaient pas tous connu des difficultés relativement à ce processus,
- Les délais : Une nette majorité a rapporté éprouver des difficultés en raison du calendrier d'exécution du programme PCÉ. La plupart des personnes interrogées aimeraient que la date d'échéance pour déposer une demande soit déplacée vers le début de l'année civile. Une telle modification leur permettrait d'accorder le temps nécessaire au traitement des demandes au lieu de traiter celles-ci à la hâte, comme la plupart le font maintenant, pour respecter les dates limites.
- L'allocation des fonds par circonscription : Les personnes interrogées ne voyaient pas d'un bon œil l'allocation des fonds par circonscription. Pratiquement toutes étaient d'avis que cette façon de faire ne permet pas de voir adéquatement aux besoins locaux et d'investir les ressources là où il faut. La plupart des participants préféreraient le recours à un modèle budgétaire non fondé sur les caractéristiques des circonscriptions.

En résumé, les membres du personnel interrogés ont généralement accordé une bonne note au programme PCÉ au chapitre de l'efficacité. Selon eux, les faiblesses du programme ne se situent pas dans ses résultats en matière d'emploi chez les jeunes mais bien dans son administration. Tel qu'indiqué, le personnel a mentionné systématiquement, en entrevue, quelques obstacles ou aspects à améliorer et plusieurs des suggestions formulées visaient à rendre plus efficace le processus administratif entourant le programme PCÉ.

INTRODUCTION

Phoenix Strategic Perspectives Inc. was commissioned by Human Resources and Social Development Canada (HRSDC) to conduct surveys among student participants and employers who participated in the Summer Career Placements (SCP) program during the summer of 2005. Similar research has been undertaken in previous years, with the most recent assessment in 2004. This year, in addition to the surveys, qualitative research was conducted with Service Canada staff who deliver the SCP program.

Background & Objectives

The Services for Families, Children, Seniors, and Youth Directorate of Service Canada and the Active Employment Measures Directorate of Human Resources and Social Development Canada (HRSDC) supports Summer Career Placements to help prepare students for future employment. To the greatest extent possible, efforts are made to provide placements for students that are relevant to the student's field of study and/or future career interests. Government of Canada support for work experience continues to be in the form of a wage subsidy provided to private, public and not-for-profit sector employers providing summer jobs for students.

The purpose of this survey was to comply with the Youth Employment Strategy (YES) Results-Based Management and Accountability Framework approved by Treasury Board and to obtain information based on program outcome indicators and related information on the program and impacts for students. The research objective was to assess perceptions of SCP by obtaining quantitative feedback from students and employers that participated in the SCP program in 2005, and qualitative feedback from Service Canada staff who participate in the delivery of the SCP program.

The main areas of investigation associated with each of these target audiences is identified below:

Students:

- The number of students in work experiences related to field of study.
- The satisfaction of students with work experiences.
- Student views on enhanced employability skills.
- Number of students returning to post-secondary educational studies.
- Number of students engaged in career-related employment.
- Type of skills acquired through work experience.
- Views on the length of work placements.

Employers:

- Satisfaction of employers with the SCP program.
- Employer views on student employability skills and career-related skills.
- Impact of application deadline date, paperwork, and payment process.
- Views on the length of work placements.

Service Canada Staff:

- Views related to the administration of the program.
- Impact of budget changes and time of release.

Where possible, question wording in the student and employer surveys matched the wording used in previous years to evaluate the program to enable comparisons of key issues over time.

Research Design

To address the research objectives, this project consisted of both quantitative and qualitative elements. More specifically, it comprised the following:

Part 1: Telephone Surveys with Students and Employers:

Two telephone surveys were undertaken March 13-29, 2006 with students and employers that participated in the SCP program in 2005. In total, 802 interviews were conducted with youth and 606 with employers. Based on samples of this size, the results of the youth survey are accurate to within +/- 3.5%, 19 times out of 20, and the results of the employers survey are accurate to within +/- 4.1%, 19 times out of 20.

The following specifications applied to the surveys:

- Both surveys were administered by telephone, with interviews of employers occurring during regular business hours, and interviews with youth conducted primarily during the evenings and on weekends.
- Interviews were conducted across Canada in proportion to the distribution of SCP placements.
- For the employer survey, interviews were allocated by type of organization (private company, not-for-profit, and para-governmental organizations) in proportion to the participation rate of these organizations in the SCP program (i.e. again, no oversampling). Presented below is the breakdown of employers by type of organization that was provided in 2005:
 - Private sector companies: 28%
 - Not-for-profit organizations: 63%
 - Para-governmental organizations (e.g. hospitals, municipalities): 10%
- For the student survey, interviews were also allocated by type of organization (private company, not-for-profit, and para-governmental organizations) in proportion to the rate of these organizations in the SCP program.
- The questionnaires were designed to address the research objectives, and were based largely on the versions used in previous years.
- Up to eight call-backs were attempted per record.
- For all youth participants under 18 years of age parental/guardian consent was obtained before proceeding with interviewing the youth.
- The surveys were made available in both official languages.

Note:

Unless otherwise specified, the total number of respondents for the student survey is 802 and for the employer survey 606. When the full sample was not asked certain questions, the *number* of respondents (not the percentage) who were asked the question is provided. The following method is used to denote this: n = 100, which means the number of respondents, in this instance, is 100.

Please note that some of the graphs do not sum to 100% due to rounding.

The following tables present call disposition information for this study, including the response rates (using the industry standard formula – refer to appendix for full description of codes):

SCP Employers

A (1-14)	Total Attempted	2368
1	Not in service (disp 4,44,47)	68
2	Fax (disp 10,46)	19
3	Invalid #/Wrong# (disp 9,12,13,43,77,88)	80
B (4-14)	Total Eligible	2201
4	Busy (disp 2,42)	14
5	Answering machine (disp 3,8,45)	611
6	No answer (disp 1,41,48)	218
7	Language barrier (disp 11)	23
8	Ill/Incapable (disp 14)	53
9	Eligible not available/Callback (disp 6,7)	442
C (10-14)	Total Asked	840
10	Household/Company Refusal (disp 15,21)	61
11	Respondent Refusal (disp 22,23,26,27,89)	158
12	Qualified Termination (disp 24,28,29)	11
D (13-14)	Co-operative Contact	610
13	Not Qualified (disp 3X,25)	4
14	Completed Interview (disp 20)	606
	REFUSAL RATE	27.38
	(10+11+12) / C	
	RESPONSE RATE	27.71
	D (13-14) / B (4-14)	

SCP Students

A (1-14)	Total Attempted	8453
1	Not in service (disp 4,44,47)	571
2	Fax (disp 10,46)	45
3	Invalid #/Wrong# (disp 9,12,13,43,77,88)	494
B (4-14)	Total Eligible	7343
4	Busy (disp 2,42)	89
5	Answering machine (disp 3,8,45)	2726
6	No answer (disp 1,41,48)	1445
7	Language barrier (disp 11)	69
8	Ill/Incapable (disp 14)	182
9	Eligible not available/Callback (disp 6,7)	1469
C (10-14)	Total Asked	1363
10	Household/Company Refusal (disp 15,21)	261
11	Respondent Refusal (disp 22,23,26,27,89)	273
12	Qualified Termination (disp 24,28,29)	15
D (13-14)	Co-operative Contact	814
13	Not Qualified (disp 3X,25)	12
14	Completed Interview (disp 20)	802
	REFUSAL RATE	40.28
	(10+11+12) / C	
	RESPONSE RATE	11.09
	D (13-14) / B (4-14)	

Part 2: In-Depth Interviews with Service Canada Staff:

In addition to the phone surveys with SCP students and employers, a set of 15 in-depth interviews was conducted with Service Canada staff involved in the delivery of the program. The interviews lasted approximately 30-40 minutes, and were conducted in either English or French, as per the request of the respondent. The areas of investigation contained some overlap with those included in the student and employer surveys, although many new issues were also explored. Participants were sent a copy of the discussion guide by email in advance of the interviews so that they could reflect on the issues to be explored and offer more considered feedback.

This was not intended to be a broad evaluation of the SCP initiative, but rather was designed to assess certain aspects of the initiative's administration. The intent of this qualitative component of the research was to explore in more detail staff perceptions of aspects of SCP's administration previously identified as being potentially burdensome or problematic. The interview guide, therefore, was narrow in scope designed to elicit targeted feedback from staff on specific issues in order to help guide future efforts to improve and make more efficient the administration of the SCP initiative (please see the Appendices section of this report for a full copy of the interview guide).

This report is divided into two parts to coincide with the quantitative and qualitative research components of the research program. Part 1 describes the results of the two surveys, and Part 2 presents the results of the in-depth interviews.

Appended to this report are notes on the subgroup variations within each of the surveyed populations, the full call disposition descriptions, copies of the survey questionnaires (French and English) and the in-depth interview guide (French and English).

PART 1: TELEPHONE SURVEYS

Part 1 describes the findings from the quantitative components of this research program, the two telephone surveys.

SURVEY OF STUDENT PARTICIPANTS

This section presents the results of the student participant survey.

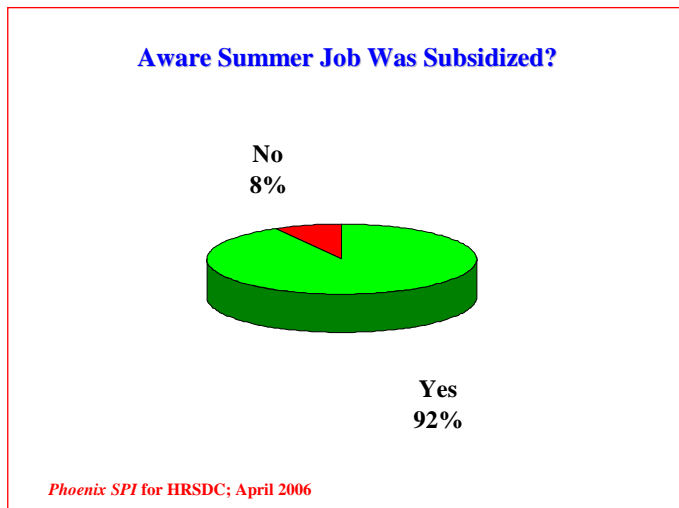
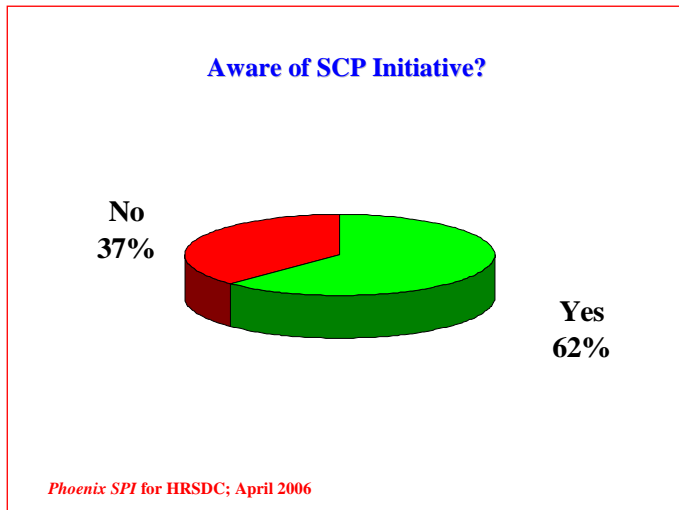
BACKGROUND

This section explores a number of background and education issues.

Most Aware of SCP Program & That Job Was Subsidized

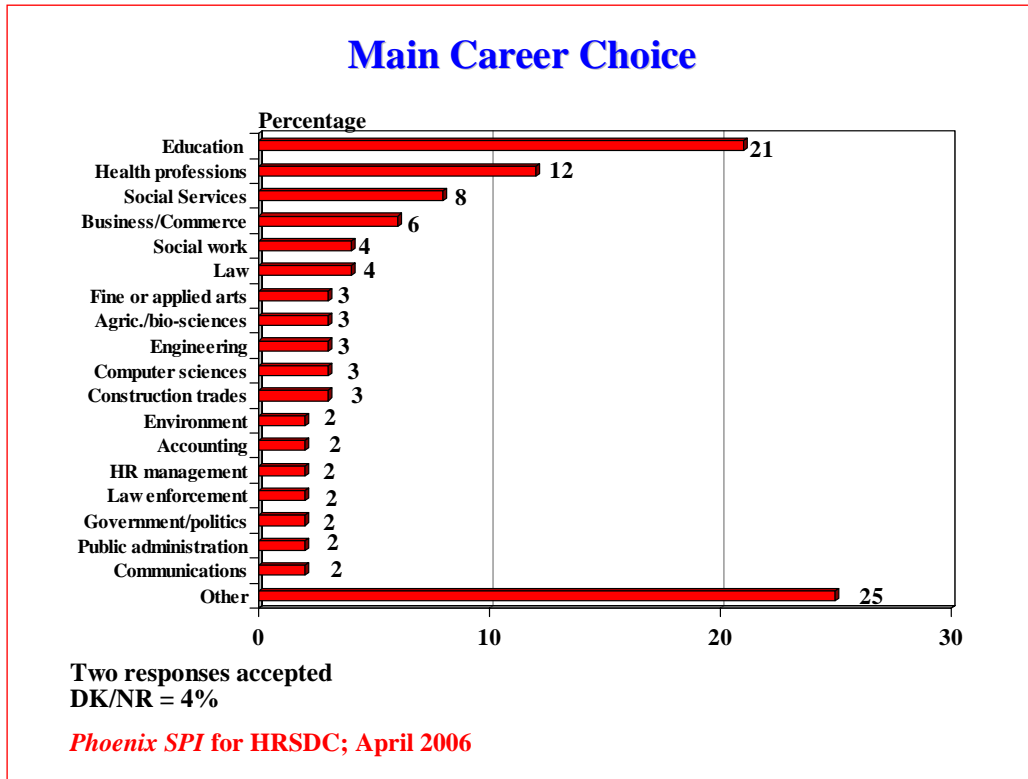
Student participants were asked if they were aware of the SCP program. Fully 62% said that they were, while 37% acknowledged that they were not. As well, the overwhelming majority (92%) claimed to be aware that their summer job was subsidized by the Government of Canada.

Compared to 2004, fewer students were aware of the initiative (62% vs. 70%), but virtually identical numbers knew that their job was subsidized (90-92%).



Chosen/Preferred Career Field

Participants identified various different fields or sectors that they would like to work in once they finished school, most of which were identified by a small number of surveyed participants. Only two sectors were identified frequently: education (21%) and the health professions (12%) (two responses accepted). The only other sectors to be identified with any frequency were social services (8%) and business and commerce (6%).

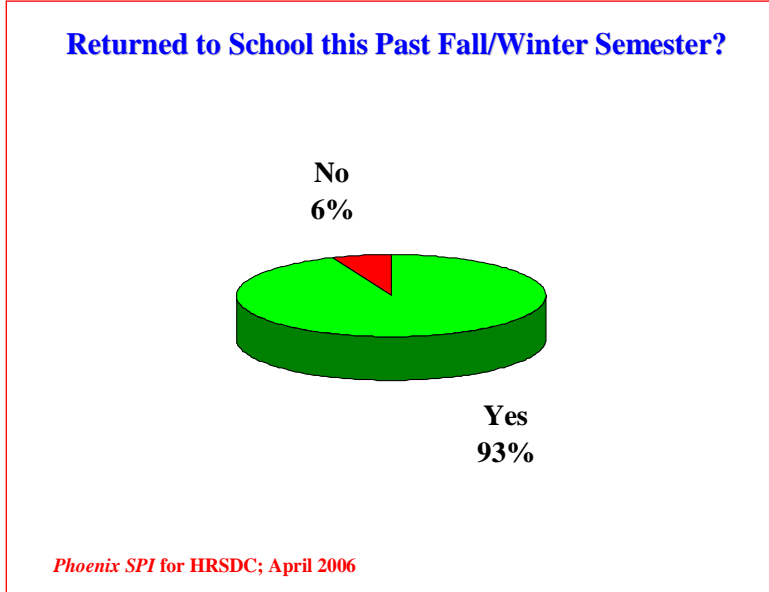


As the accompanying graph shows, no more than 4% of students identified any other sector or field. Included in the other category are a wide range of sectors such as social work, law, fine or applied arts, agriculture/biology, engineering, computer sciences, construction trades, environment, accounting, HR management, law enforcement, government/politics, public administration, and communications.

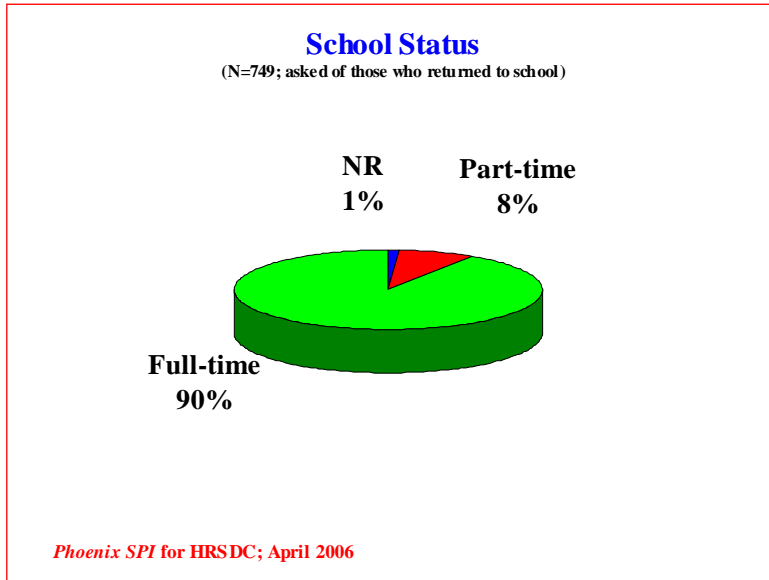
There has been no noteworthy change in the fields or sectors that youth would like to work in once they finish school compared to 2004.

Vast Majority Have Returned to School, Most at Post-Secondary Level

The vast majority of participants (93%) returned to school this past fall or winter semester. This is identical to the 2004 findings, but it is down slightly from 2000 when 96% of participants returned to school.

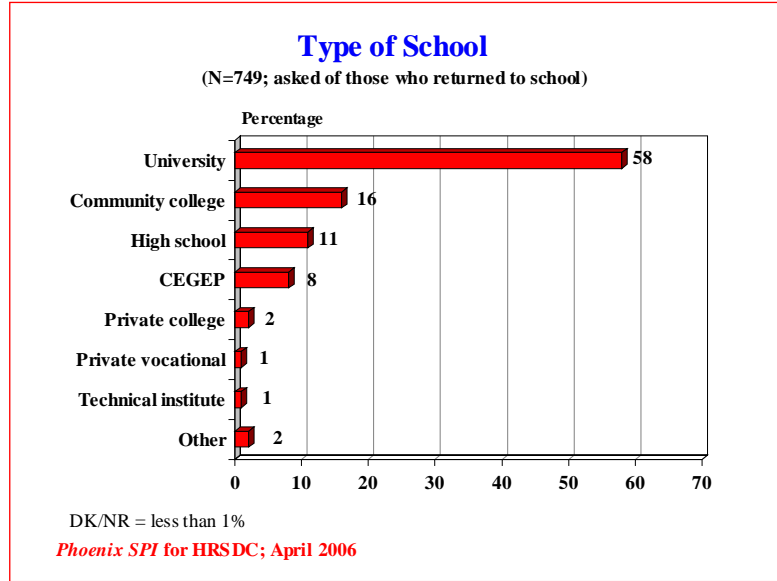


As well, almost all of these youth returned to school on a full-time basis (90%). In 2004, slightly more were enrolled on a full-time basis (93%).



Most students are attending university (58%) or some other post-secondary institution such as a community college (16%), CEGEP (8%), private college (2%), or a private vocational school or technical institute (1% each). A little more than one in ten (11%) are attending high school.

With the exception of high school attendance (11% vs. 16% in 2004), there has been virtually no change in this area since the previous study.



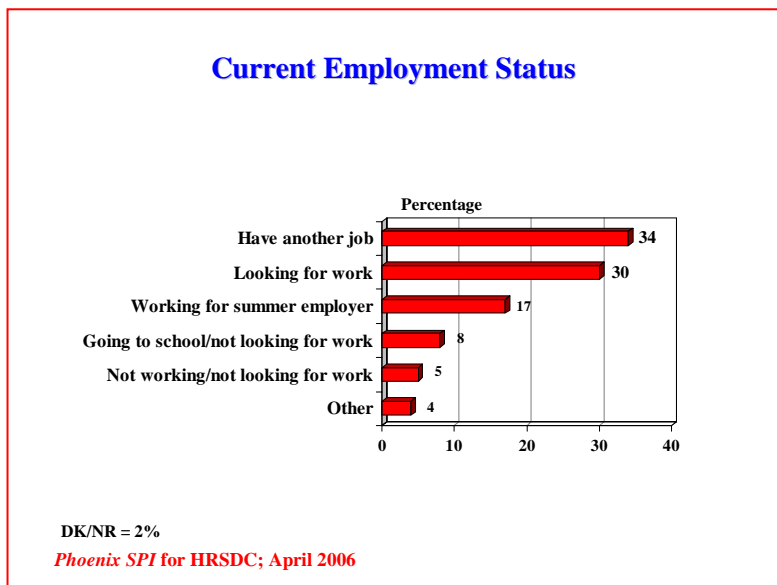
Employment Status

Students were asked about their current employment situation. They were asked which of the following situations applied to them at present:

- Looking for work.
- Continuing to work for their summer employer.
- Working at another job.
- Doing something else.

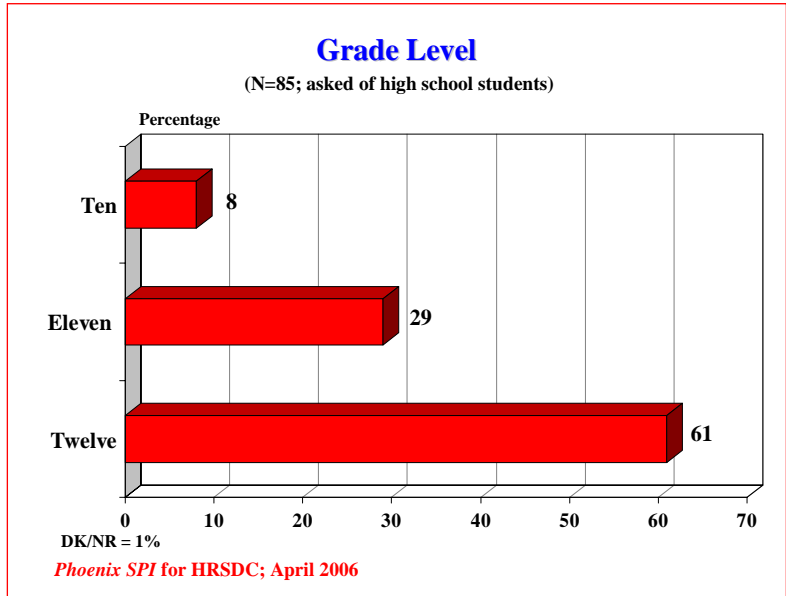
More than half said they were working, either at another job (34%) or continuing to work for their summer employer (17%). Students who did not have a job were more than twice as likely to be looking for a job (30%), rather than not looking for one (13%).

Unemployed youth in 2004 were more likely to not be looking for work compared to this year (28% in 2004 vs. 13% in 2006).



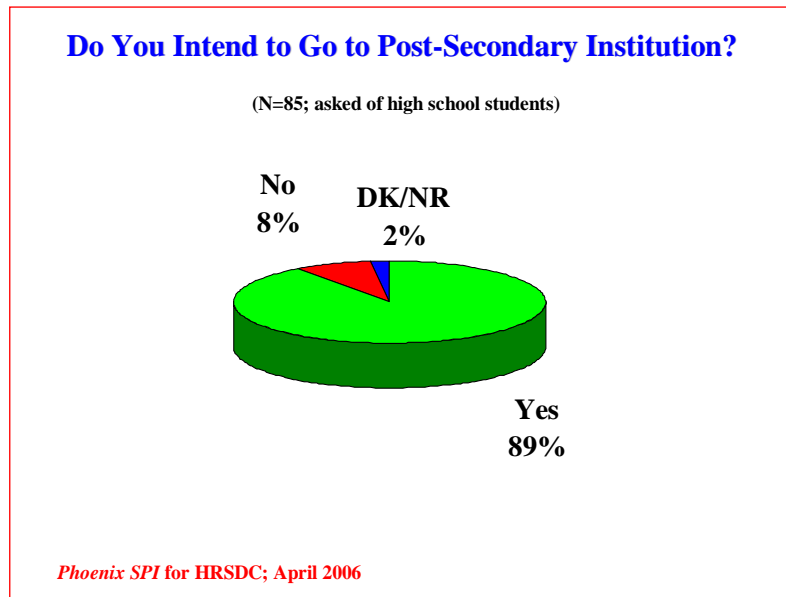
High School Students & Their Education Plans

Of the high school students in the SCP program (n = 85), most were nearing completion of their secondary schooling. Among those currently enrolled in high school, 61% are in grade 12, 29% in grade 11, 8% in grade 10.



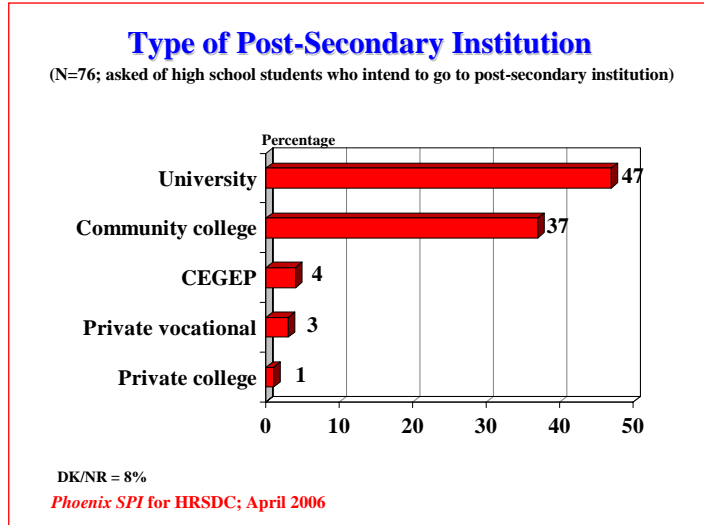
Most high school students (89%) plan to go to a post-secondary institution once they have finished high school (8% said no).

This is up slightly since 2004 when 84% indicated their intent to go to a post-secondary institution.

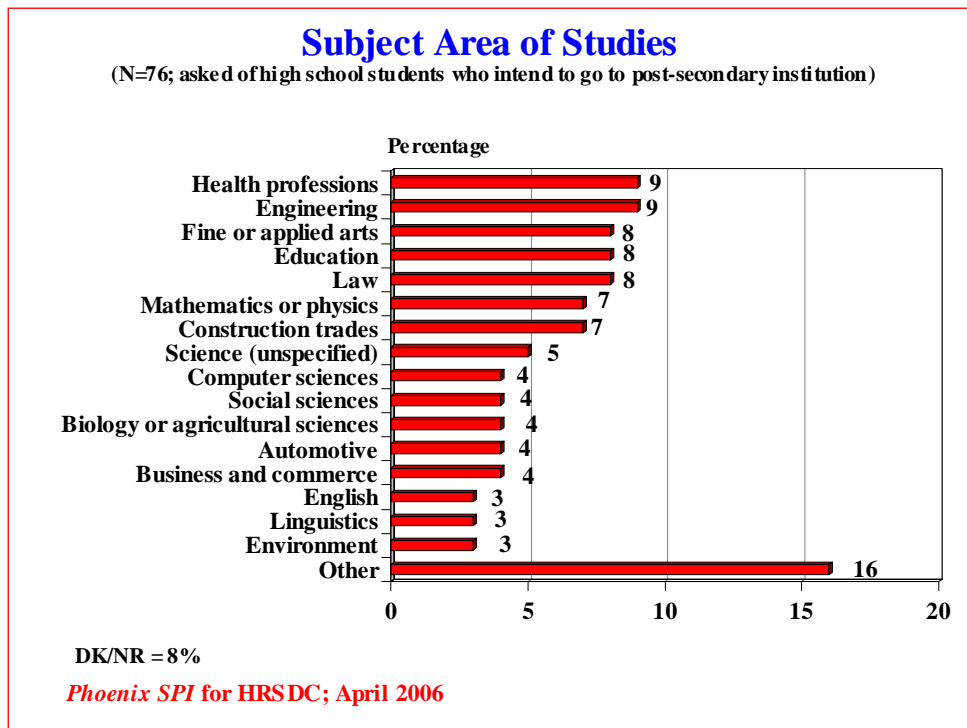


Nearly half of the high school students who plan to go to a post-secondary institution say they plan to attend a university (47%). Most of the rest plan to attend a community college (37%). Small numbers identified a CEGEP (4%), private vocational school (3%), or a private college (1%). Eight percent were uncertain.

Compared to 2004, slightly more high school students intend to go to a community college (37% in 2006 vs. 30% in 2004). The same proportion plan to attend a university.



The accompanying graph shows the fields cited by these same high school students when asked to identify the area in which they plan to specialize (multiple responses accepted). Health professions and engineering topped the list of subject specialties (9% each). They were followed closely by fine or applied arts, education and law (8% each).

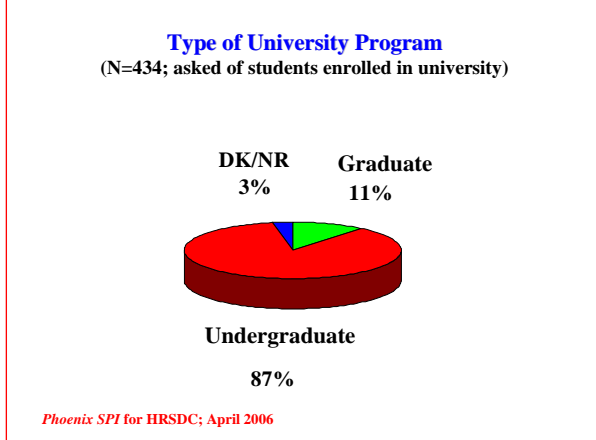


Compared to 2004, high school students are less likely to intend to specialize in business and commerce (4% in 2006 vs. 11% in 2004). Most other areas are essentially unchanged.

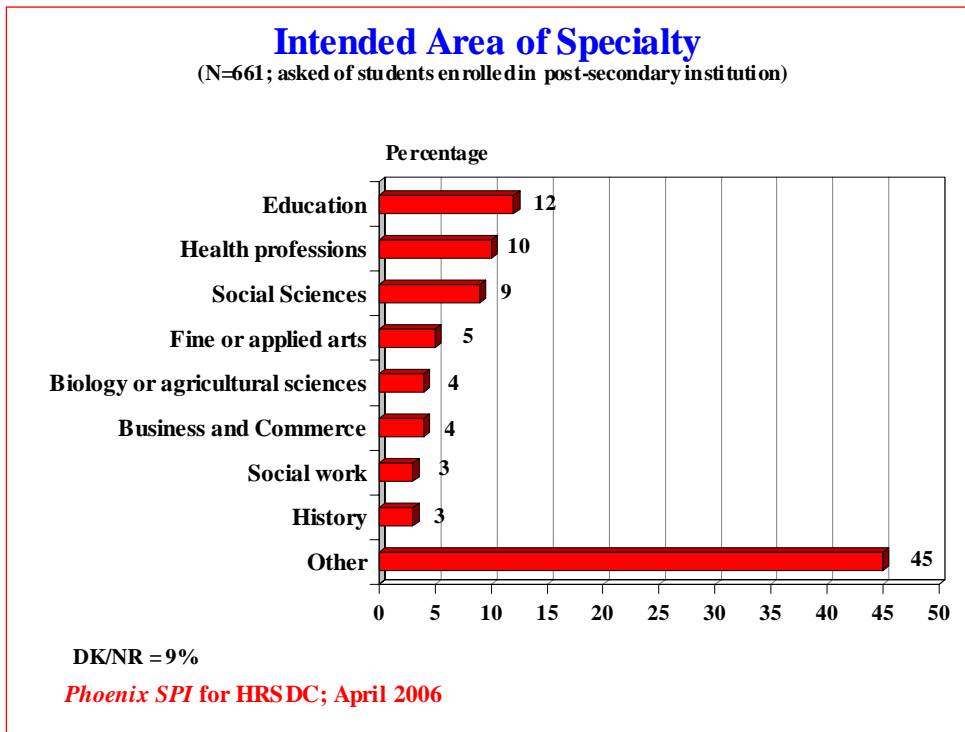
Post-Secondary Students & Their Education Plans

Most students currently attending university are in an undergraduate program (87%). One in ten (11%) are enrolled in graduate programs.

Little has changed since the previous survey. In 2004, 89% of surveyed students were enrolled in an undergraduate program and 8% in a graduate program.



The accompanying graph shows the fields cited by students attending post-secondary institutions (all types of post-secondary institutions) when asked to identify the area in which they are or will be specializing in (multiple responses accepted). There has been no substantial change in the reported areas of speciality since 2004.

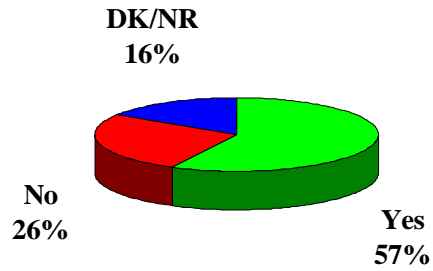


Almost half the students currently attending post-secondary institutions will complete their current diploma or degree within one year or less (48%). Approximately one-third (30%) will do so in 2-3 years, and 16% will be finished in four years or more.

The clear majority of students attending post-secondary institutions (57%) plan to continue their education after completing their current diploma or degree. Among the rest, 26% do not plan to continue their education, while 16% are unsure.

Compared to the 2004 findings, nearly identical numbers intend to continue their education (57% vs. 58% in 2004), while slightly more said they do not plan to continue beyond this degree or diploma (26% vs. 23% in 2004).

Intend to Continue Education Beyond Degree/Diploma?
(N=661; asked of students enrolled in post-secondary institution)

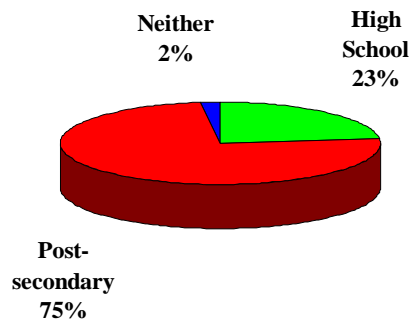


Phoenix SPI for HRSDC; April 2006

Student Status Last School Year

All youth participants were asked about their student status during the 2004-2005 school year. The vast majority were in school full-time (98%), either in high school (23%) or at the post-secondary level (75%). Compared to the previous findings, more participants attended school at the post-secondary level (75% vs. 67% in 2004).

In 2004-2005, Which Did You Attend Full-Time?



Phoenix SPI for HRSDC; April 2006

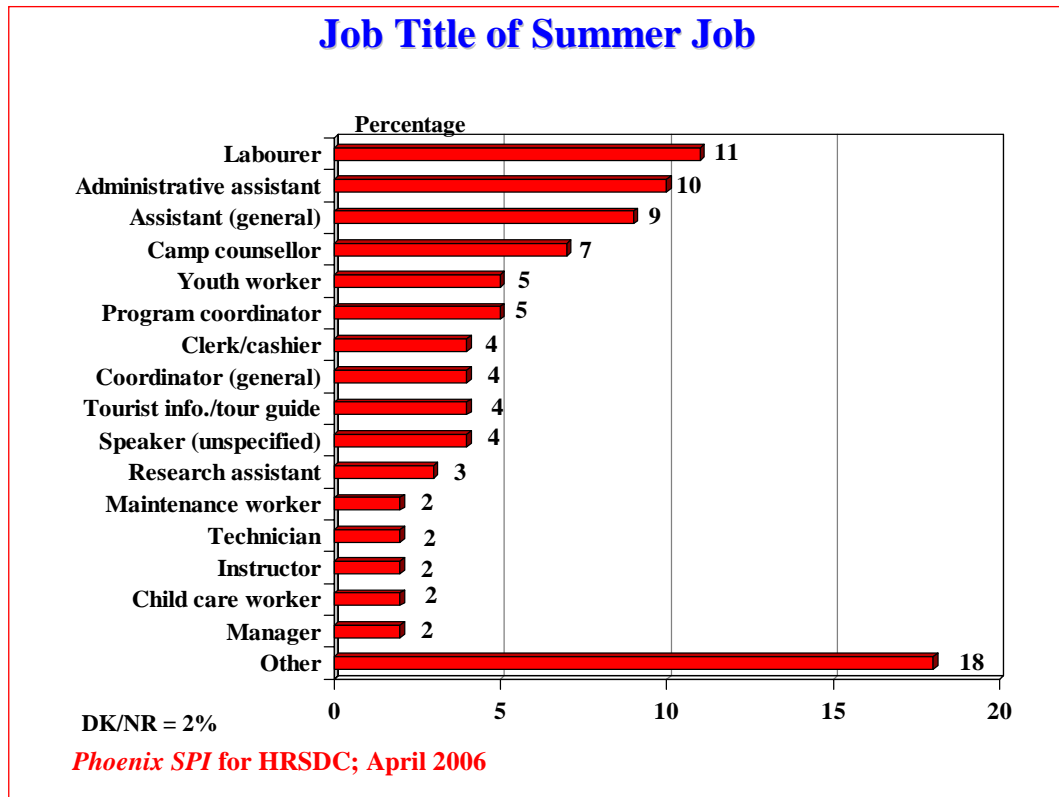
When asked what they had done the previous year, the majority of respondents who did not attend full-time said that they were studying in general (n=12), while five said that they were working in general.

EXPERIENCE IN SUMMER CAREER PLACEMENTS PROGRAM

This section presents findings related to the student participants' SCP program placements last summer (i.e. in 2005).

Job Title for Summer Job

Participants occupied a variety of positions in the summer jobs they held through the SCP program in 2005. Positions identified most often (9-11%) include labourer, administrative assistant, and assistant (general), followed by camp counsellor (7%).



All other positions were identified relatively infrequently (5% or less). Included in the 'other' category are interpreter, lifeguard, pharmacy student/intern, monitor, coach, sales, bike patrol/security, public relations/promotions, director, and inspector.

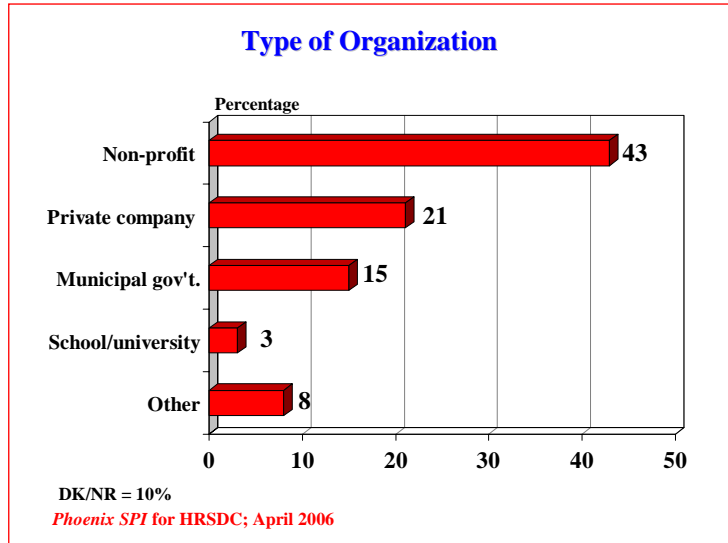
Compared to 2004, job titles have changed very little.

Type of Organization Worked For

Asked to identify the type of organization they worked for last summer, 43% of youth identified a non-profit organization, 21% a private company or firm, and 15% a municipal government. A few (3%) identified a school or university.

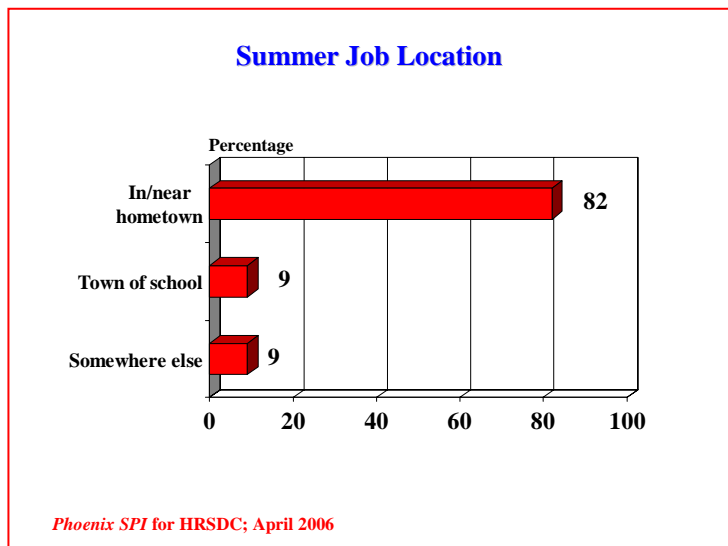
Included in the 'other' category are community-based organizations, and community centres, among others.

In all, 10% said they did not know or did not respond to this question.



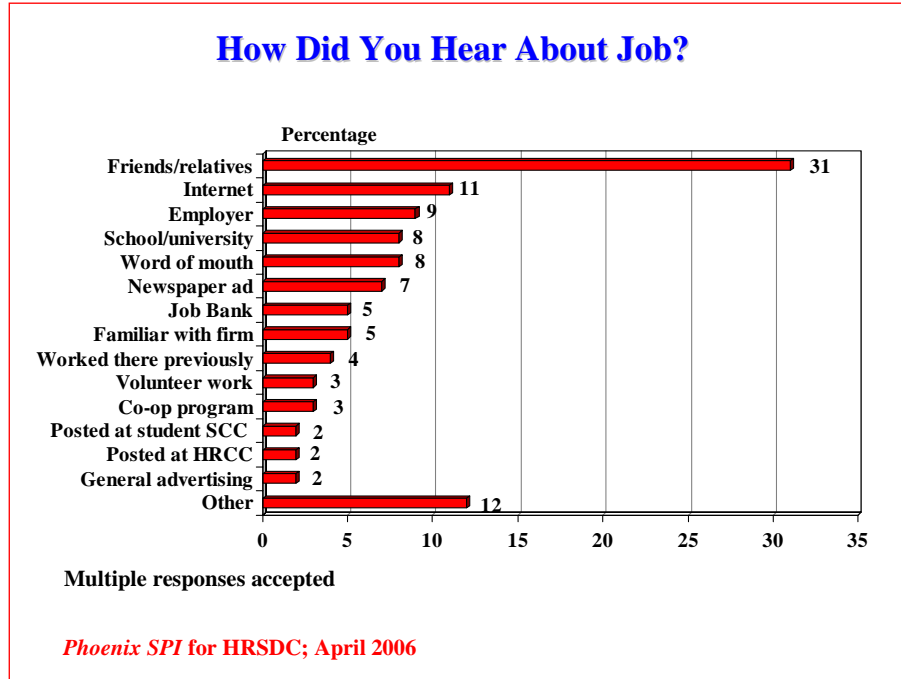
Vast Majority Worked In/Near Hometown

Fully 82% of participants said their summer job was located in or near their hometown or community. In total, 18% worked elsewhere: the town where they attend school or somewhere else (9% each).



Friends & Relatives – Main Source of Learning about Summer Job

Friends and relatives were identified most often as the way in which student participants heard about their SCP job (31%). This was cited more than twice as often as any other source, and was followed by the Internet (11%), the employer (9%), school/university, word of mouth (8% each), and a newspaper ad (7%) (multiple responses accepted).



Sources of information identified less often (5% or less) included job bank, familiarity with the firm, having worked there previously, volunteer work, co-op program, posted at SCC, posted at HRCC, and general advertising. Included in the ‘other’ category are church/pastor, HRCC/SCC referral, applied for job, already worked there and referred by a counsellor.

Fewer students heard about their SCP job through their school or university counsellor this year (8% vs. 14% in 2004).

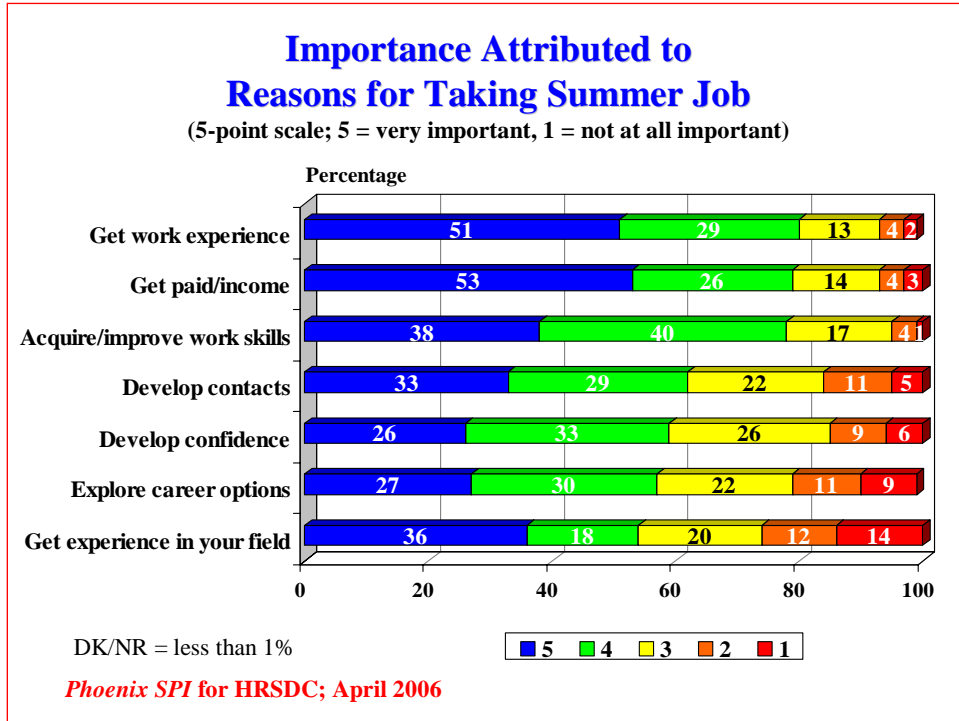
Perceived Importance of Reasons for Taking Summer Job

Participants were asked to use a 5-point scale (1 = not important at all; 5 = very important) to rate the importance of the following reasons for taking the summer job:

- To acquire and improve general work skills
- To get paid an income
- To develop confidence
- To explore possible career options
- To get general work experience
- To get work experience in their specific field

- To develop contacts to help in their future job search

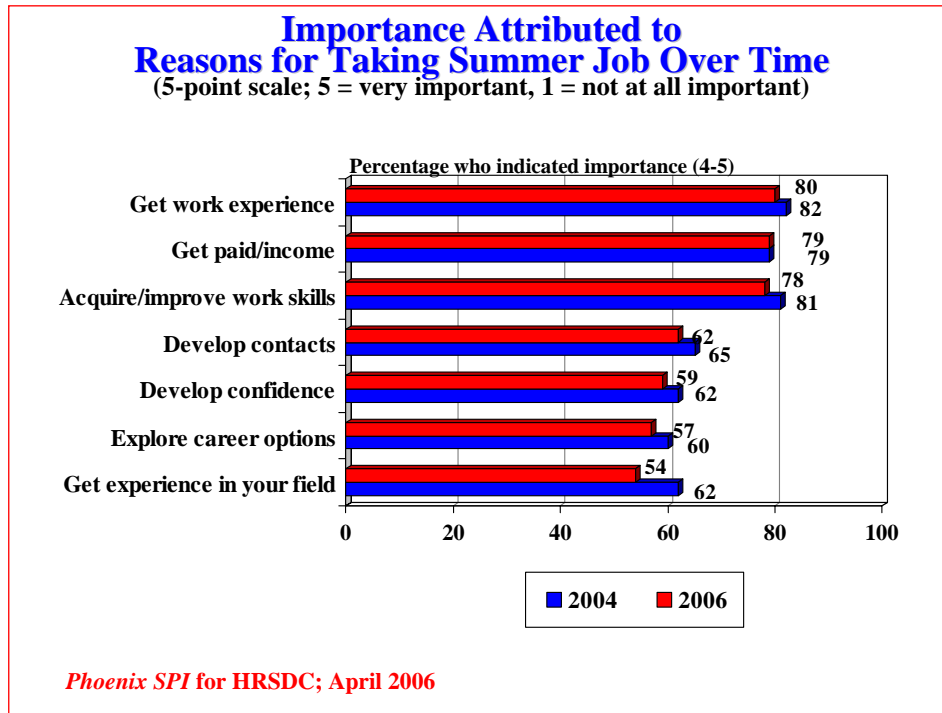
The importance of these factors varied. Large and similar majorities attributed importance to three factors: acquiring general work experience (80%), getting paid an income (79%), and acquiring and improving work skills (78%). Moreover, students were more likely to attribute strong as opposed to moderate importance to the first two of these factors (51% and 53% respectively).



Smaller and similar majorities attributed importance to each of the remaining factors: to develop contacts to help in their future job search (62%), to develop confidence (59%), to explore career options (57%), and to gain work experience in their specific field (54%).

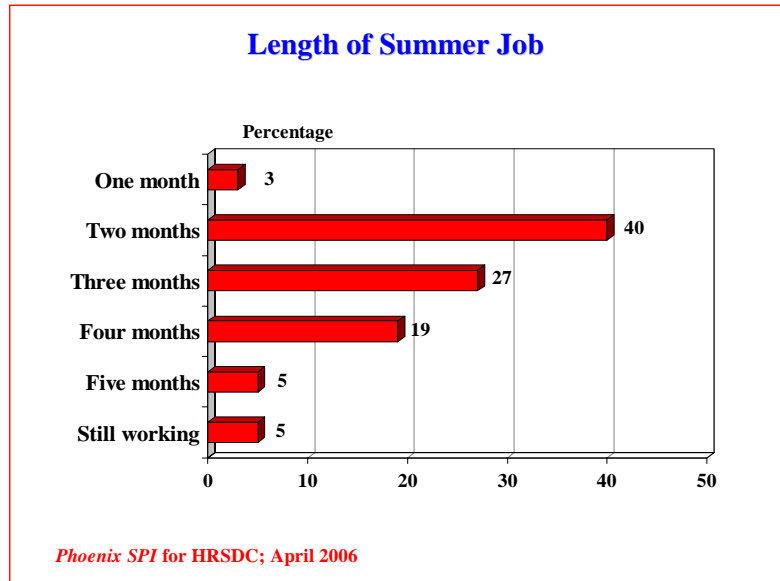
The perception that these factors were not important ranged from 5-26%, and was highest in relation to the desire to obtain work experience in their specific field.

Relatively little has changed since 2004, with one exception. This year students were less likely to attribute importance to getting experience in their field – almost two thirds (62%) in 2004 compared to just over half (54%) in 2006.



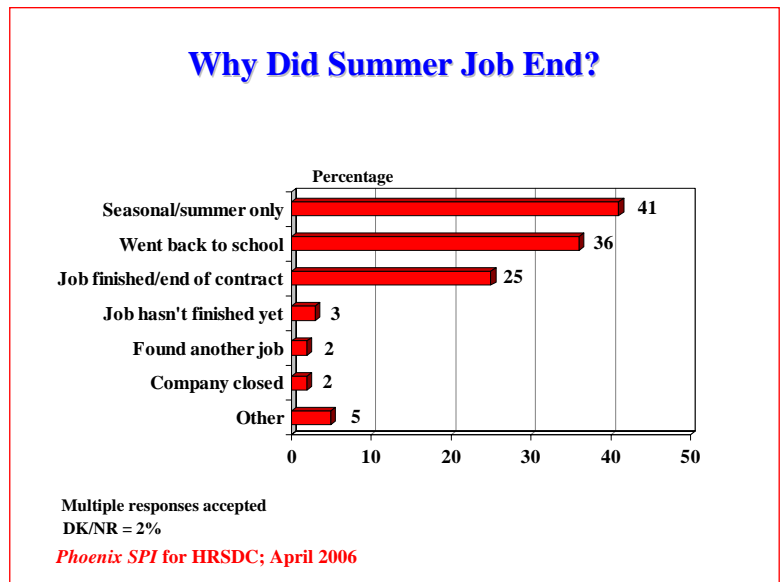
Many Worked at Summer Job for 2-3 Months

Many student participants (67%) worked in their summer jobs for 2-3 months. Just under one-quarter (24%) worked for longer than this (four months or more). Conversely, very few (3%) worked at their jobs for less than this. A few (5%) said that their job is continuing.



Reasons for Job Ending

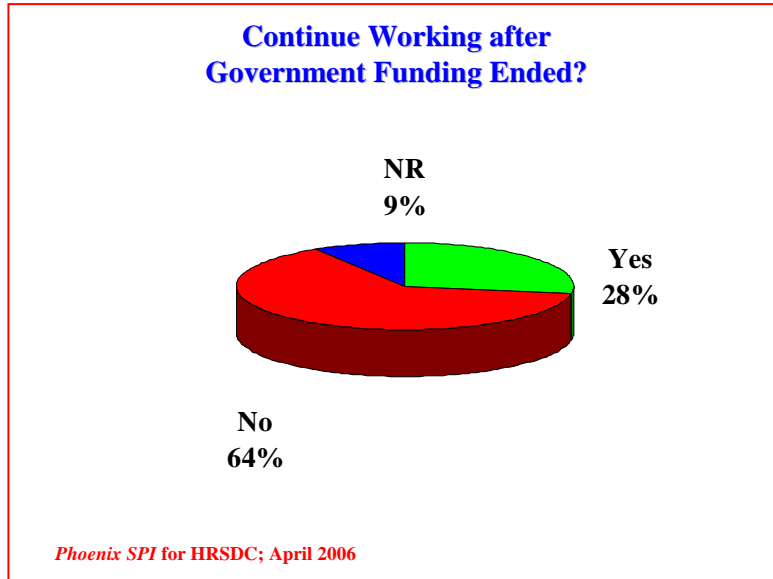
All those whose job is over were asked why it ended. Four in ten said that the job was seasonal or summer only (41%), while many said they went back to school (36%), or that the job simply finished (25%) (multiple responses accepted). Very few gave other reasons. These included the company closed, and finding another job.



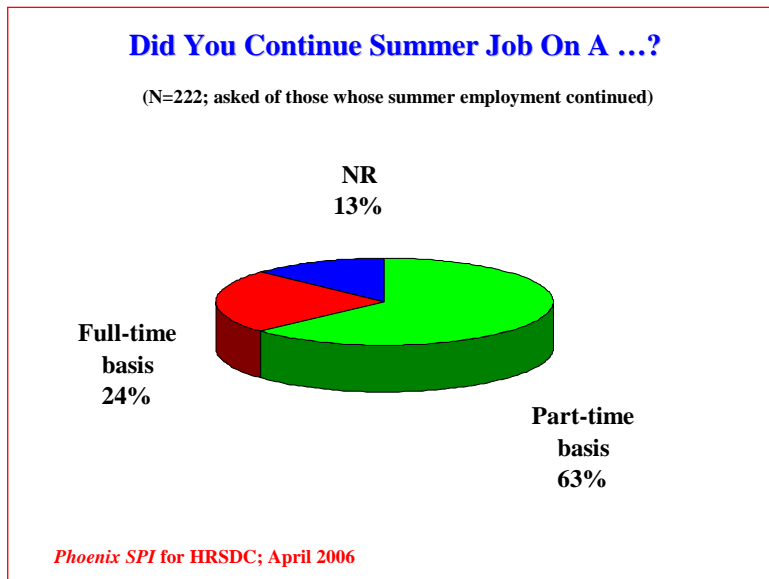
Compared to 2004, more students said their job was seasonal when asked why it ended (41% in 2006 vs. 34%).

Summer Job Continued for Some

Just over one-quarter (28%) of participants said they continued working after the government funding ended. Conversely, the majority did not (64%) and the rest were uncertain (9%).

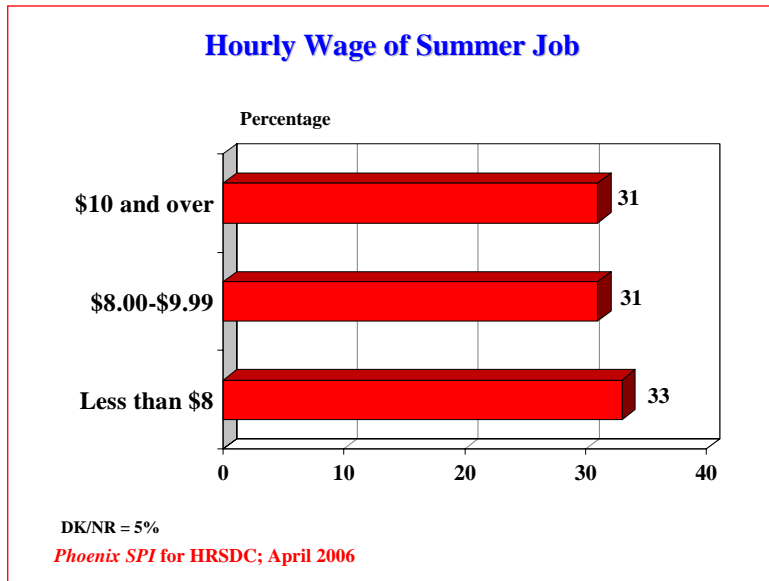


Among those still working at the same job they had in the summer (n = 222), almost two-thirds (63%) continued on a part-time basis, and 24% on a full-time basis (13% were unsure or did not respond).



Wages for Summer Job Relatively Varied

There was no uniformity in the amount of money participants earned per hour for their summer jobs. Almost equal numbers said that they made less than \$8 an hour (33%), between \$8 and \$9.99 or \$10 and over (31% each). Students were asked to identify the gross hourly wage (i.e. before taxes and deductions).



Compared to the previous survey, slightly more students earned \$10 plus an hour (31% vs. 28% in 2004). This may reflect inflation or higher minimum wages.

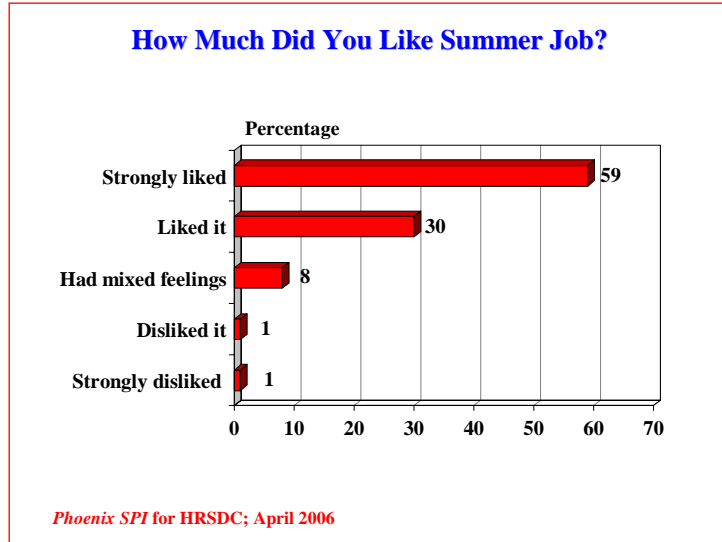
PERCEPTIONS OF SUMMER CAREER PLACEMENTS PROGRAM

This section explores student participants’ perceptions of their summer placements.

Vast Majority Liked Summer Job

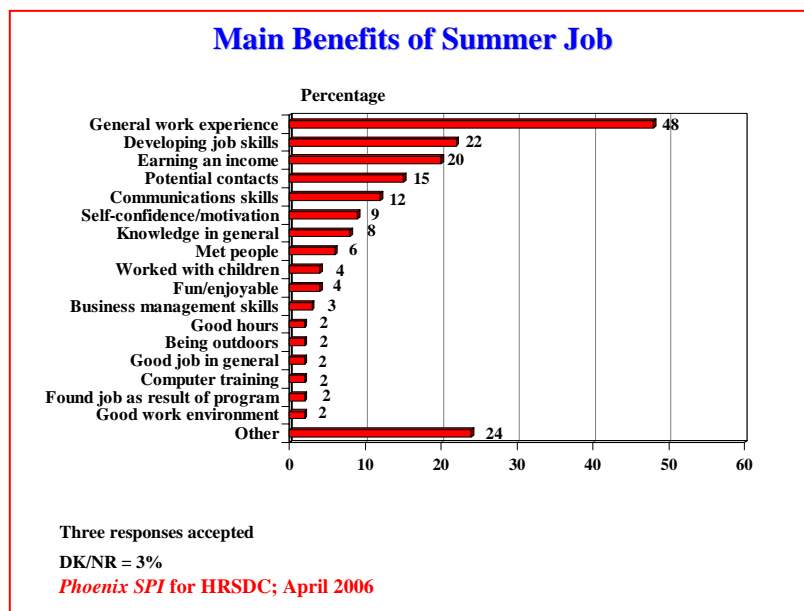
Fully 89% of participants said they liked their summer job, with over half (59%) saying they *strongly* liked it. Among the rest, 8% had mixed feelings, and 2% disliked the job.

While satisfaction has been high over time, there has been a slight increase since 2004 (89% vs. 87% in 2004).



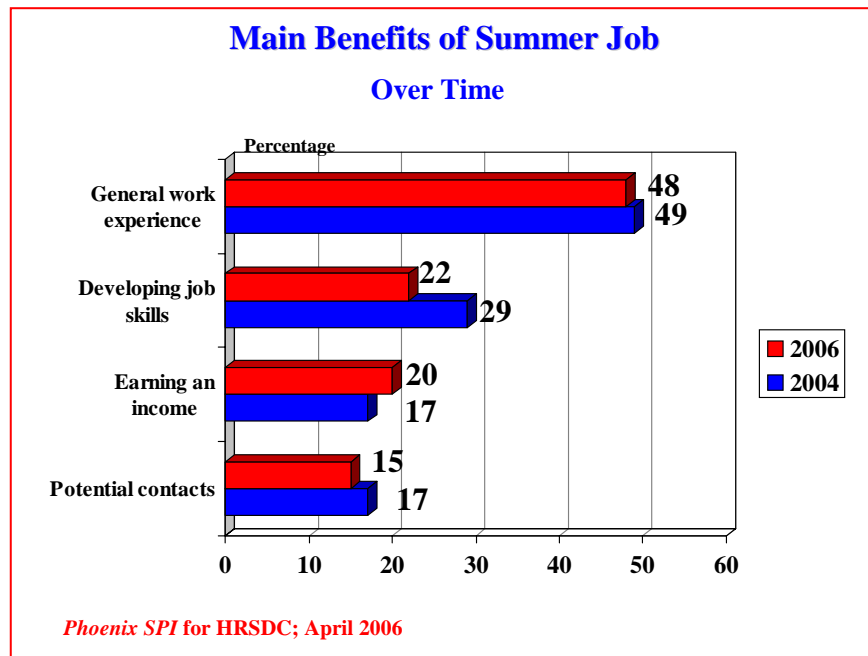
Work Experience – Main Benefit Received From Summer Job

Youth participants were asked in an open-ended manner to identify the main benefits they received as a result of their summer job. In response, half (48%) identified general work experience, followed at a distance and in declining order by developing job skills (22%), earning an income (20%), making contacts (15%), developing communications skills (12%), self-confidence/motivation (9%), and gaining knowledge in general (8%) (multiple responses accepted).



Other benefits were identified by relatively small numbers (6% or less), including meeting people, working with children, fun/enjoyable, business management skills, good hours, being outdoors, good job (general), computer training, found job as result of program, and a good work environment. Included in the ‘other’ category are good people/staff, helping people, exercise, made friends, new experiences, and others.

This year fewer students identified job skills as a benefit received from their summer job (22% vs. 29% in 2004). All other variations were small.



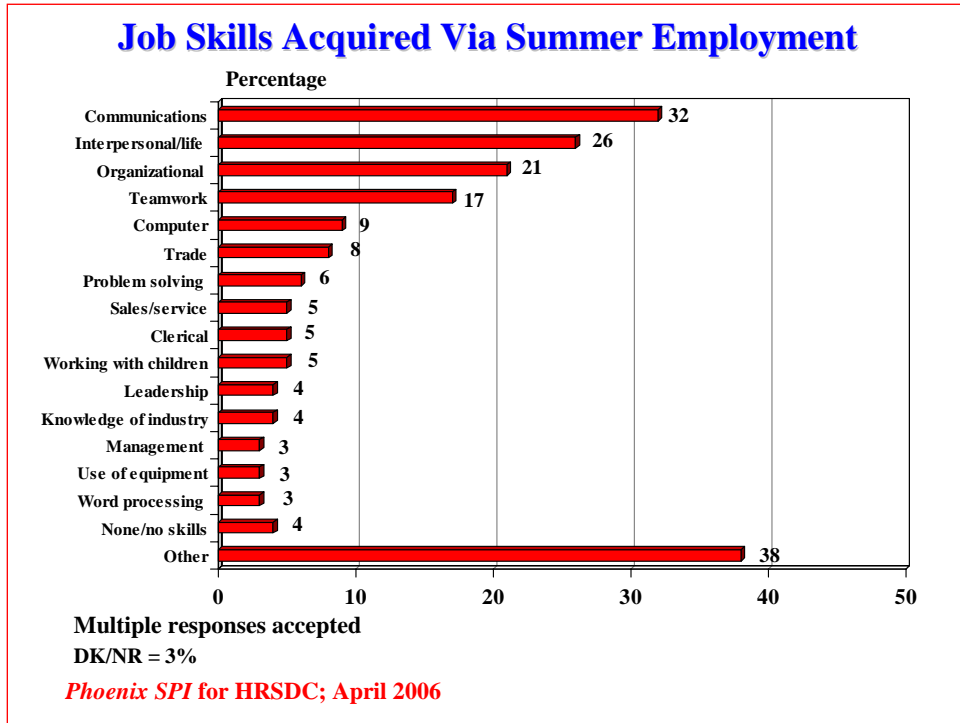
Job Skills Acquired Through Summer Job

In terms of job-related skills they acquired/developed through the summer job, participants most often identified communications skills (32%), interpersonal skills (26%), and organizational skills (21%) (multiple responses accepted). Following this, were teamwork skills (17%), computer skills (9%), trade skills (8%), and problem solving skills (6%).

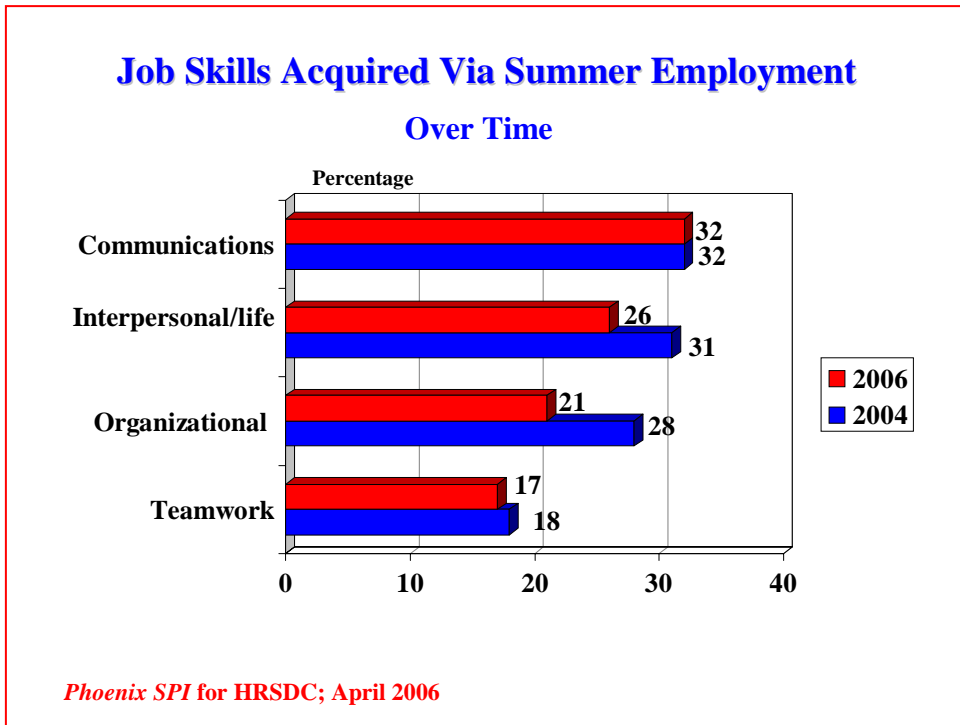
Skills identified infrequently (5% or less) included sales and service skills, clerical skills, working with children, leadership skills, knowledge of industry, management skills, use of equipment, and word processing skills.

Included within ‘other’ were responsibility, independent work, teaching, professionalism skills (general), entrepreneurial skills, research, and writing skills, among others.

Employers and participants were similarly likely to identify several skills acquired more often than others. Although in each case, employers identified these areas more often. These included communications skills (38 vs. 32%), interpersonal/life skills (38% vs. 26%), organizational skills (32 vs. 21%), and teamwork skills (27% vs. 19%).

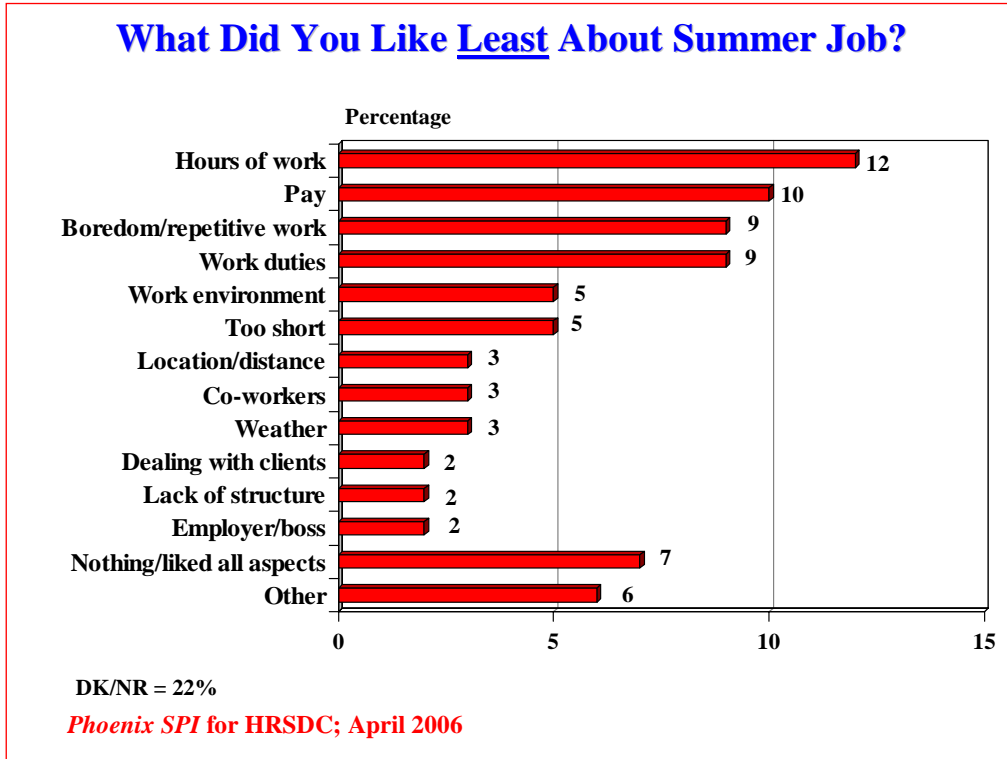


Compared to 2004, participants were less likely to identify interpersonal (26% in 2006 vs. 31%) and organizational (21% vs. 28%) skills as job-related skills acquired through their SCP placement.



Least Liked Aspects of Summer Job

Things that student participants liked the least about their summer job were generally cited by relatively small proportions. Leading the way were the hours of work (12%), followed by pay (10%), boredom, and work duties (9% each). Other aspects identified less often (5% or less) included the work environment, the short duration of the job, location/distance, co-workers, the weather, dealing with clients, lack of structure, and the employer or boss.



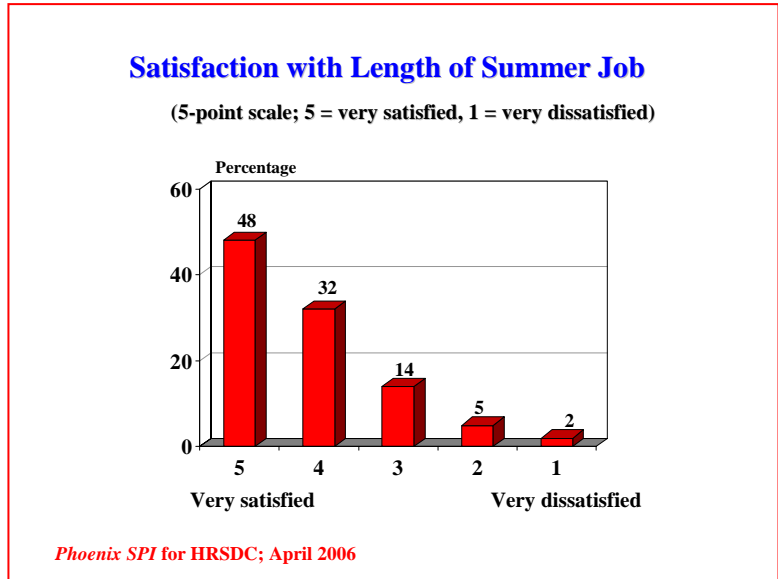
Included in the ‘other’ category are working alone, stressful work, and too much responsibility, among others.

In all, 7% said there was nothing they disliked about the job, while a further 22% did not provide an answer to this question. In total, therefore, 29% did not identify anything they liked least about the summer job.

This year, students were much less likely to say that they disliked nothing or liked all aspects of their summer placement (7% vs. 17% in 2004). Beyond this, little has changed.

Most Satisfied with Length of Job

The vast majority (80%) expressed satisfaction with the length or duration of their summer job, with nearly half (48%) saying they were *very* satisfied. Relatively few (7%) were dissatisfied, while the rest were neutral (14%).



Positive Perceptions of Different Aspects of Summer Job

Participants were asked to rate the following aspects of their summer job, using a 5-point scale (1 = “not at all”, and 5 = “very much”):

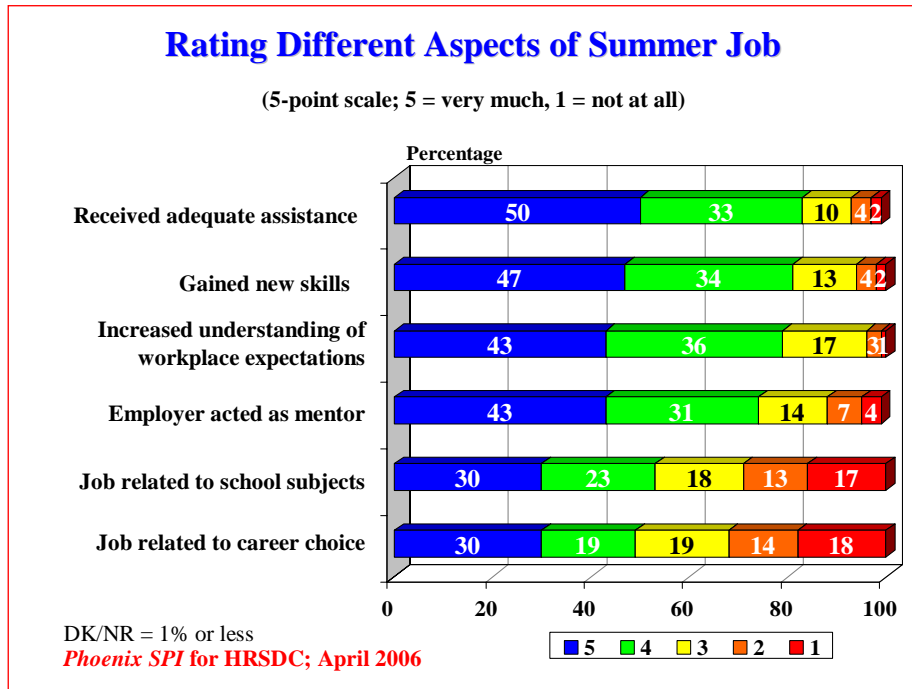
- The job was related to some of their school subjects.
- Their employer acted as a mentor or coach.
- The job increased their understanding of what is expected in a work situation.
- The job was related to their career choice.
- They gained new skills from this job.
- They received adequate assistance in carrying out their duties.

Clear majorities provided positive ratings (scores of 4-5) for most of these issues, although the size of the majorities varied considerably. Strong and similar majorities said they received adequate assistance in carrying out their duties (83%) and gained new skills from this job (81%). Approximately three-quarters felt that the summer job increased their understanding of what is expected in a work situation (79%) and that their employer acted as a mentor or coach (74%).

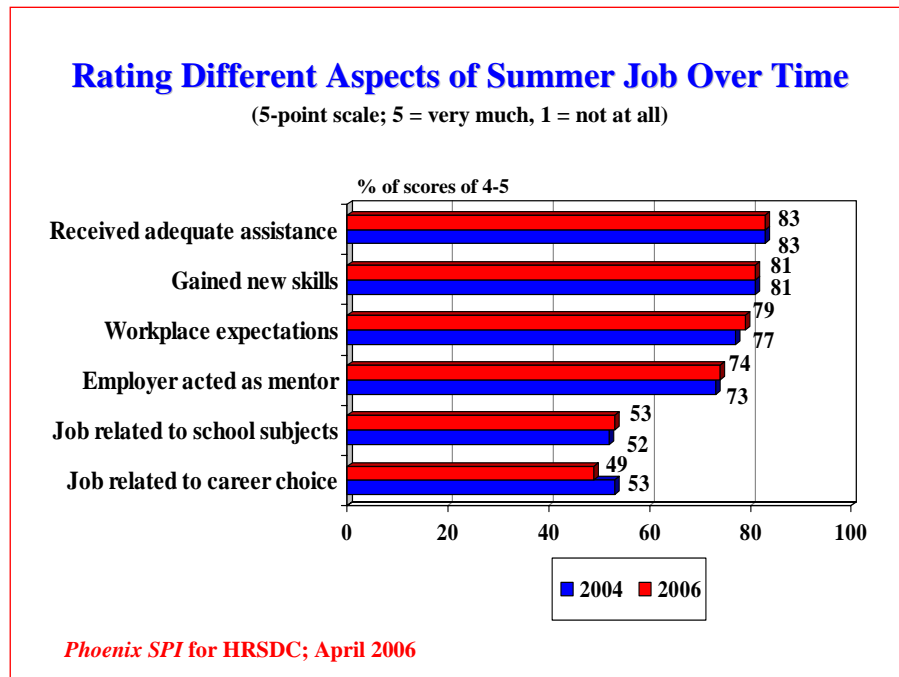
Participants were least likely to provide positive feedback on the issues related to the relevance of their job to them personally. Just over half indicated that the job was related to some of their school subjects (53%). Barely half said it was related to their career choice (49%).

On all of these issues, participants who provided positive assessments were more likely to offer *strongly* positive ratings (i.e. scores of ‘5’) (30% to 50%). Negative assessments

ranged from 4% to 32% and were highest in relation to the extent to which the job was related to some of their school subjects and their career choice (30%-32%).



Very little has changed since 2004. The only noteworthy difference is the small decline in the number of students who felt that their job was related to their career choice (49% in 2006 vs. 53% in 2004).

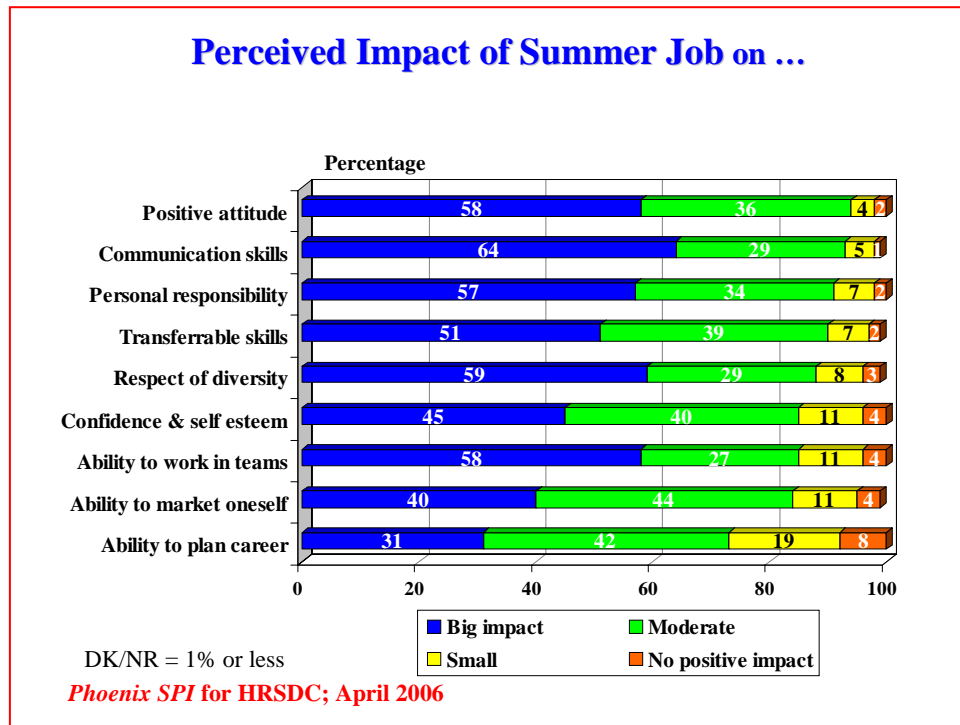


Summer Job Seen to Have Impact in Many Areas

Student participants were also asked to assess the impact of their summer job in a number of career-related areas. These included:

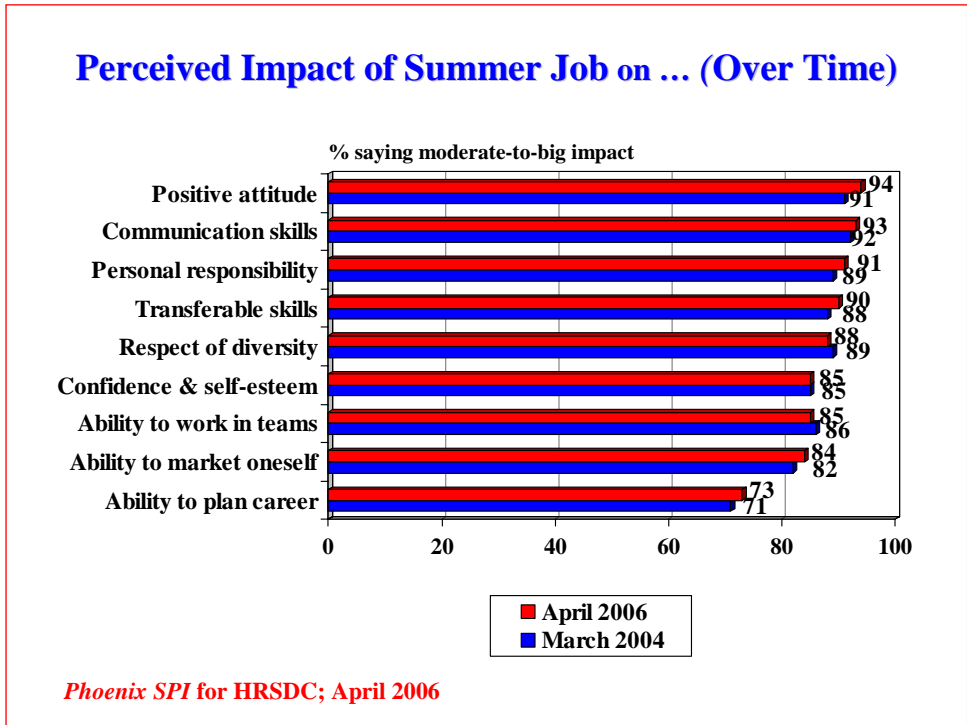
- Increasing their confidence and self-esteem
- Providing them with transferable skills, that can be used from one job to another
- Encouraging them to have a positive attitude toward work, learning and personal growth
- Their ability to market themselves effectively to potential employers
- Their ability to decide on and plan their career
- Their ability to work in teams with other people
- Their sense of personal responsibility, including their ability to set goals in work and personal life
- Their communications skills
- Their recognition of and respect for people’s diversity and individual differences

There was significant agreement (84-94% range) that the job had a moderate to big impact in all but one of these areas. Substantial majorities felt that the job encouraged a positive attitude (94%), had an impact on their communications skills (93%), their sense of personal responsibility (91%), providing them with transferable skills (90%), their recognition of and respect for diversity (88%). Almost as many felt that the job had an impact on increasing their confidence and self-esteem (85%), on their ability to work in teams (85%), and on their ability to market themselves (84%). Slightly fewer felt that their job had an impact on their ability to plan a career (73%). Participants were more likely to rate the impact as big than moderate in all these areas, except for their ability to market themselves and to plan a career.



Perceptions that the job had little-to-no-impact in these areas ranged from 7-27% and was highest in relation to their ability to decide on and plan their career.

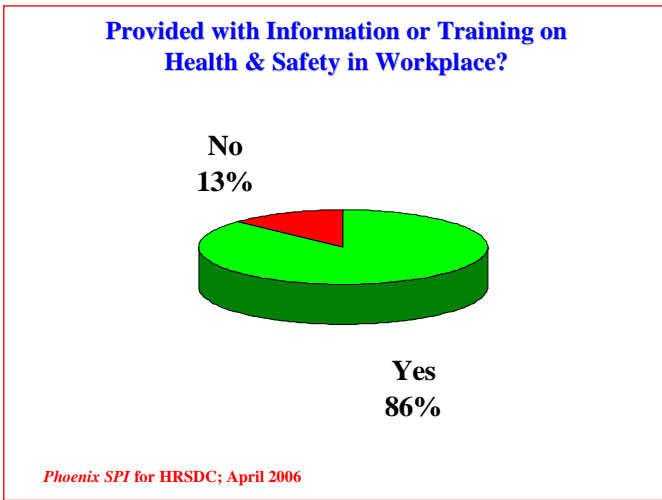
Since 2004, perceptions have changed very little. With only two exceptions, the perceived impact of the summer job on all career-related areas has increased very slightly.



Vast Majority Received Information or Training on Health & Safety

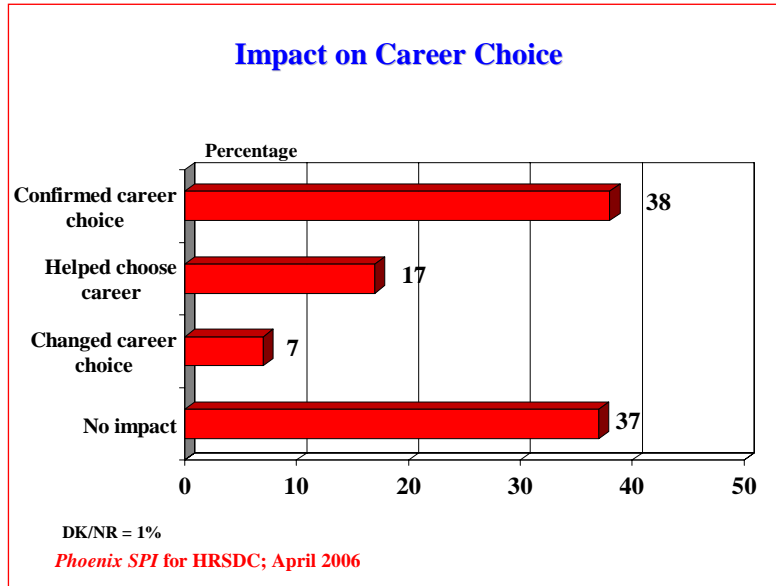
In total, 86% of participants said they were provided with information and guidance or training on Health and Safety in the workplace.

When asked this same question, 96% of employers said that they provided their student with such information or guidance.

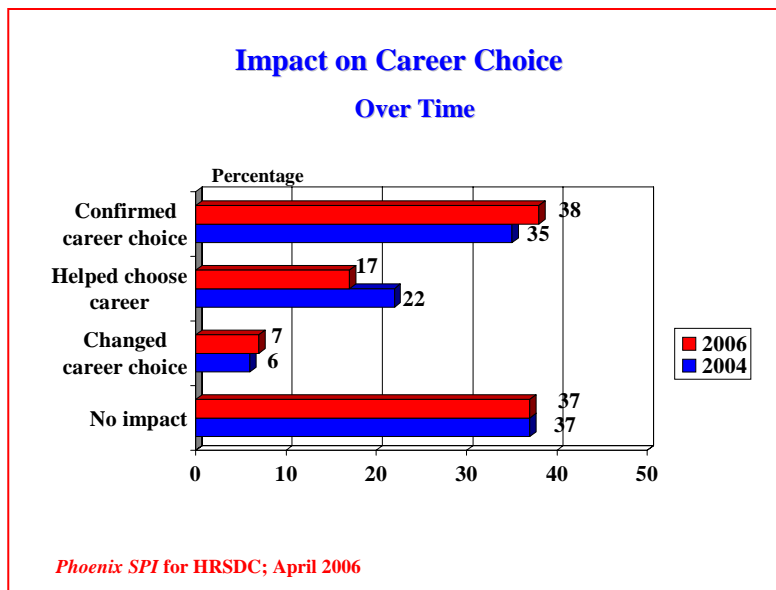


Most Think Summer Job Had Impact on Career Choice

Participants were asked what impact their summer job had on their career choice. They were asked if it helped them choose a career, confirmed their career choice, changed their career choice, or had no impact on their career choice. In response, nearly two-thirds indicated that their job did have an impact either by confirming their choice (38%), helping them choose (17%) or changing their choice (7%). Conversely, 37% said that their job had no impact on their career choice.



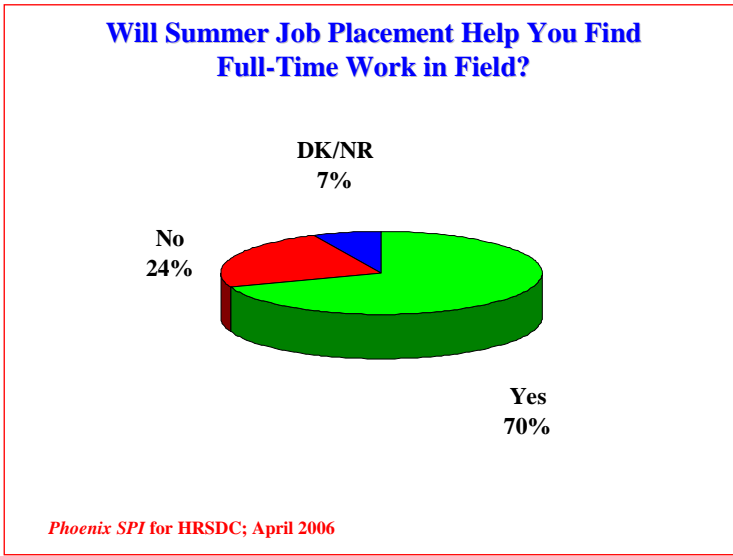
Results are very similar to those from the previous study. That said, fewer participants said their summer job helped them choose a career (17% vs. 22% in 2004), and slightly more indicated that it confirmed their career choice (38% vs. 35% in 2004).



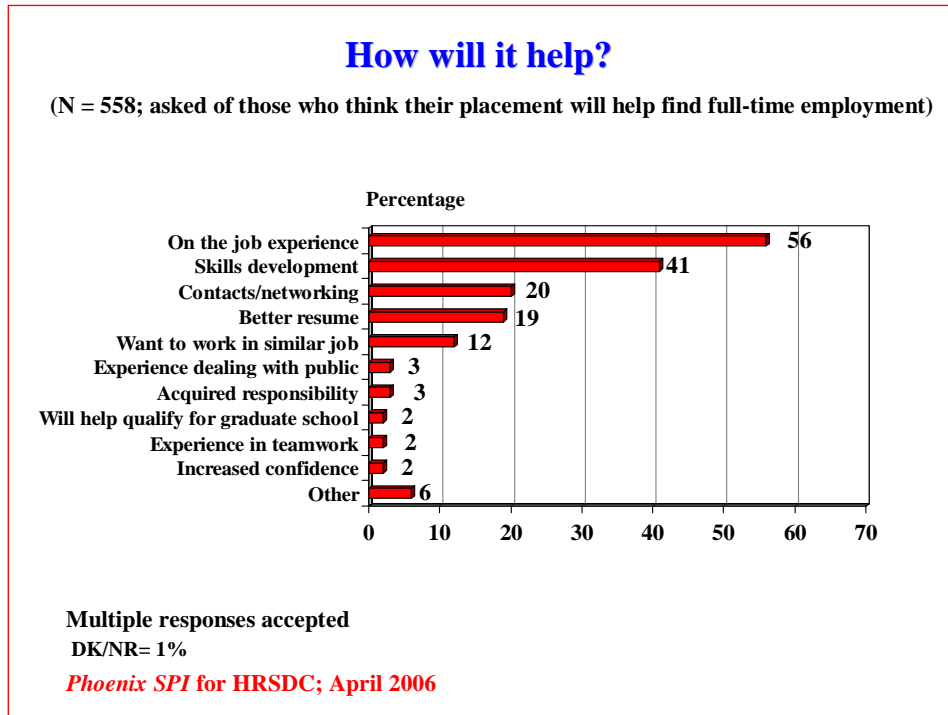
Two-Thirds Think Job Will Help Them Get Full-Time Work in Chosen Field

Nearly three-quarters (70%) think their job last summer will help them to get full-time work in their chosen field. Among the rest, 24% thought it would not, and 7% were uncertain.

Compared to the previous study, the number of participants who think their job last summer will help them to get full-time work in their chosen field has increased slightly (70% vs. 67% in 2004).



When those who think their job last summer will help them get full-time work in their chosen field were asked why, one reason dominated. Over half (56%) identified on-the-job experience as the reason. This was followed at a distance by the skills they developed (41%) (multiple responses accepted). Also identified with some frequency were contacts/networking (20%), a better resumé (19%), and a desire to work in the same type of job they had (12%).



The most significant change over the years has been the decline in citing on-the-job experience. Though it remains the top reason, its importance has decreased from 89% in 1996, to 74% in 2000, to 59% in 2003, to 56% at present. Note that some of this could be related to changes in coding procedures.

Many Received Job Offers From Employers

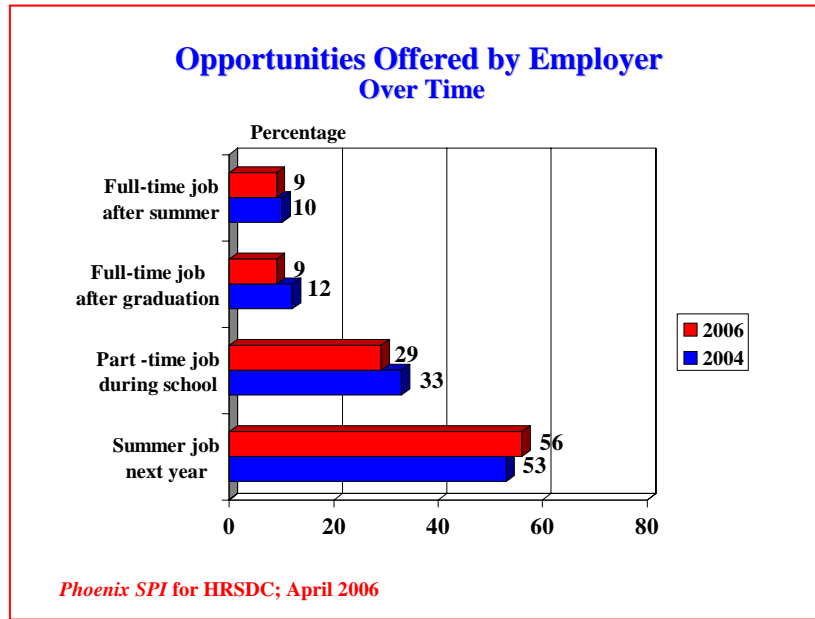
All student participants were asked if the employer who hired them last summer had offered them any of the following:

- A part time job during the current school year
- A summer job next year
- A full-time job starting right after their summer job
- A full-time job after graduation

Over half (56%) said they received an offer of a summer job next year. Twenty-nine percent said they received an offer of a part-time job during the current school year. Significantly fewer received offers of a full-time job, either after graduation or starting right after their summer job (9% each).

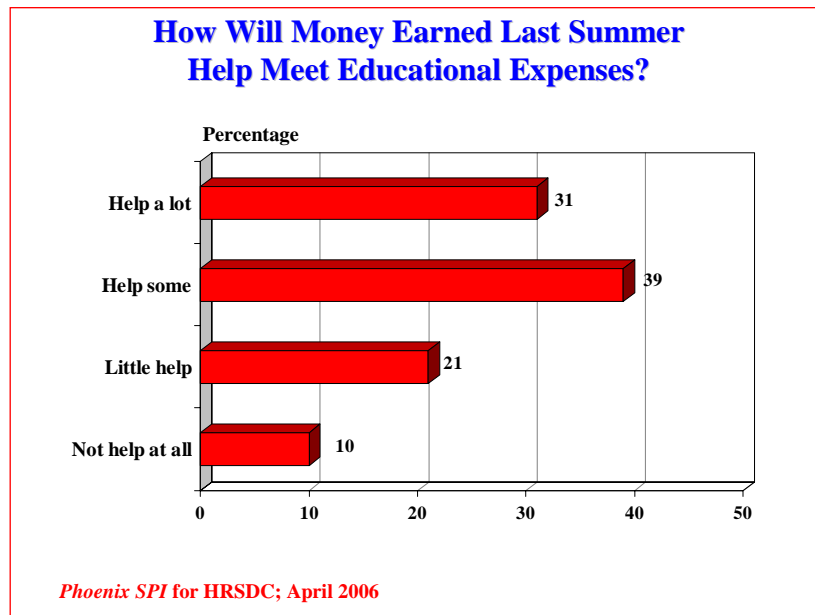


Offers of summer jobs have increased over time (56% vs. 53% in 2004, 40% in 2000, and 30% in 1996). Conversely, offers of part-time jobs have declined slightly (29% in 2006 vs. 32-33% in previous years), as have offers of full-time jobs upon graduation (9% vs. 4-12%) or right after the summer job (9% vs. 4-10%) after a pattern of minor increases over time.

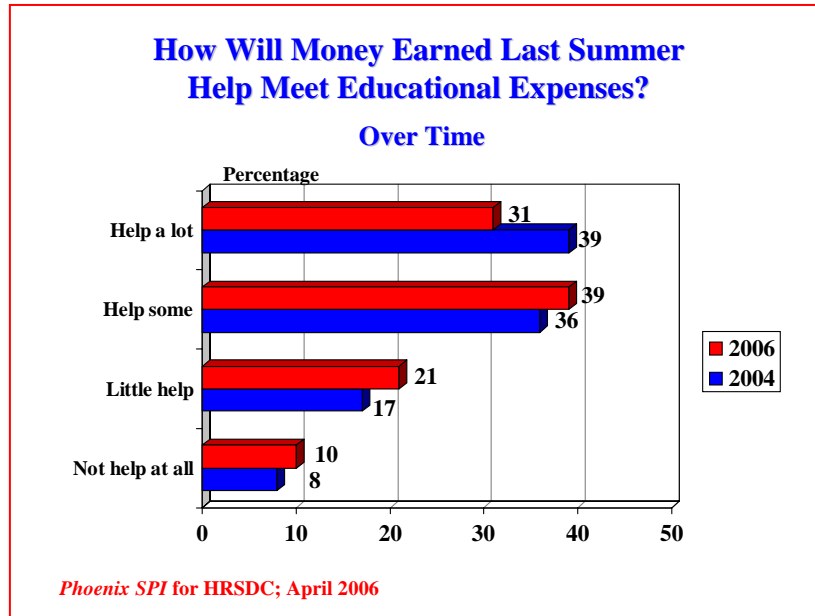


Money Earned in Summer Will Help Educational Expenses of Most

Almost three-quarters of the youth participants surveyed indicated that the money they earned last summer will help them meet their current or future educational expenses a lot (31%) or to some extent (39%). The rest felt it would be of little help (21%) or no help at all (10%).

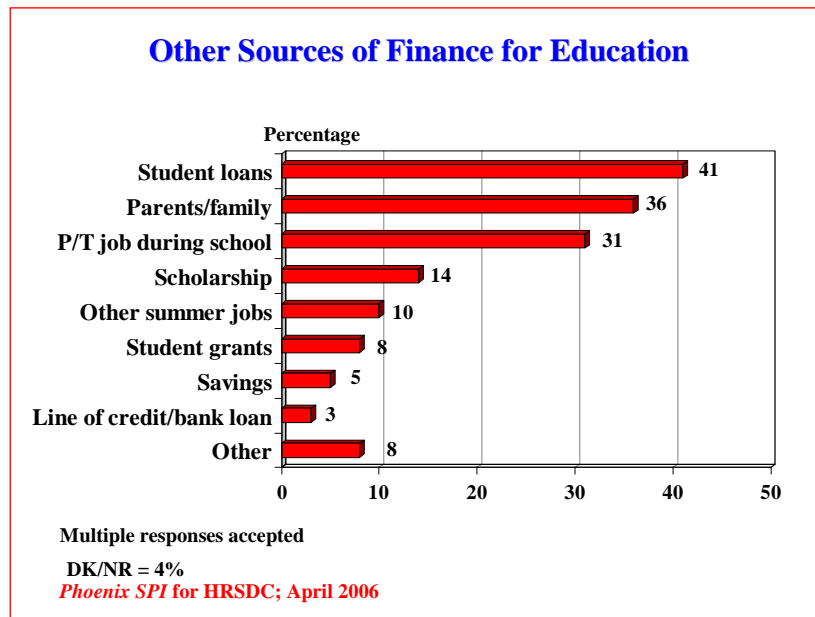


This year students were less likely to say that their summer job will help a lot (31% vs. 39% in 2004) and more apt to think it would be of little to no help (31% vs. 25% in 2004).



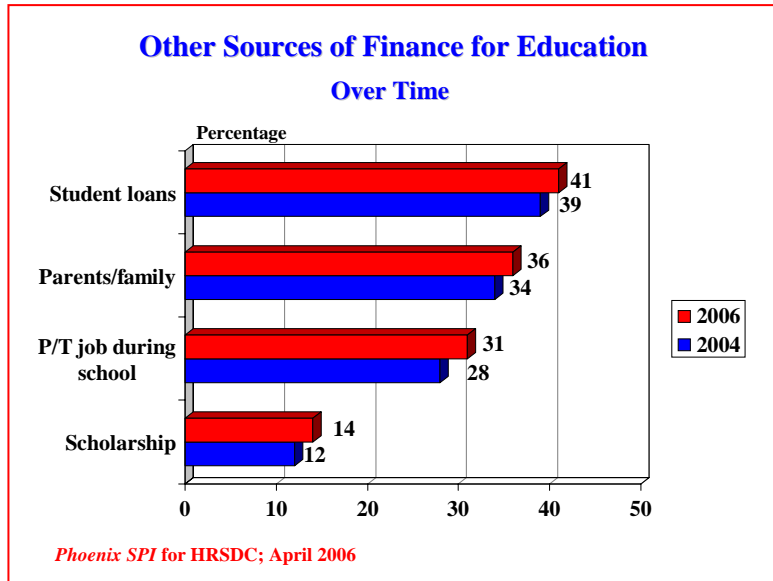
Other Sources of Education Financing

When asked to identify other sources they expect to use to finance their education, student participants most often identified student loans (41%), parents or family (36%), and a part-time job during the school year (31%) (multiple responses accepted). A number also cited scholarships (14%), other summer jobs (10%), and student grants (8%).



Small numbers identified personal savings (5%) and bank loans (3%). Included in the 'other' category are bursaries, full-time jobs, and employment insurance, among other sources.

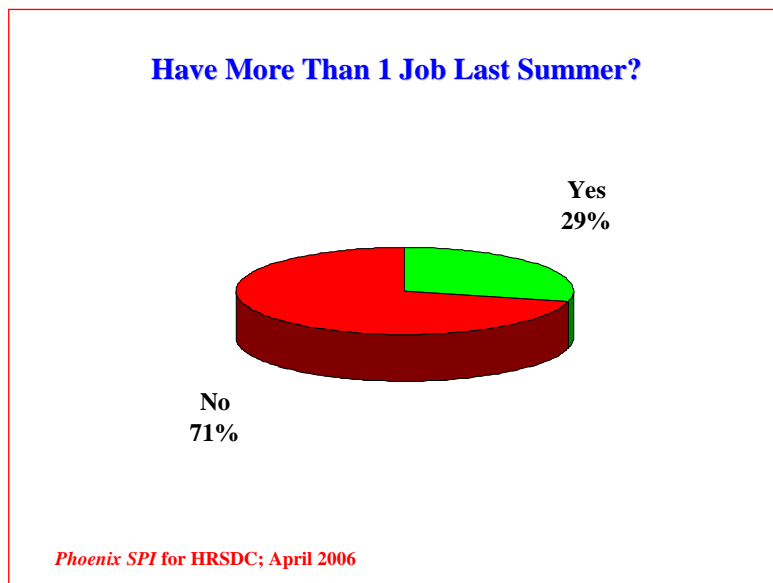
The sources of additional education financing have changed relatively little since 2004. However, there has been a slight increase in some areas since 2004: student loans (41% vs. 39%), parents/family (36% vs. 34%), part-time jobs while in school (31% vs. 28%), and scholarships (14% vs. 12%).



Most Had Only One Job Last Summer

Just under three-quarters of participants (71%) said they had only one job last summer. Among those who had more than one job, the vast majority (83%) had a part-time job (identified as less than 30 hours per week).

Compared to 2004, there has been a slight increase in the number who had more than one summer job (29% vs. 26% in 2004).

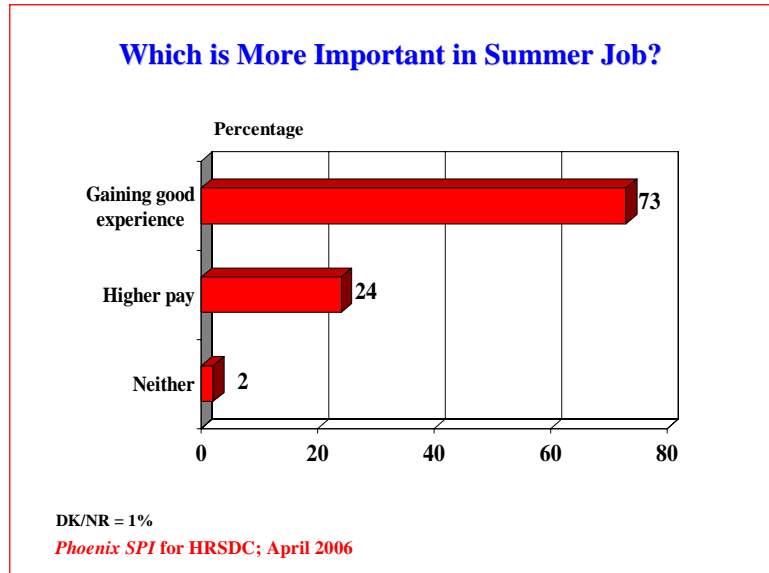


GENERAL SUMMER EMPLOYMENT EXPERIENCE

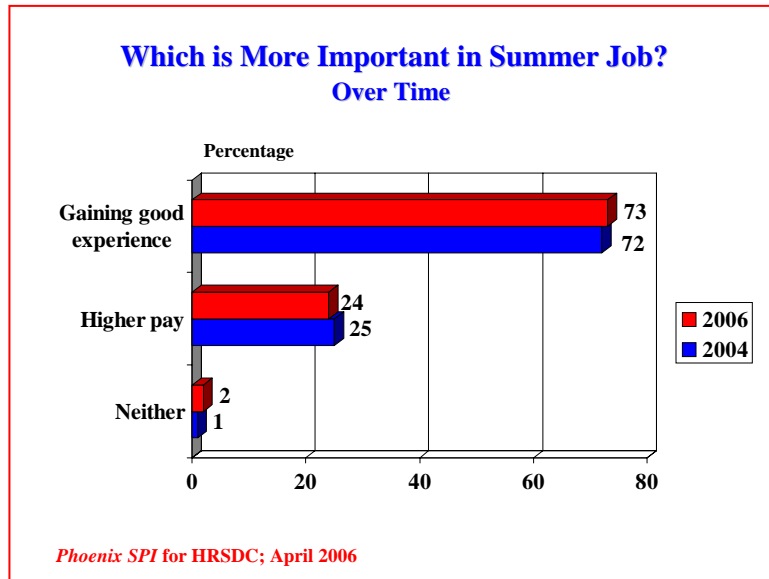
This section presents findings related to participants' summer employment experience in general.

Gaining Experience More Important Than High Pay in Summer Job

Participants were much more likely to view gaining experience directly related to their career preference, even if it pays less, as more important than obtaining a higher level of pay in a summer job (73% vs. 24%).



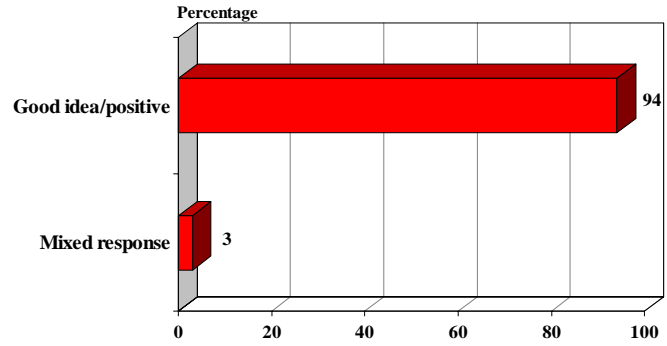
This remains virtually unchanged since 2004.



Consensus That Govt. -Sponsored Summer Employment Program as Good Idea

There was near unanimity that a government program that tries to help prepare students for full-time jobs through summer work experience is a good idea (94%). Very few (3%) indicated a mixed response.

Impressions of Gov't. Student Employment Programs

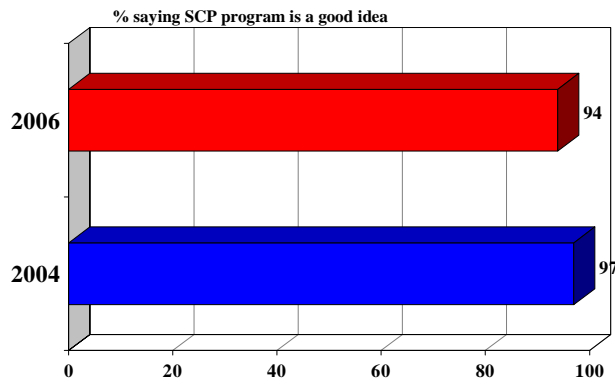


DK/NR = 2%

Phoenix SPI for HRSDC; April 2006

Students continue to think that the SCP program is a good idea (94% vs. 97% in 2004).

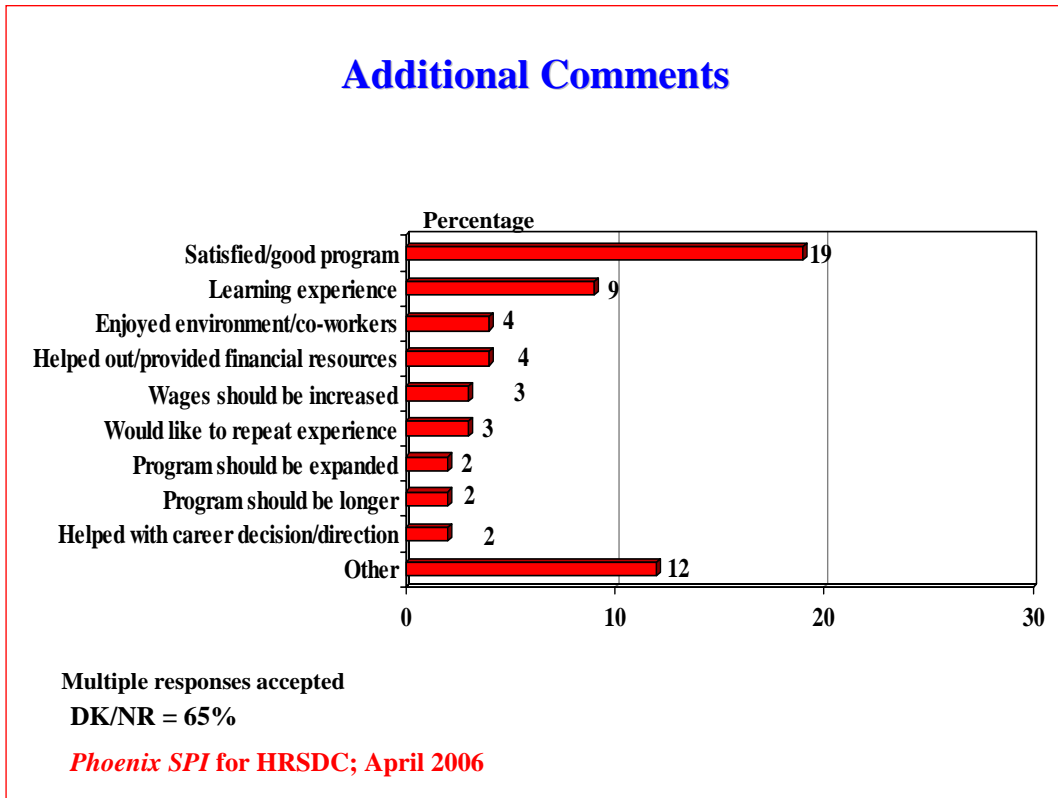
Impressions of Gov't. Student Employment Programs Over Time



Phoenix SPI for HRSDC; April 2006

Final Comments

In conclusion, participants were asked if they had any other comments they would like to make about their experience with the SCP program. Nearly two-thirds (65%) said no. Those who did offer final comments were most likely to offer positive feedback such as characterizing the program as good in general (19%) or as an enriching learning experience (9%). Smaller numbers of participants (2-4%) mentioned that they enjoyed the work environment and their co-workers, the placement helped them out financially and with their career decisions, and that they would like to repeat the experience.

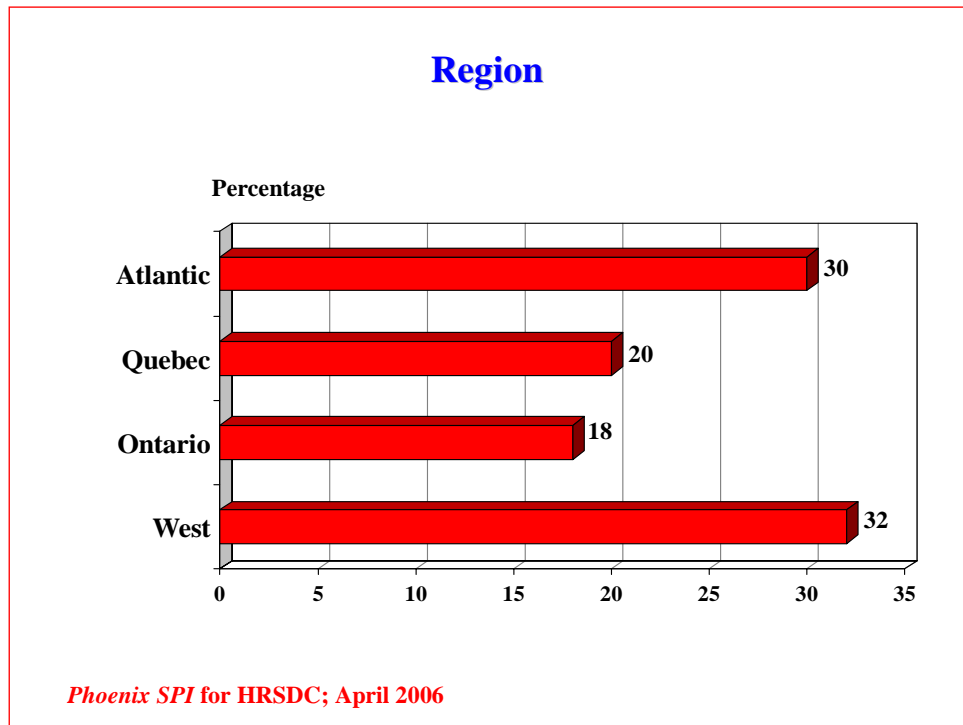
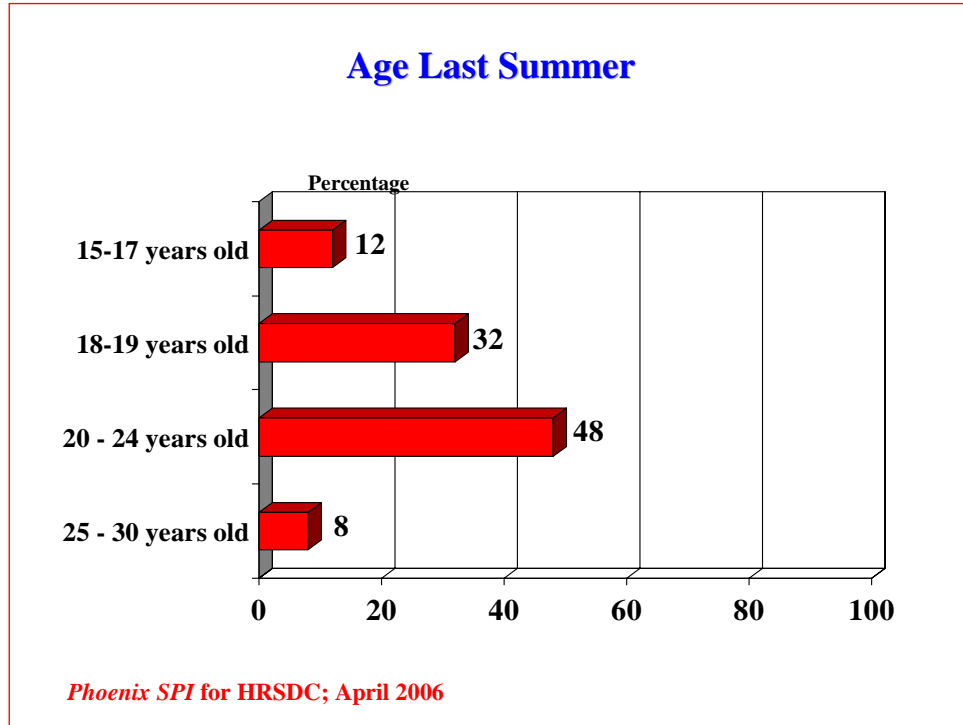


On the critical side, some youth participants felt that the program needed to pay more in terms of salary (3%) or should last longer (2%). A few suggested that the program be expanded (2%).

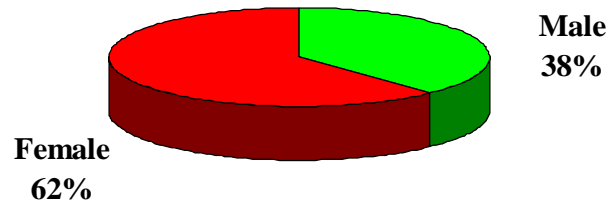
Comments in the ‘other’ category included hopes that the program will continue, the need for more advertising, and problems with employers, among others.

CHARACTERISTICS OF SURVEYED YOUTH PARTICIPANTS

The following graphs present the characteristics of the surveyed youth participants by age, region, gender, language, type of organization worked for, and employment equity group.

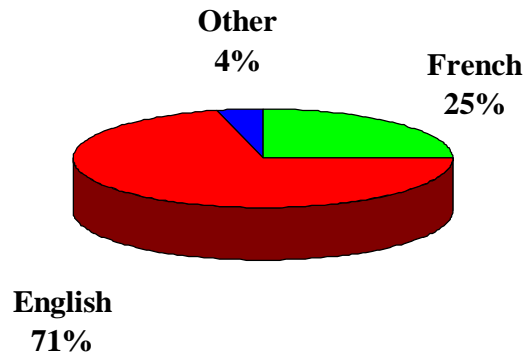


Gender



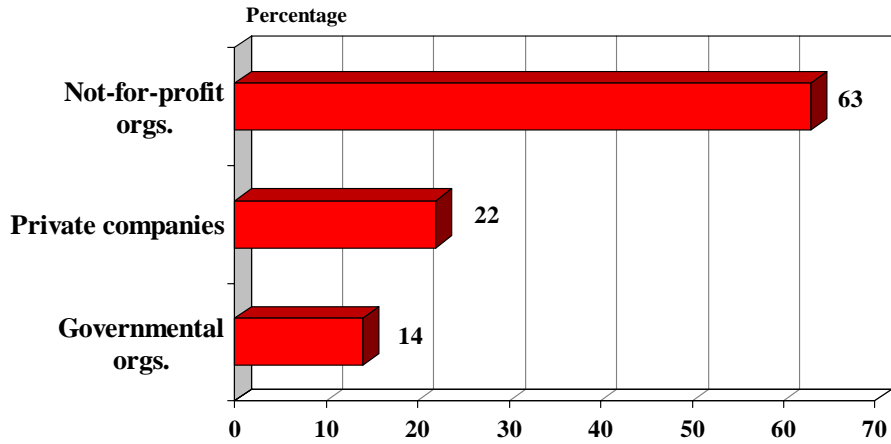
Phoenix SPI for HRSDC; April 2006

Language



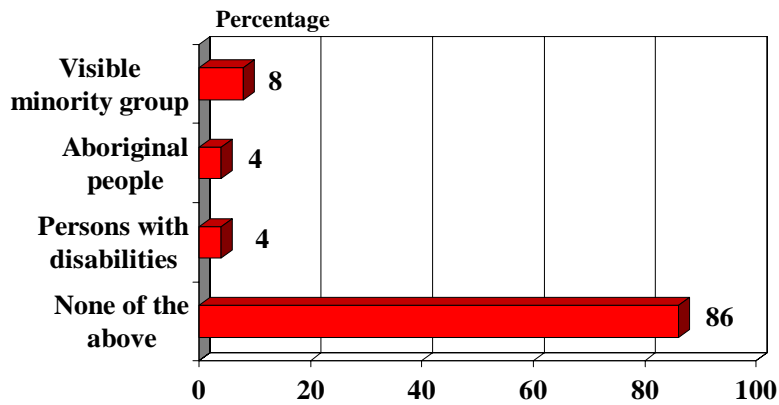
Phoenix SPI for HRSDC; April 2006

Employer Type (from database)



Phoenix SPI for HRSDC; April 2006

Group Status



Phoenix SPI for HRSDC; April 2006

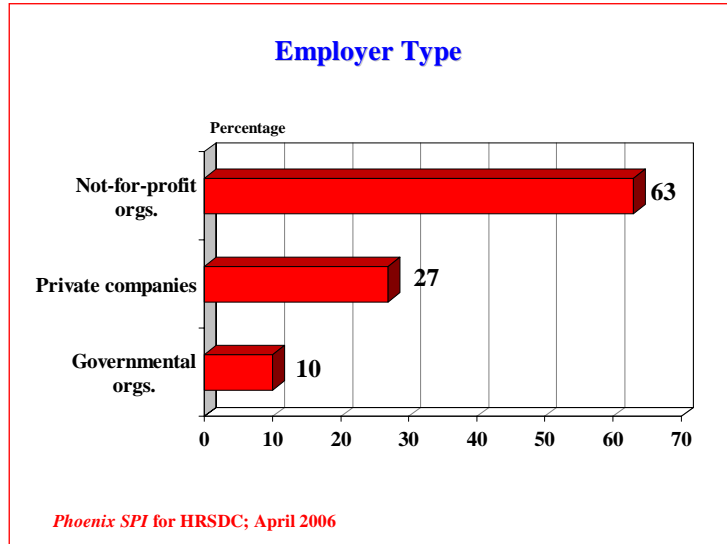
SURVEY OF EMPLOYERS

This section presents the results of the employer survey.

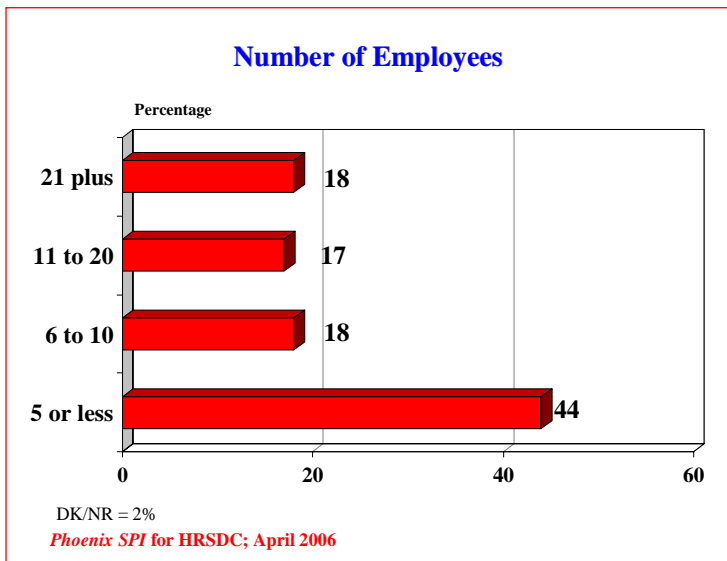
CHARACTERISTICS OF SURVEYED ORGANIZATIONS

This section describes the characteristics of the surveyed organizations that participated in the SCP program in 2005.

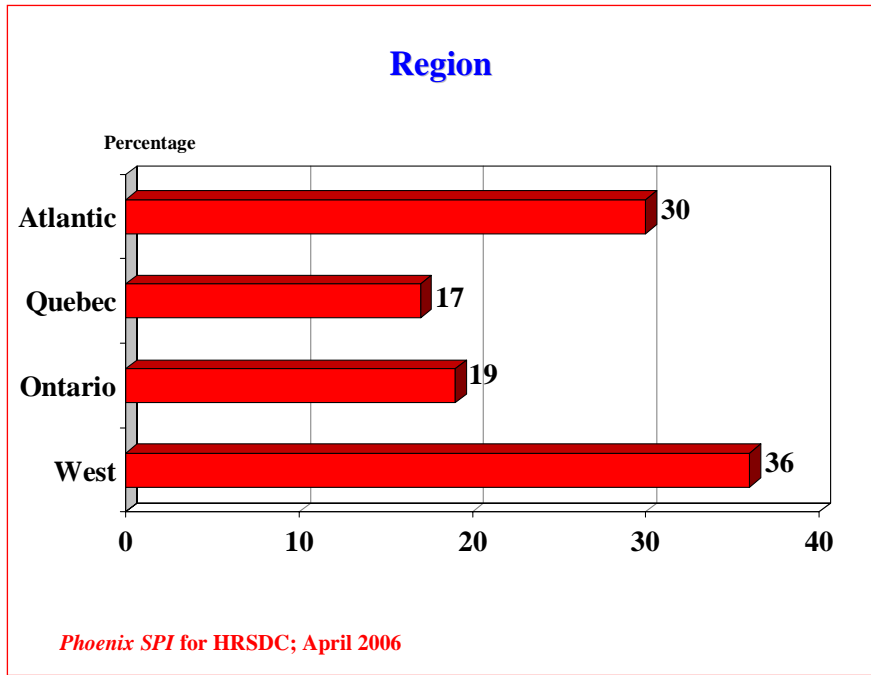
Just under two-thirds (63%) of the surveyed organizations that participated in the SCP program in 2005 are not-for profit organizations. Twenty-seven percent are private companies, while 10% are government organizations. This is largely consistent with the distribution of employers by *type* of organization in previous studies.



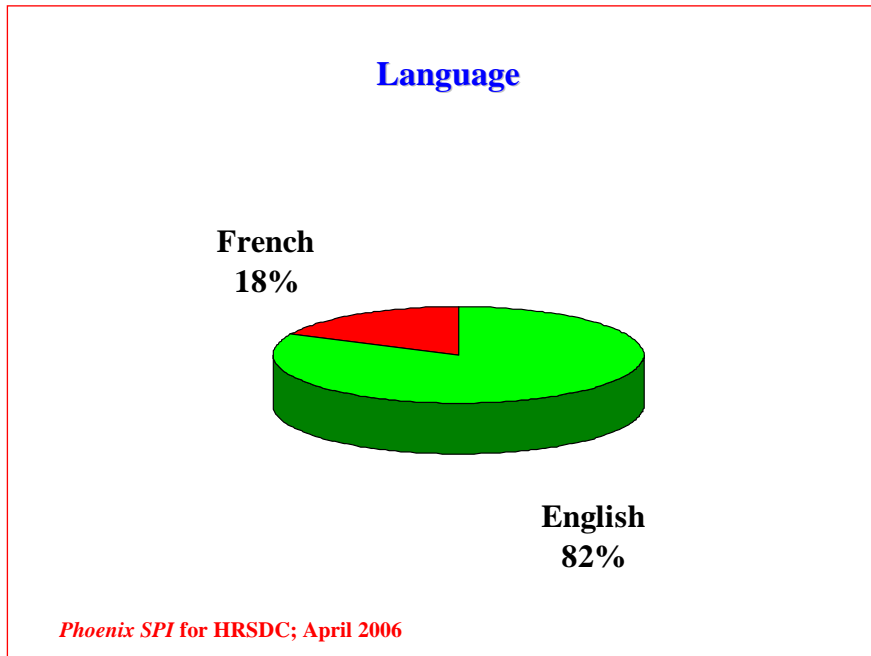
Almost half of the surveyed organizations (44%) employ five employees or less. Fully, more than one-third (35%) have between 6-20 employees, while 18% have over 20 employees. Respondents were asked to focus only on the number of employees in the city or town in which they work, and to include both full-time and part-time employees (including the latter as full-time equivalents).



The following graph provides the regional breakdown of surveyed organizations. The largest proportion of participating organizations are in the West (36%), followed by Atlantic Canada (30%), Ontario (19%) and Quebec (17%).



Eighteen percent of the interviews were conducted in French, and the rest in English (82%).

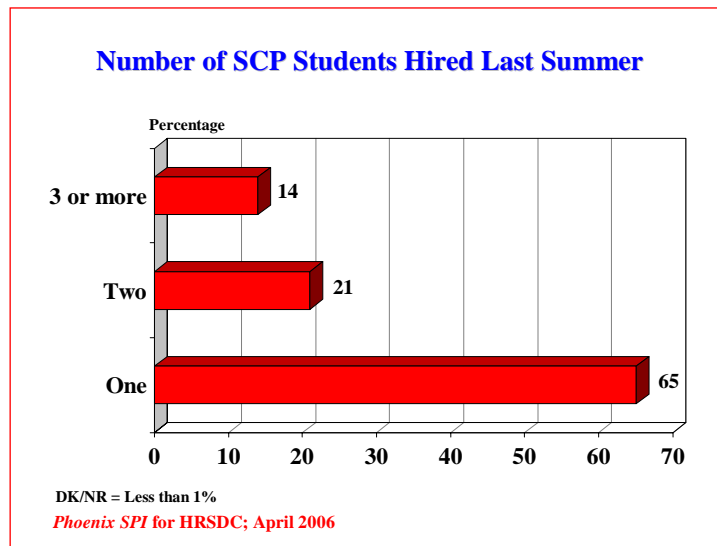


EMPLOYERS' PERCEPTIONS OF YOUTH PARTICIPANTS & WORK PLACEMENT

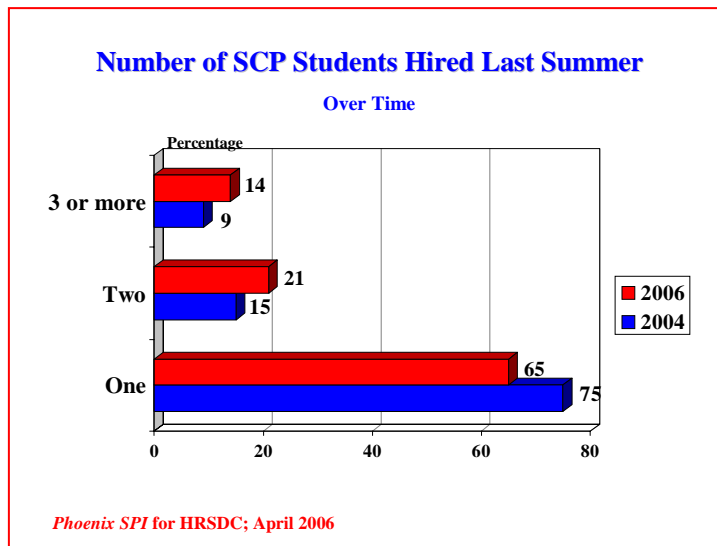
This section presents findings regarding employers' perceptions of youth hired under the SCP program and issues related to the student placement(s).

Most Organizations Hired One Student Under SCP Program

Fully two-thirds (65%) of the surveyed organizations hired only one student under the SCP program in 2005. Among the remaining organizations, 21% hired two students and 14% hired three or more. Employers were asked to focus only on the number of students hired in the city or town in which they work.



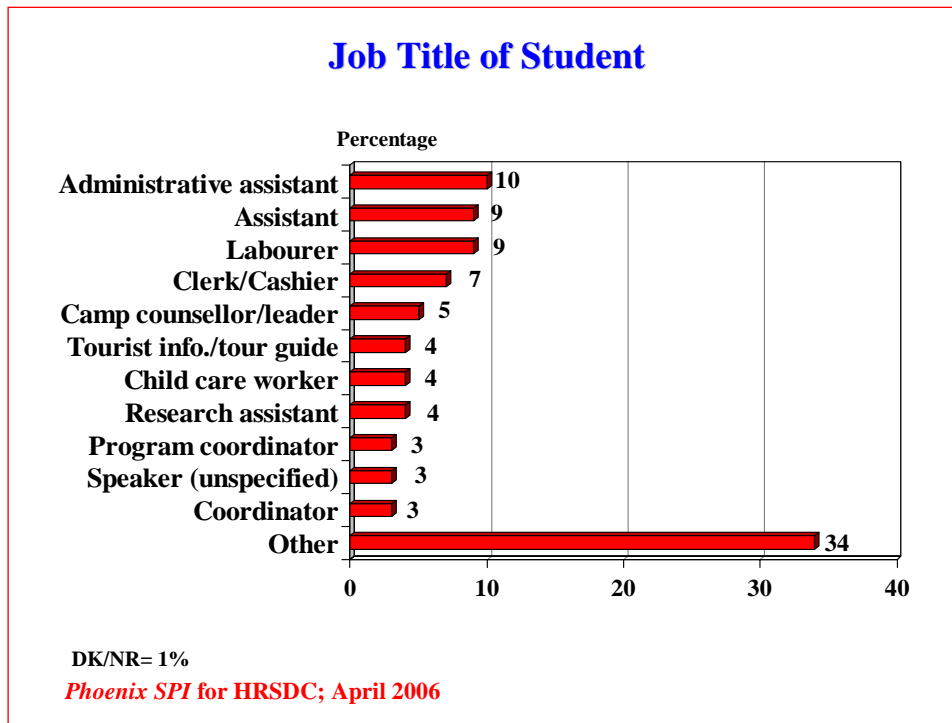
In 2004, 75% of surveyed organizations had hired one student, 15% had hired two, and 9% had hired three or more.



Employers who hired more than one student in the summer of 2005 were asked to identify in their mind the student whose last name begins with the letter closest to the beginning of the alphabet and to focus on this student for all the questions in this section.

Job Titles of Employed Youth

Students hired under the SCP program occupied a variety of positions. When asked to identify the job title of the student they hired under the program, 10% identified an administrative position. Other positions identified with relative frequency included various types of assistants and labourers (9% each), and clerk/cashier (7%). Positions or titles identified less often included camp councillor/leader (5%) tourist info/tour guide, childcare worker and research assistant (4% each).



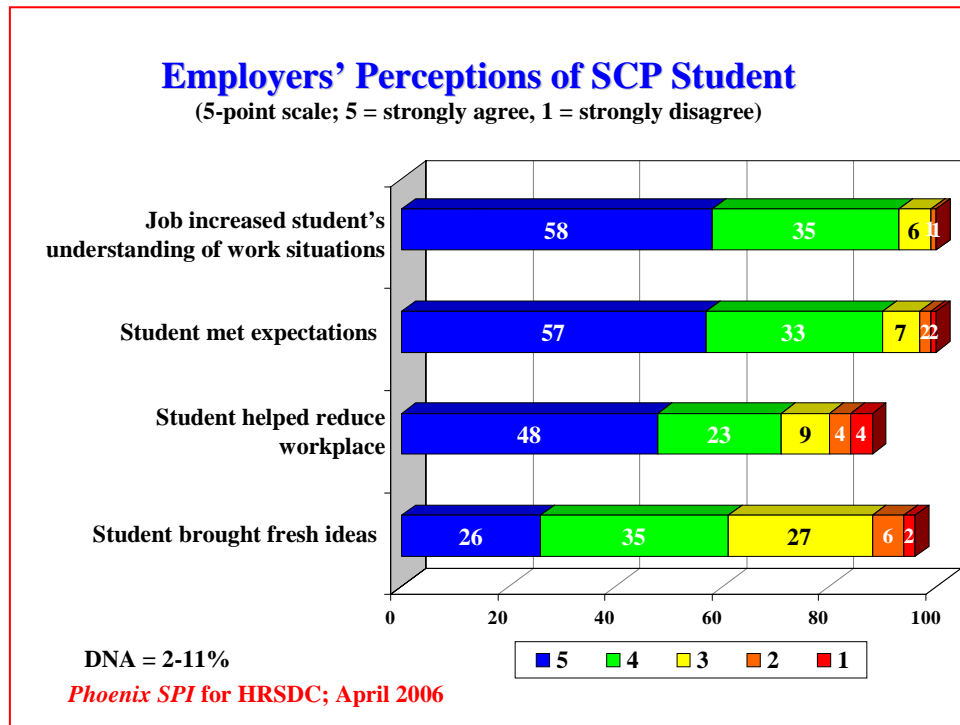
Positions identified by small numbers included program coordinator, speaker (unspecified) and coordinator (3% each). The types of responses included in the 'other' category (34%) are manager or supervisor, receptionist, youth worker, teacher or educator, technician, maintenance, and life guard, among others.

Employers' Perception of Issues Related to Work Placement

Employers were asked to express their level of agreement with four statements that could apply to their student's summer job (using a 5-point scale: 1 = strongly disagree; 5 = strongly agree). The statements were:

- The student met their expectations with respect to the skills he/she brought to the job.
- The job increased the student's understanding of what is expected in a work situation.
- The student helped reduce the workload in the office.
- The student brought fresh ideas to the workplace.

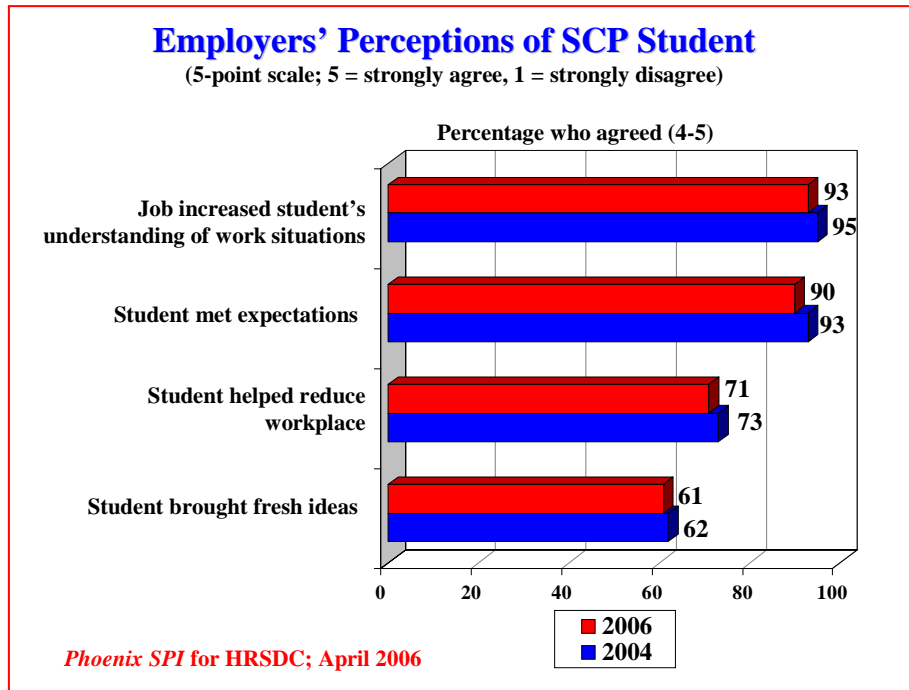
The vast majority of employers agreed that the job increased the student's understanding of what is expected in a work situation (93%), and that the student met their expectations with respect to the skills he/she brought to the job (90%). Moreover, majorities of the employers *strongly* agreed with both statements (57-58%).



Slightly less than three-quarters (71%) agreed that the student helped reduce the workload in the office (with 48% offering strong agreement). Note that 11% said that this did not apply to their student (i.e. there was no office and/or corresponding workload).

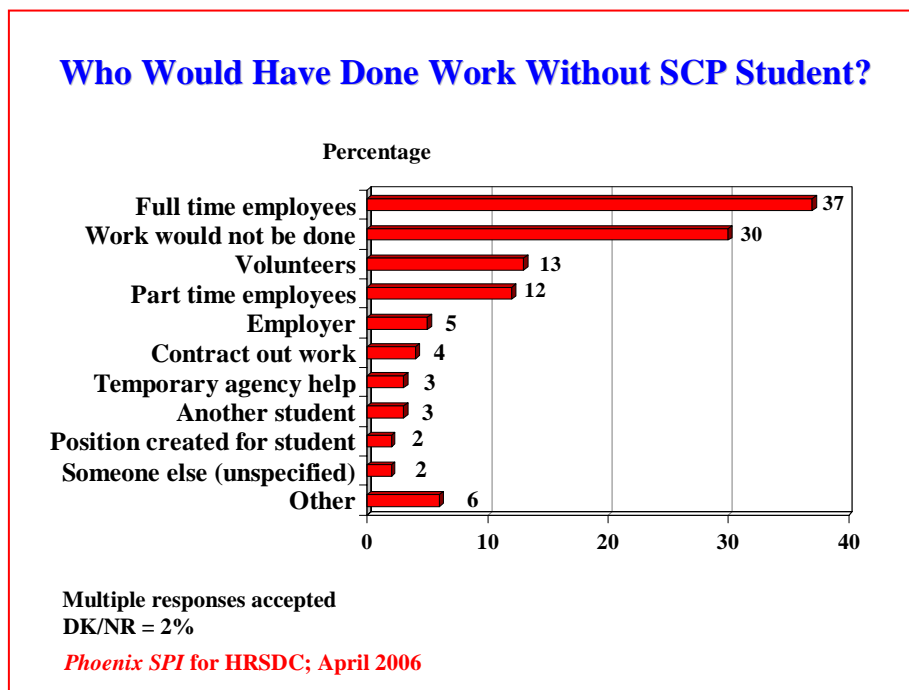
Employers were least likely to agree that the student brought fresh ideas to the workplace (61%). Those who did not agree with this statement were more likely to be neutral (27% gave scores of 3) than to disagree (9%).

Compared to 2004, employers were slightly less likely to provide positive assessments of their SCP student.



Without Student, Work Would Have Been Performed by Full-Time Staff or Not Done

Had they not hired the student, employers were most likely to say that the work would have been done by full time employees (37%). Thirty percent said that the work would not have been done at all (multiple responses accepted).

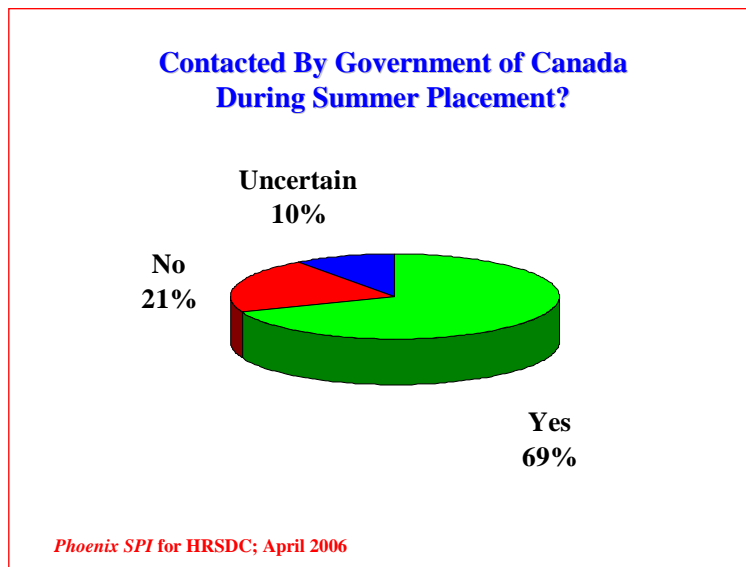


Similar proportions of employers (12-13%) said that the work would have been performed by either volunteers or part time employees. A few said they would have done the work themselves (5%), contracted it out (4%), used a temporary help agency or another student (3% each). Smaller numbers (2%) indicated another position created for students or someone else (unspecified). Included in the 'other' category are seasonal workers, hired help (unspecified), and a comment that the work was designed specifically for a student.

Little has changed since the previous survey, with two notable exceptions – a decrease in the likelihood that the work would not have been done (30% vs. 36% in 2004), or would have been done by the employer (5% vs. 11% in 2004).

Most Employers Contacted About Student's Work Placement

Over two-thirds of the employers (69%) said they were contacted by a government official from HRSDC during the summer to inquire about the student's work placement. Among the others, 21% said they were not contacted, while 10% were uncertain or did not know.

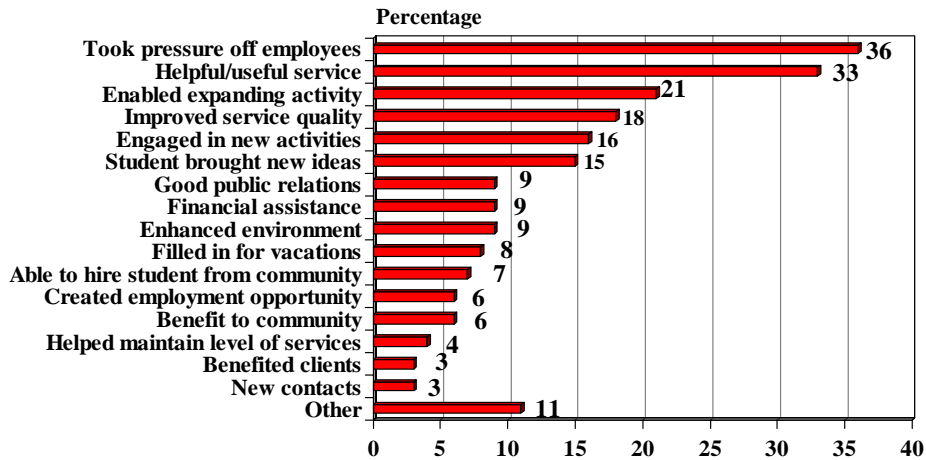


Compared to 2004, employers were more likely to have not been contacted (21% vs. 15%).

Main Benefits From Program – Reduced Pressure and Helpful/Useful Service

Employers were asked in an open-ended manner to identify the main benefits that they and their organization received from having this student work for them. Over one-third (36%) said that the student took pressure off the employees, followed closely by 33% who felt that the student provided helpful/useful service. Twenty-one percent said it enabled them to expand an activity (multiple responses accepted). Other benefits identified with some frequency included improving the quality of existing activities (18%), engaging in new activities (16%), and bringing new ideas/creativity to the organization (15%).

Main Benefits of SCP Student



Multiple responses accepted

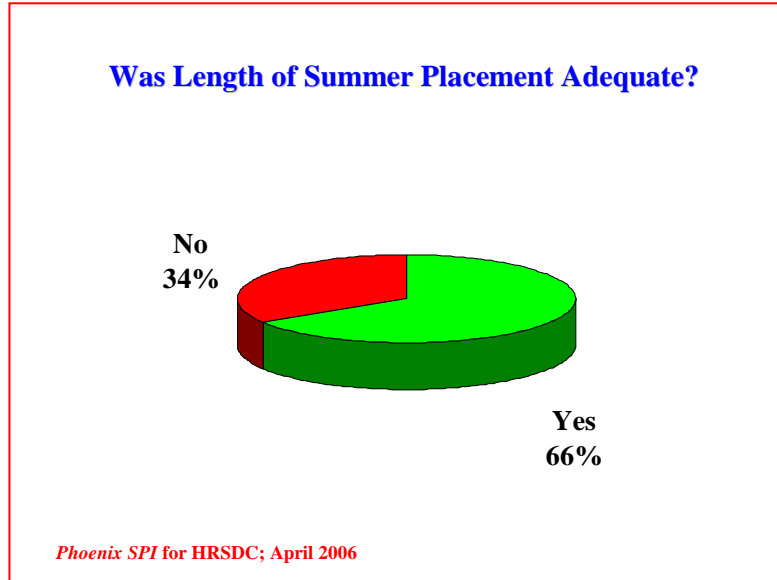
Phoenix SPI for HRSDC; April 2006

Other benefits identified less often (6%-9%) included being good for public relations, reaping a financial benefit, enhancing or diversifying the work environment, filling in for employees on vacation, being able to hire a student in their community, creating an employment opportunity and benefiting the community in general. Included in the ‘other’ category are generally benefiting the student, kept on after summer, computer knowledge, performed research, among others.

This year employers were more likely to identify taking pressure off employees as a benefit (36% vs. 28% in 2004), but less likely to mention expanding on an activity (21% vs. 27% in 2004). In addition, they were slightly more apt to identify the following benefits: good for public relations (9% vs. 6%), financial assistance (9% vs. 5%), and enhancing the work environment (9% vs. 6%).

Two-Thirds Feel Length of Job is Adequate

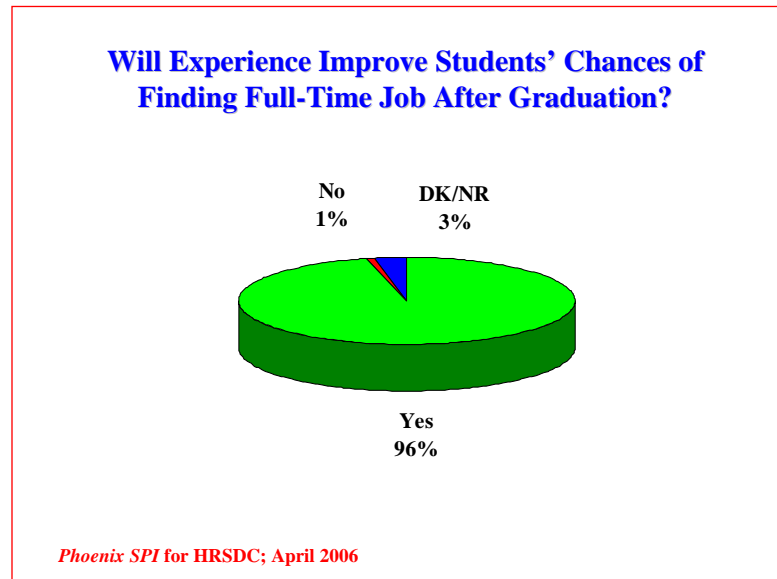
Two-thirds of employers said that the duration of the student summer job placement was adequate for their organization. That said, 34% did not feel the length was adequate.



Consensus that Experience Will Improve Chances of Finding Full-Time Job

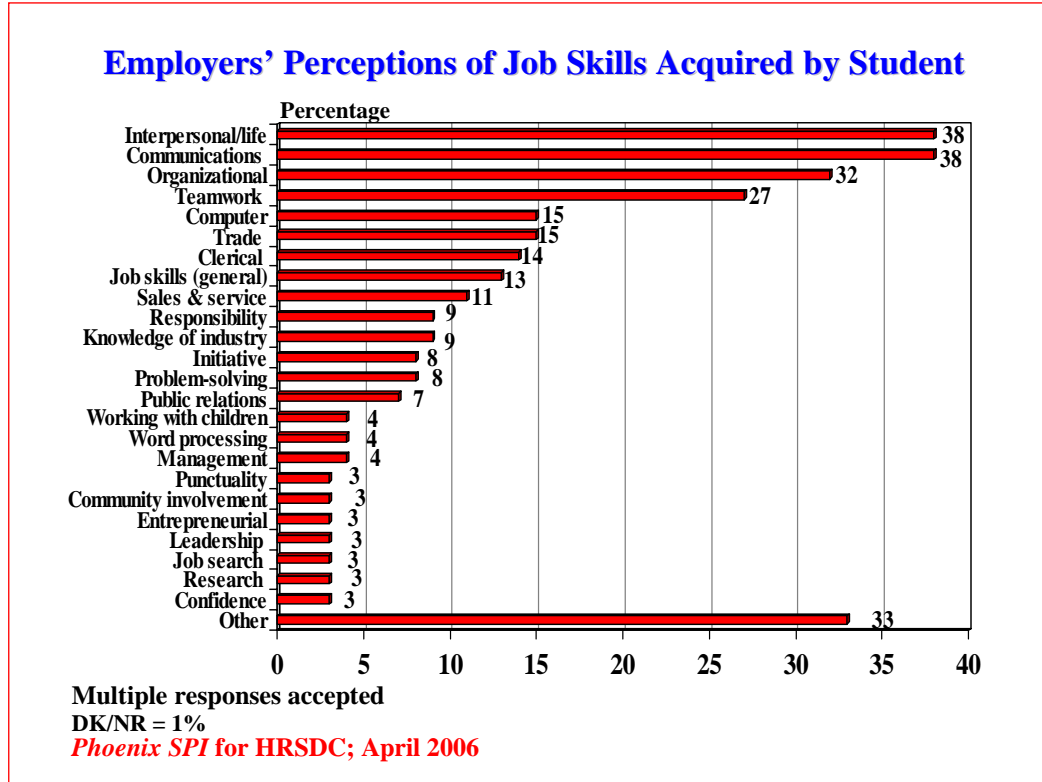
There was a virtual consensus (96%) that the employment experience of the student will improve his/her chances of finding a full-time job after completing school.

Results have not changed since 2004, and are virtually identical to those of 1996 (95%).



Job Skills Acquired Through Summer Placement

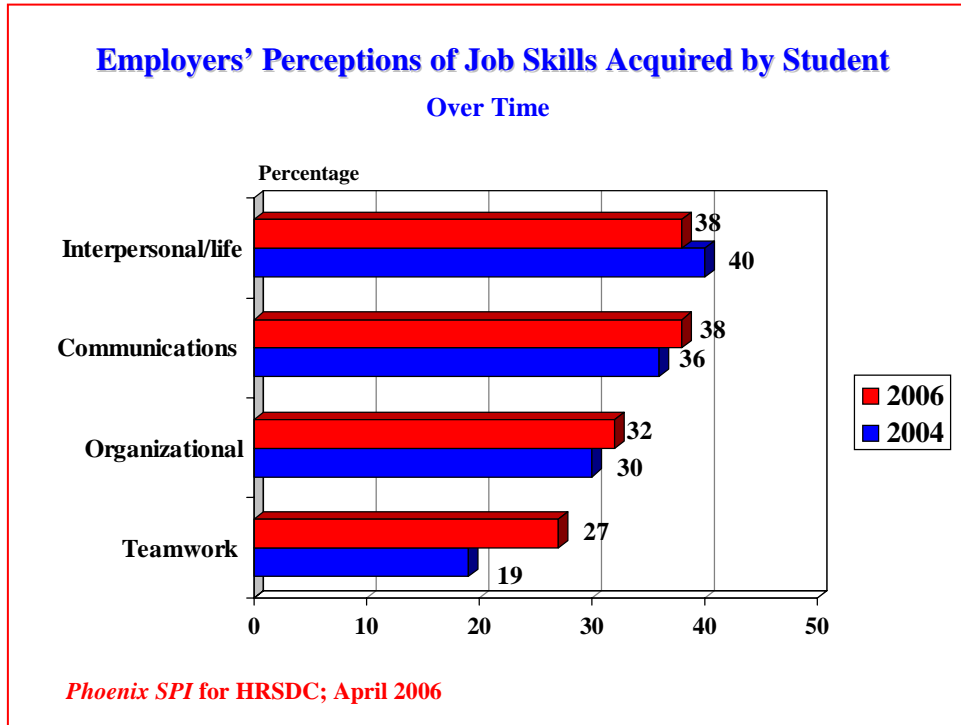
According to surveyed employers, students acquired or developed a range of job-related skills through their summer job experience. Leading the way were interpersonal/life skills, and communication skills (38% each). Organizational skills (32%), and teamwork skills (27%) also received considerable attention (multiple responses accepted).



Also identified with some frequently were computer skills (15%), trade skills (15%), clerical skills (14%), job skills (general) (11%) and sales and service skills (11%). Other skills sets were identified less often (9% or less). It is also noteworthy that in each of the above skills, employers were generally more likely to indicate the student had gained these skills than were the students.

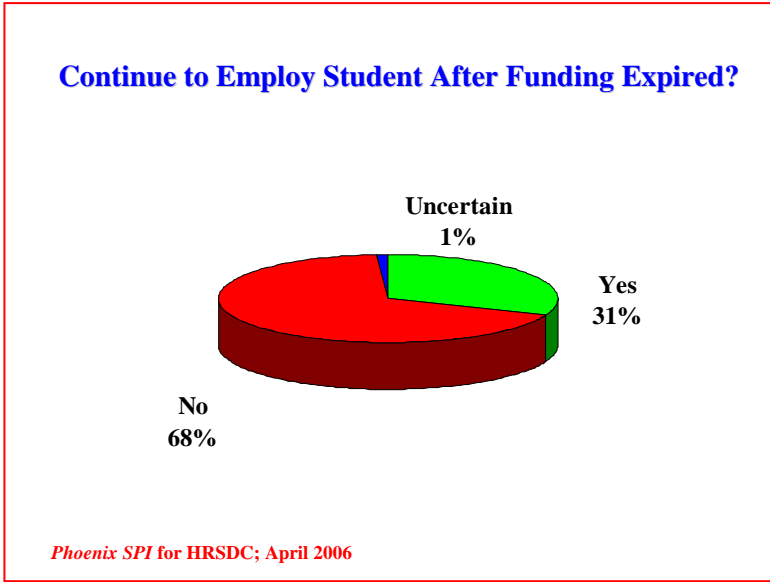
Included in the ‘other’ category were working with the disabled, handling cash, accounting, adaptation, and marketing skills, among others.

Compared to 2004, there have been minimal changes in employers' perceptions of the job-related skills acquired by students: interpersonal (38% in 2006 vs. 40% in 2004), communications (38% vs. 36%) and organizational (32% vs. 30%) skills. The only noteworthy difference related to teamwork skills, with somewhat more citing this as a job skill acquired by students in 2006 (27% vs. 19% in 2004).



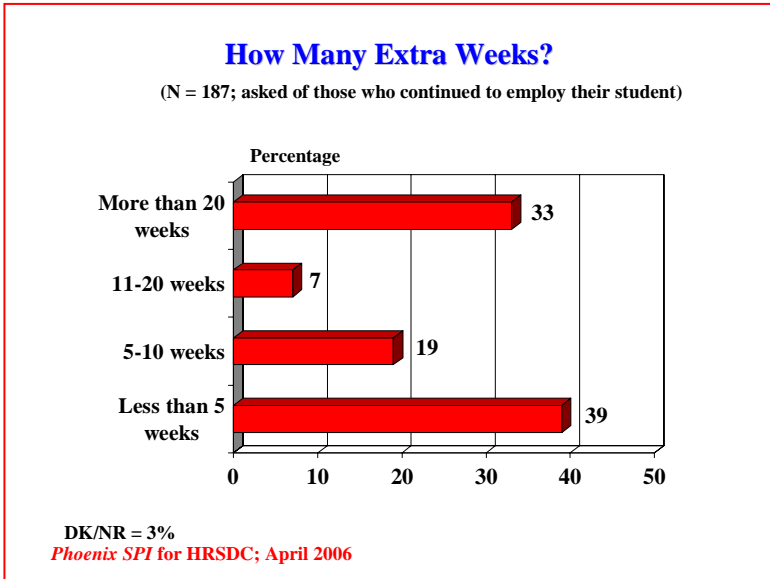
Minority Employed Student After Funding Ended

Slightly less than one-third (31%) of surveyed employers continued to employ their student after funding from the government expired at the end of their summer job. Conversely, more than two-thirds (68%) did not.



Respondents who continued to employ their student (n = 187) were asked for how many extra weeks.

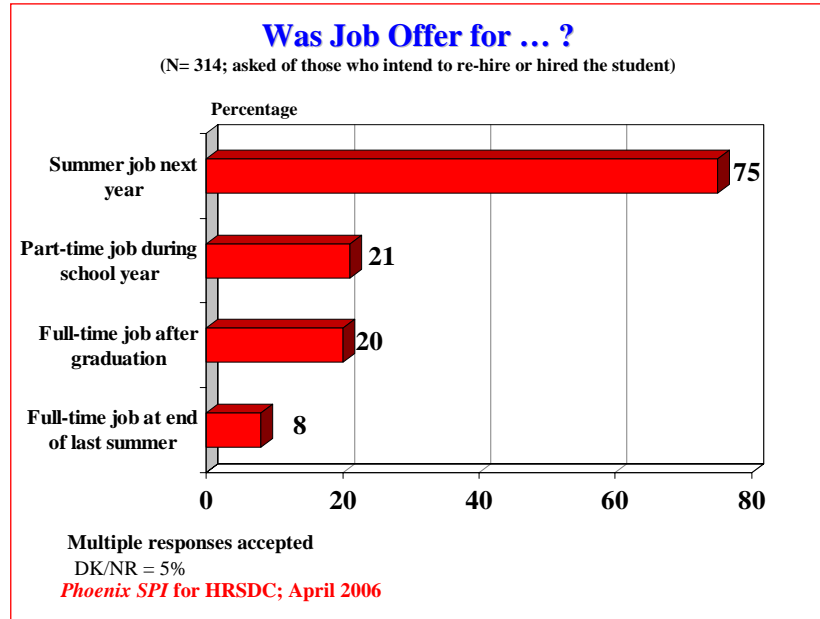
More than half (58%) said they extended the students' employment for 10 weeks or less: 39% less than 5 weeks and 19% 5-10 weeks. In total, 40% continued to employ their student for at least 11 weeks (33% did so for over 20 weeks).



Many Employers Plan to Re-Hire Student or Have Done So, Mainly For Summer Job

In all, 314 employers (52%) indicated that they intend to re-hire the student at a later date or have already done so. These employers were asked which of the following job offers they made (or will make):

- A summer job next year
- A part-time job during this school year
- A full-time job starting at the end of last summer
- A full-time job after graduation



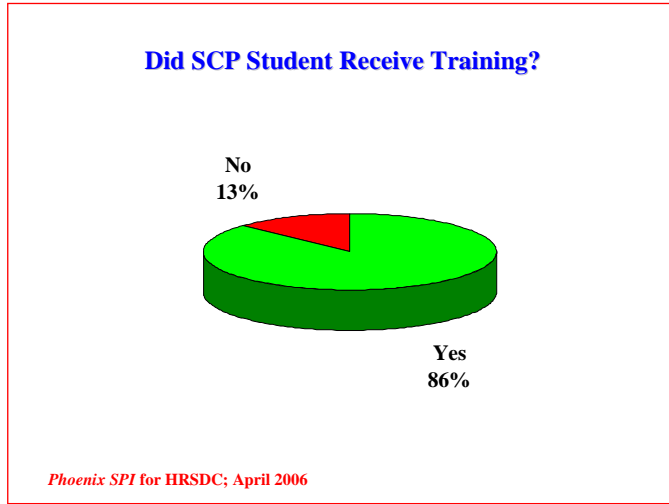
The vast majority said that this consisted of part-time or summer employment. Exactly three-quarters (75%) offered (or will offer) the student a summer job next year and 21% offered a part-time job during this school year. One-fifth (20%) offered (or will offer) a full-time job after graduation, and 8% offered a full-time job after last summer (multiple responses accepted).

The number of employers who intend to offer their student(s) a job next summer has increased since the previous study (75% vs. 63% in 2004). While employers were less likely to offer a part-time job during the school year (21% vs. 35%), they were more apt to offer students a full-time job after graduation (20% vs. 15%).

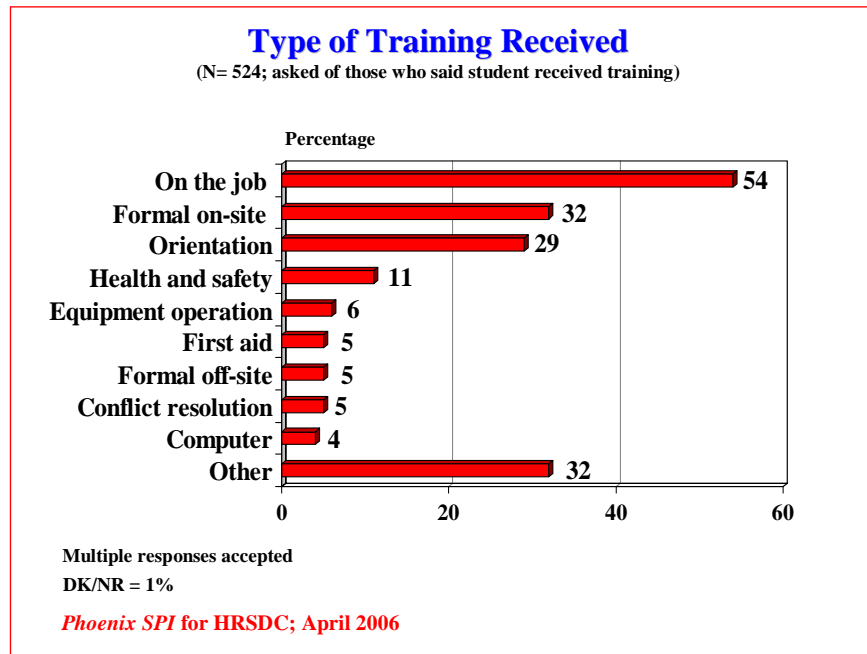
Large Majority Received Training From Employer, Mainly On-the-Job

All employers were asked if the student they hired through the SCP program received any training during his/her summer job. In response, the large majority (86%) said that the youth did receive training. Conversely, 13% said he/she did not.

This is similar to the 2004 results, when 84% said that the youth received training.



Those employers who said that their student received training were asked in an open-ended manner to identify the type of training the student received. By far, the type of training that was identified most often was on-the-job training (54%). This was followed at a distance by formal on-site training (32%) and orientation (29%) (multiple responses accepted).



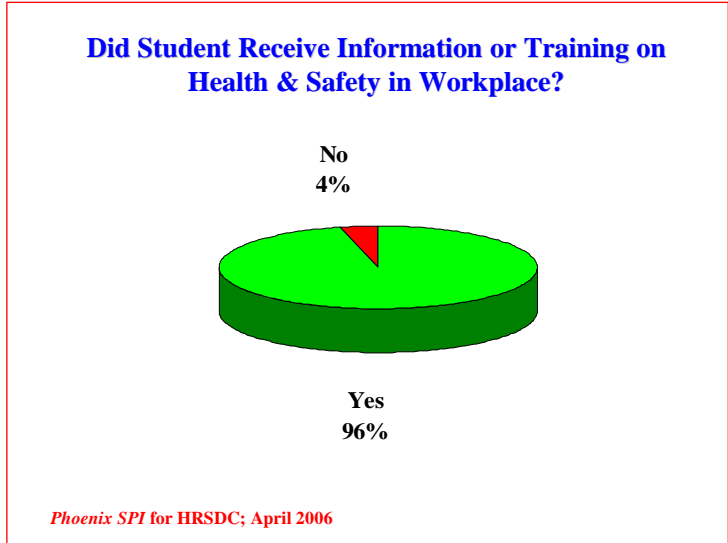
Small numbers identified a variety of other types of training, including health and safety (11%), equipment operation (6%), first aid, formal off-site, conflict resolution (5% each) and computer training (4%). Included in the ‘other’ category are specific types of training such as training in office management, WHMIS, communication skills, technical skills and working with children, among others.

Compared to 2004, employers are less likely to have offered on-the-job training (54% vs. 61%), but more likely to have provided formal on-site training (32% vs. 24%) or orientation (29% vs. 25%).

Vast Majority Provided Information or Training on Health & Safety

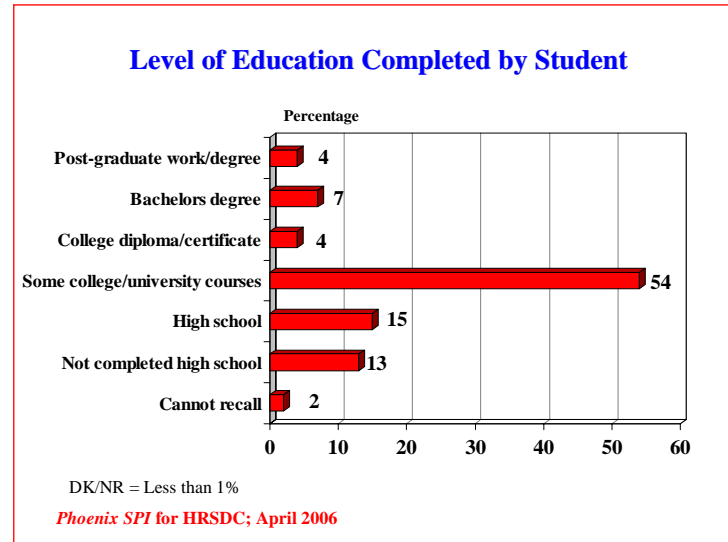
The vast majority of employers (96%) said they provided the student with information and guidance or training on Health and Safety in the workplace. Among the rest, 4% said they did not.

This year more students received health and safety in the workplace information or training (96% vs. 92% in 2004).



Most Students Had Completed at Least Some Post-Secondary Education

Over two-thirds of the students who worked with surveyed employers had completed at least some post-secondary education at the time of their placement. Over half (54%) had some college/university education, 7% had a bachelors degree, 4% had a college certificate or diploma, and 4% were doing post-graduate work. Most of the rest were almost equally divided between those who had a high school diploma (15%) and those who did not (13%).



EMPLOYERS' PERCEPTIONS OF SUMMER CAREER PLACEMENTS PROGRAM

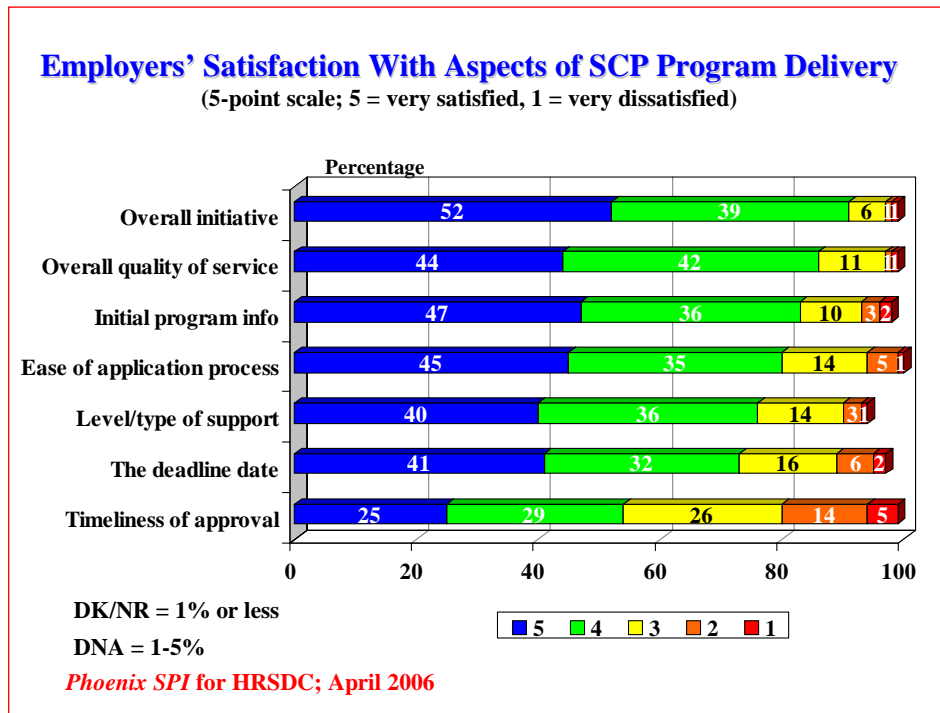
This section explores various issues related to the SCP program, including employers' perceptions of the program in general and service delivery, as well as their summer student hiring practices.

Widespread Satisfaction with Program Delivery

Employers were asked to rate their level of satisfaction with various aspects of program delivery with respect to the SCP Program. Using a 5-point scale (1 = very dissatisfied; 5 = very satisfied), respondents were asked to rate the following:

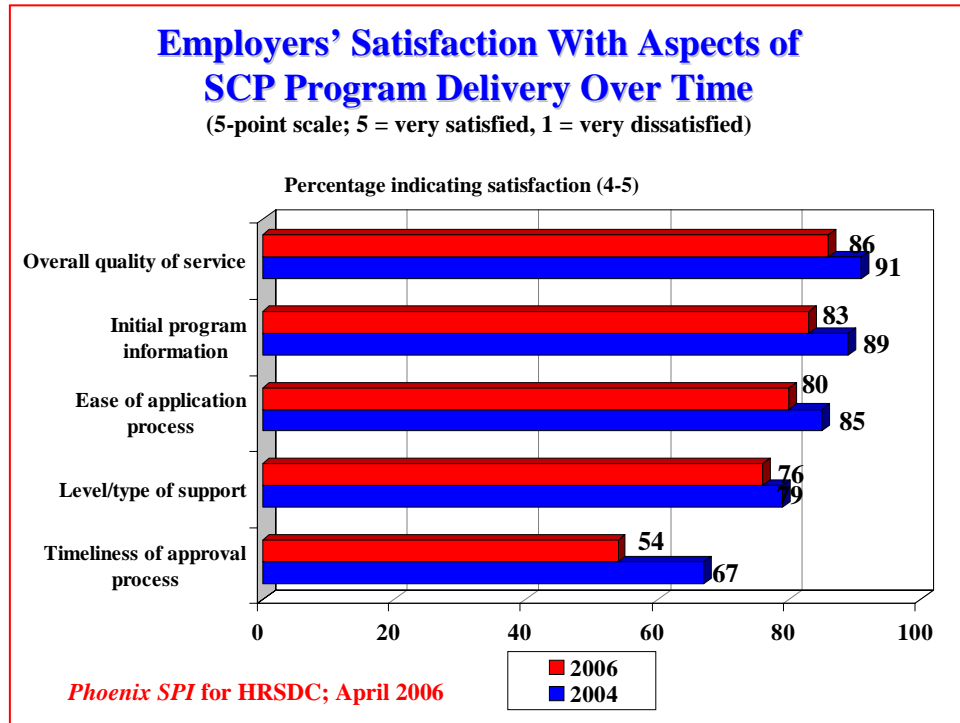
- The initial information they received about the program.
- The ease of the application process.
- The timeliness of the approval process for applications.
- The level and type of support available if needed.
- The overall quality of service provided by the SCP Program.
- The deadline date.
- The overall initiative.

Decisive majorities expressed satisfaction in six out of seven areas. Satisfaction was highest in relation to the overall SCP initiative (91%), followed closely by the overall quality of service (86%). Consistently high levels of satisfaction presented concerning the initial information received about the program (83%) and the ease of the application process (80%). Satisfaction with the level and type of support as well as the deadline date was fairly high as well (73%-76%). Strong satisfaction in these areas ranged from 40-52%.



The area in which employers were least satisfied was the timeliness of the approval process for applications. Here too, however, half (54%) expressed satisfaction. Those who did not express satisfaction tended to be neutral (26%) or dissatisfied (19%). Levels of dissatisfaction in all other areas did not exceed 8%.

While employer satisfaction with the program remains high, compared to 2004, they are less satisfied across all aspects (54-86% in 2006 vs. 67-91% satisfied) and most notably in relation to the timeliness of the approval process for applications. This year two additional aspects were measured: satisfaction with the deadline date and with the overall initiative.

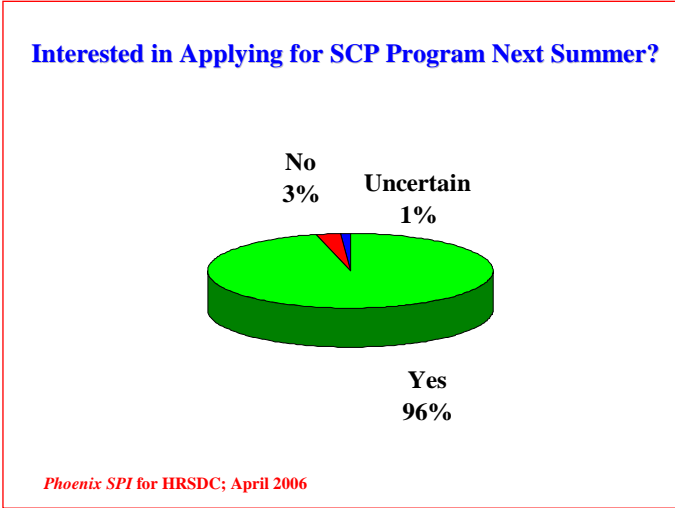


Virtually Everyone Would Take Part in Program Again

The vast majority of employers (96%) said their organization would be interested in taking part in the SCP program if it were available next summer (3% said no; 1% were uncertain).

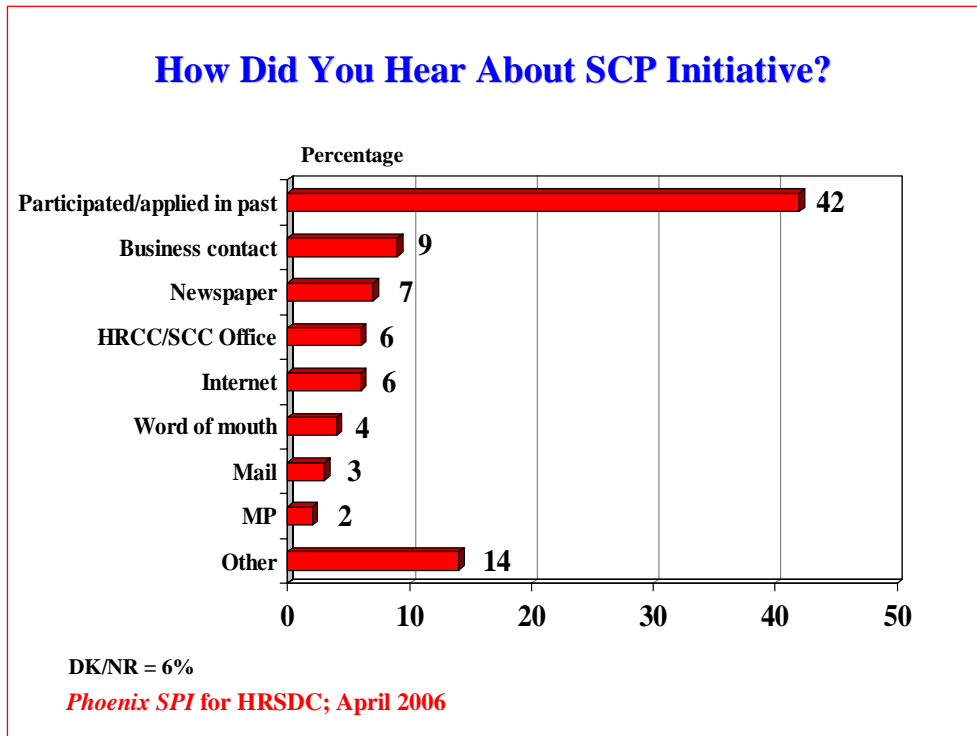
Interest remains high and unchanged since 2004.

Among those who said no (n= 18), four said they would have no need for students, four said they were restructuring, three said that they have already hired other employees, while eight gave some other reason (multiple responses accepted).



Top Source of Information About SCP Program – Prior Participation

By far, the main source of learning about the SCP program was prior participation in it, cited by 42% of surveyed employers. The only other information sources identified with any frequency were business contacts (9%) and the newspaper (7%).

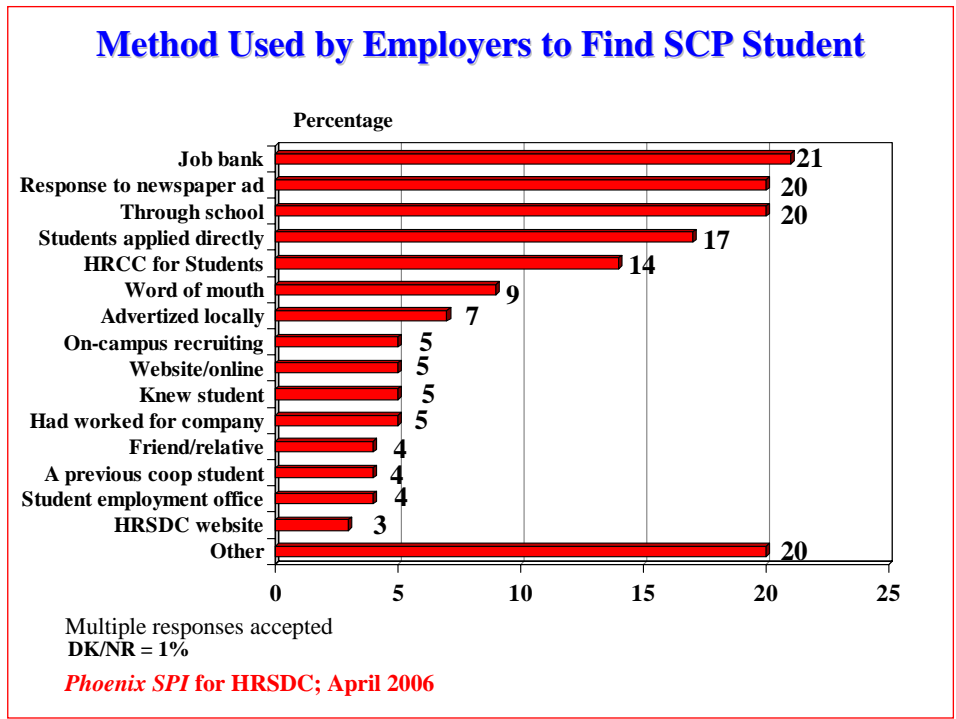


All other sources of information were identified by small numbers (2-6%), including HRCC/SCC Office, Internet, word of mouth, mail, and their Member of Parliament (MP). Included in the ‘other’ category are through local employment offices, radio/TV ads, school/university/college, and HRCC/SCC for students.

Previous participation in the program remains the single greatest source of information about the SCP initiative over time (41-42%).

Job Bank, Newspaper Ads and Schools Main Methods of Finding SCP Students

Employers relied on several methods to find their SCP student(s). Job banks were identified most often, cited by 21% of surveyed employers. This was followed closely by responding to an SCP newspaper ad and schools (20% each) (multiple responses accepted). The only other ways identified with any frequency were students applying directly to their organization (17%), HRCC for students (14%), and word of mouth (9%).



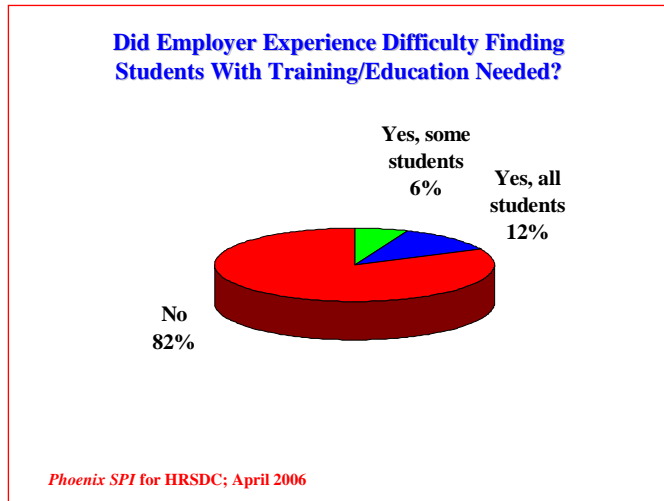
Other methods, identified by 7% or less, included local advertising, on-campus recruiting, website/online, knew student previously, student had worked for company, a friend/relative, a previous coop student, student employment office and the HRSDC website. Included in the ‘other’ category are employment centres, community bulletin boards, student had volunteered, email, and response to radio announcement among others.

Compared to 2004, HRCCs for students were identified much less often by employers (14% in 2006 vs. 38%).

Majority Experienced No Difficulty Finding Students with Needed Background

Eighty-two percent of employers surveyed said they had no difficulty finding students with the training or educational background required to fill the positions. Conversely, 18% said they had encountered difficulties.

More employers said they had no trouble finding students this year compared to 2004 (82% vs. 73%).

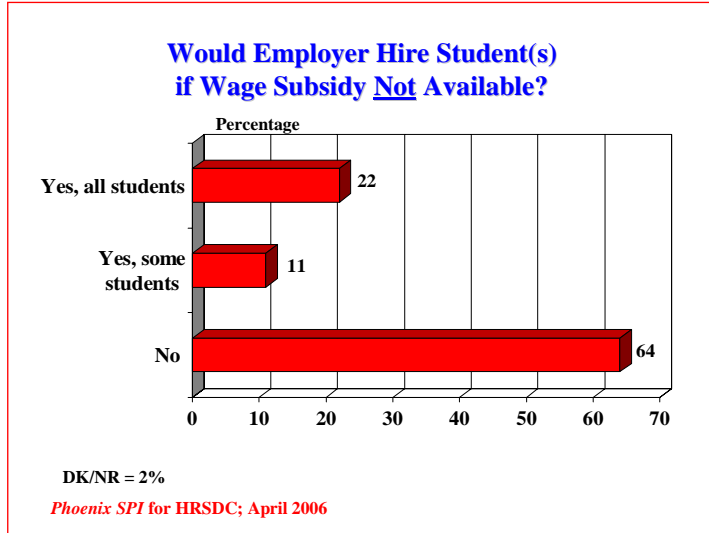


Among employers who did have difficulty finding students with the training or educational background required, just under one-third (31%) identified lack of the right set of skills as the reason why. Significant numbers also identified there being too few students available in the area (20%), lack of personal skills/suitability (17%), students unwilling to accept wages (12%), and the student not being available (9%) (multiple responses accepted). Mentioned less often was unwillingness on the part of students to take job (7%), insufficient time for approval (6%), students not willing to do tasks (6%) and a lack of experience (6%). Included in the ‘other’ category are students having found other jobs while waiting for approval and the lack of help from an HRCC, among others.



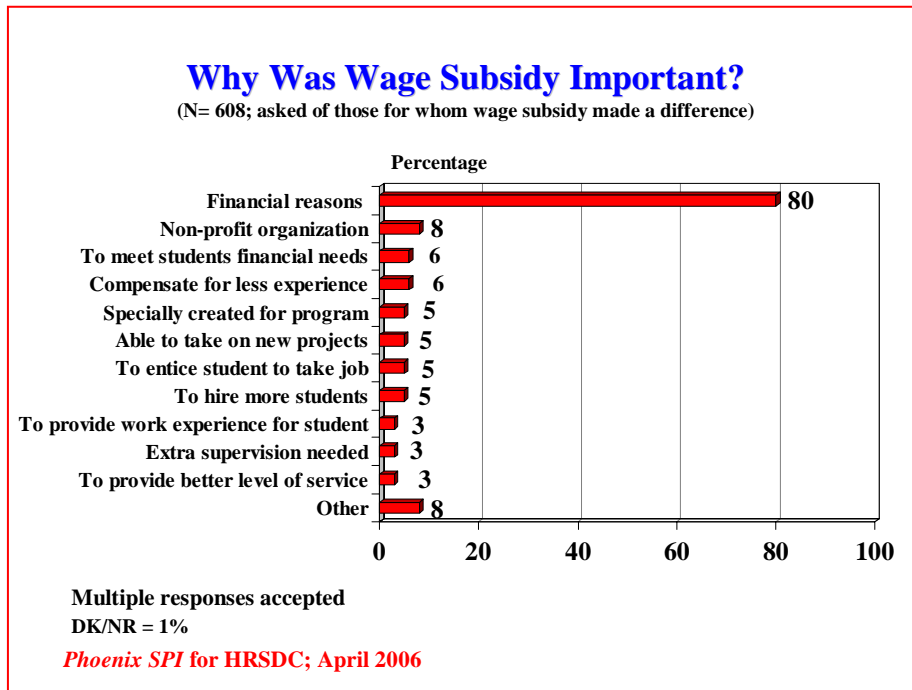
Many Would Not Have Hired Student(s) Without Wage Subsidy

Nearly two-thirds of surveyed employers (64%) said their organization would not have hired (a) student(s) last summer if the wage subsidy had not been available. Among the rest, 22% said that their organization would have hired all of the students without the subsidy, while 11% said they would have hired some.



This represents a significant decrease compared to 2004, when 73% of employers said their organization would not have hired (a) student(s) last summer if the wage subsidy had not been available.

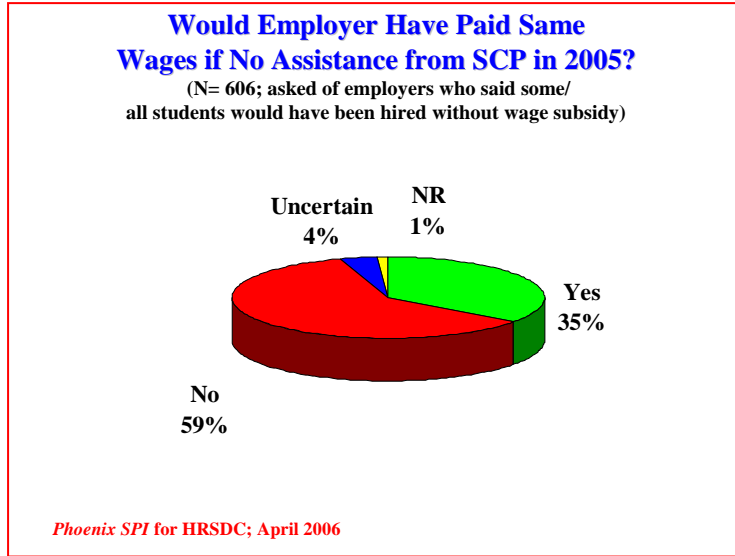
Employers who said their organization would not have hired their student(s) without the wage subsidy (or would only have hired some youth) were asked in an open-ended manner why the wage subsidy was important. In response, the vast majority (80%) pointed to financial reasons. As the accompanying graph shows, few identified any other reasons (multiple responses accepted).



The importance of financial reasons remains high, but has decreased since 2004 (80% vs. 90%).

More Than Half Would Not Have Paid Same Salary Without Wage Subsidy

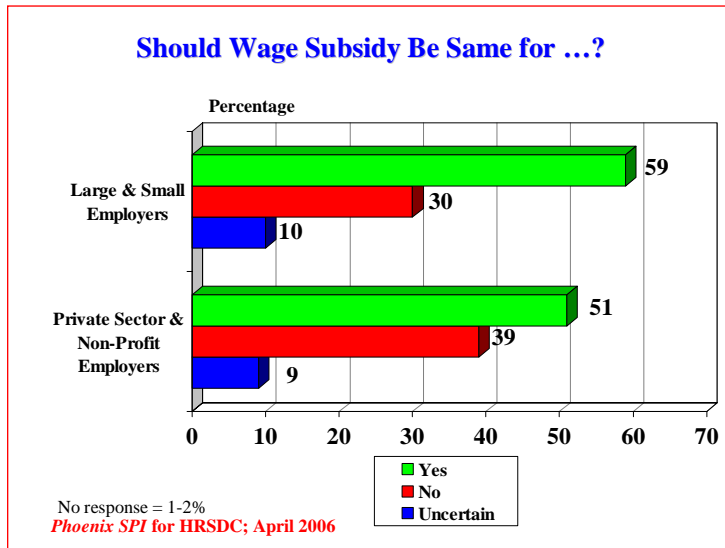
Employers who said their organization would have hired their student(s) without the wage subsidy (or would only have hired some youth) (n = 606) were asked if they would have paid the same wages had they not received any assistance from the SCP program in 2005. More than half said that they would not (59%), while 35% said they would have, and 5% were uncertain or did not know.



These results are the reverse of 2004, when 55% of employers said they would have paid the same wages (compared to 35% in 2006), and just 35% would not (compared to 59% in 2006).

Moderate Consensus on Level of Wage Subsidy by Sector

Employers were asked for their views on what the rules for the SCP wage subsidy *should* be. More than half (59%) think that the subsidy should be the same for both large and small employers. However, a fair minority (30%) do not think that it should be the same. The rest (10%) were uncertain or did not know.



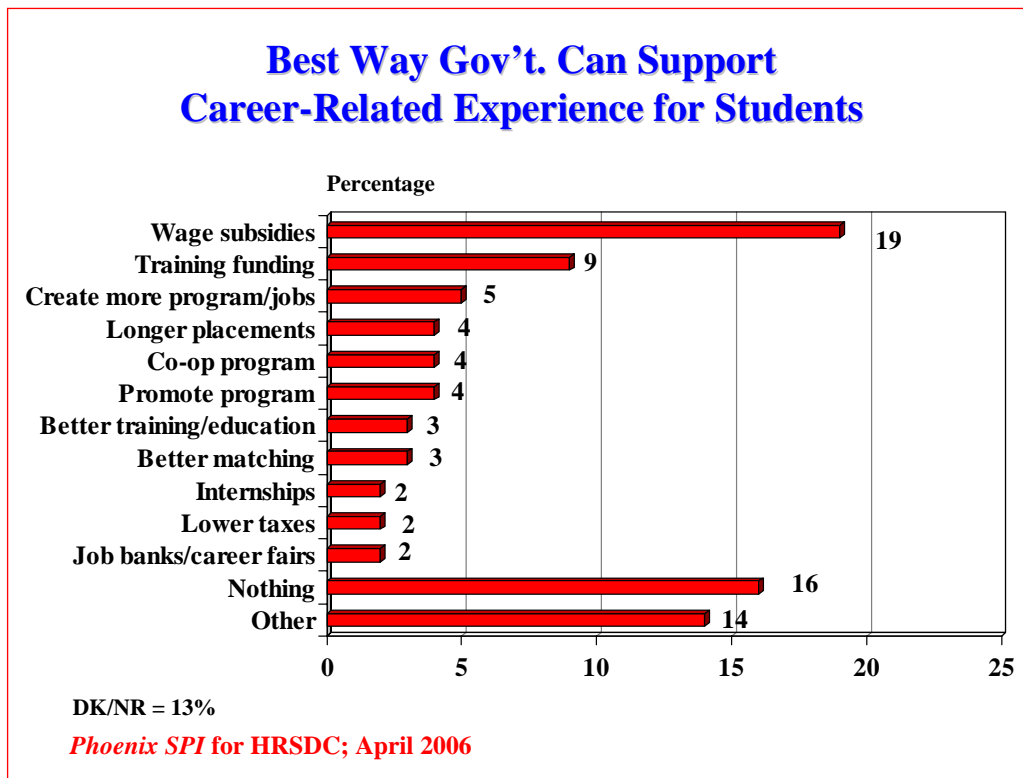
Employers were slightly more divided over whether the wage subsidy should be the same for private sector and non-profit employers, with 51% saying that it should, but 39% feeling that it should not. The rest were uncertain or did not know (9%).

Since 2004, there has been a slight increase in the proportion of employers who think that the subsidy should be the same for both large and small employers (59% vs. 52%). There has also been a larger increase in the number of employers who feel that the wage subsidy should be the same for private sector and non-profit employers (51% vs. 45%).

Best Way for Government to Support Career-Related Experience for Students

Employers were asked in an open-ended manner to identify the most appropriate way, other than wage subsidies, for government to support students and employers in providing career-related experience for students.

Fully, 12% identified funding for or improvements to training (9% and 3% respectively). Approximately one in ten identified improvements to the SCP Initiative, including longer placements (4%), better promotion of the program (4%), and better matching of students’ skills to their placements (3%). Additionally, a similar proportion of employers mentioned the creation of new programs including more programs and jobs in general (5%), a co-op program (4%), internships (2%), and job banks and career fairs (2%). Despite the caveat excluding wage subsidies, 19% identified it as the most appropriate way for government to support provision of career-related experience.

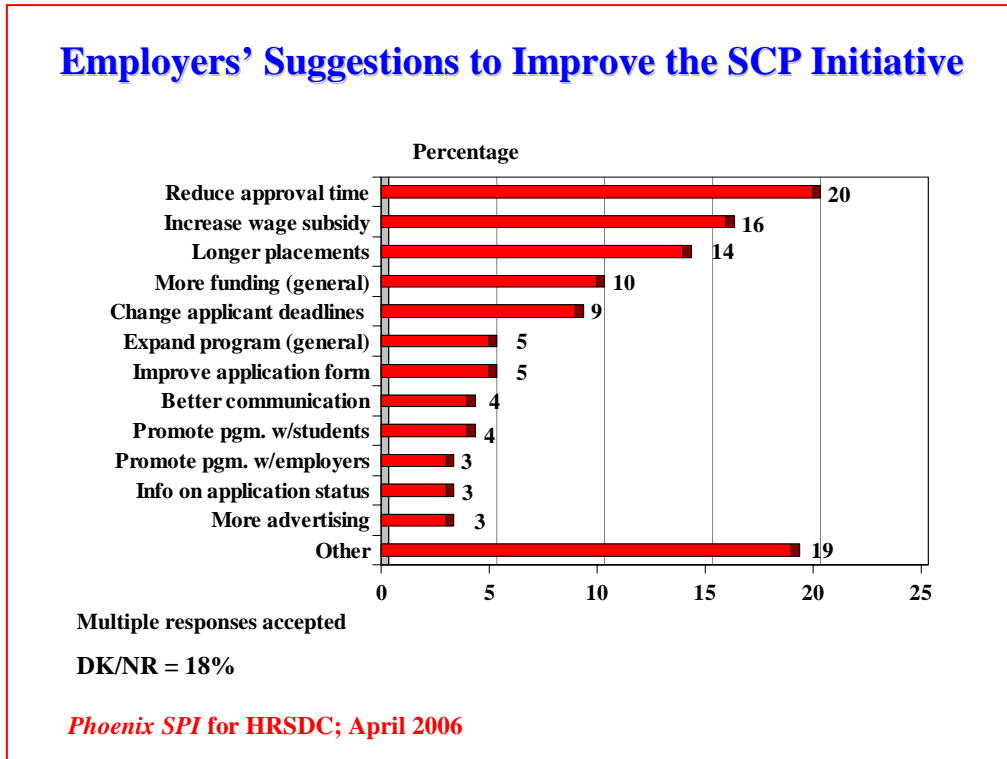


Included in the ‘other’ category (14%) are placement counselling, lower tuition fees, less bureaucracy, more information, increase minimum wage and maintaining the status quo.

Thirteen percent did not know or did not provide an answer, while a further 16% said there was nothing the government could or should do.

Reduce Approval Time – Main Suggestion for Improvement

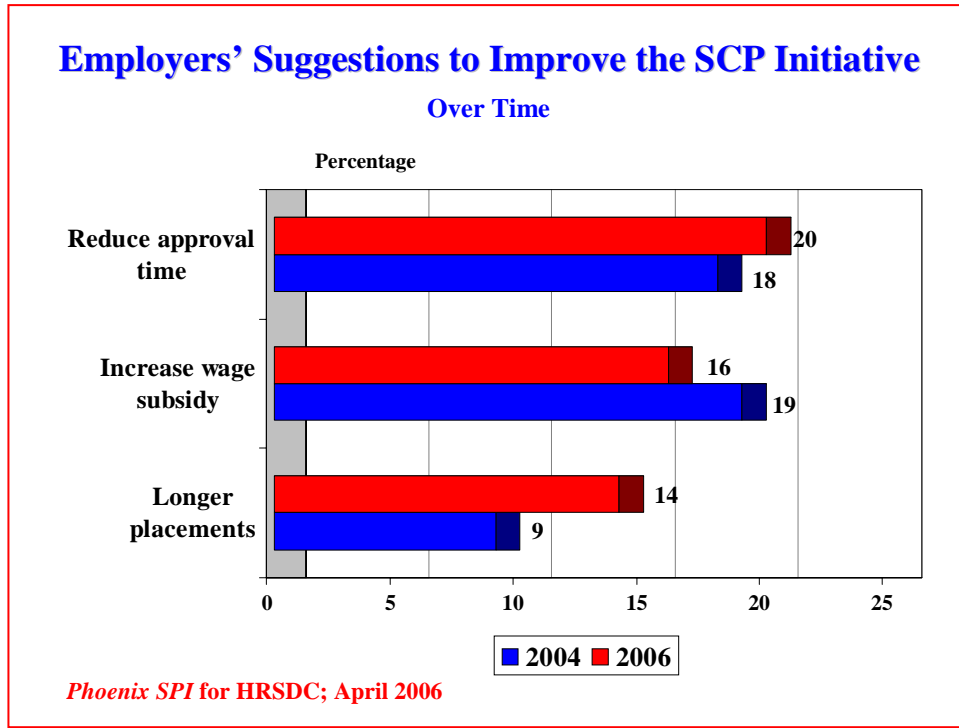
Asked to suggest changes to improve the SCP Program to the benefit of both students and employers, respondents pointed most often to reducing the approval time for applications (20%), followed by increasing wage subsidies (16%) and longer placements (14%) (multiple responses accepted). The only other suggestions offered with any frequency were more funding in general (10%) and changing the employer applicant deadlines (9%).



Other suggestions were identified infrequently (5% or less) and included expanding the program (general), improving application form, better communication, promoting the program more among students, promoting the program more among employers, facilitating the process of getting information on the status of applications, and more advertising (general).

Included in the ‘other’ category (19%) improving clarity/simplicity of rules and regulations, more accessible student employment services, and automation or online applications, among others.

Compared to 2004, more employers pointed to longer placements (14% vs. 9% in 2004) and reduced approval times (20% vs. 18% in 2004) as changes that would improve the program.



PART 2: INTERVIEWS WITH SERVICE CANADA STAFF

This part of the report presents the results of the in-depth interviews that were conducted with Service Canada staff involved in the delivery of the Summer Career Placements (SCP) initiative.

This was not intended to be a broad evaluation of the SCP initiative, but rather was designed to assess certain aspects of the initiative's administration. The intent of this qualitative component of the research was to explore in more detail staff perceptions of aspects of SCP's administration previously identified as being potentially burdensome or problematic. The interview guide, therefore, was narrow in scope designed to elicit targeted feedback from staff on specific issues in order to help guide future efforts to improve and make more efficient the administration of the SCP initiative (please see the Appendices section of this report for a full copy of the interview guide).

Context & Overall Perceptions of SCP Initiative

This section describes interview participants' involvement and familiarity with the SCP initiative, as well as their overall perceptions of the program.

Involvement With SCP

To provide context for their perceptions of the program, respondents were first asked about their involvement with the SCP initiative. Consistent with the recruitment criteria, interview participants were involved in various capacities in the implementation of the program. For some, this is direct involvement in program administration, while others work more on the periphery, overseeing the operation of the program. Respondents engaged in the program in a hands-on manner tended to be local program officers. These individuals were involved in the daily operation of the program, and pointed to a variety of duties, including the management of agreements, monitoring of placements, administering of payment claims, and assessing program applications. Regional and local coordinators identified more macro-level responsibilities, although not exclusively. They provide training, technical advice to project officers, a contact point for the general public, and overall coordination for project officers, as well as acting as a liaison with National Headquarters as necessary. One interview participant has worked at all three levels (i.e. local, regional, national) but is currently working at the national level as advisor to the regions on program delivery. Regardless of their different responsibilities, all respondents were extremely well placed to assess the SCP initiative and were knowledgeable about its administration.

Clear Understanding of Objectives of SCP Initiative

There was much similarity in the descriptions of the objectives of SCP provided by Service Canada officials. Everyone pointed to the program's role as wage subsidy or reimbursement program and to its objective of providing students with work or career-related experience. Representative descriptions included:

- *Gives youth a good job.*
- *SCP is designed to provide career-related experience for post-secondary students or first time job experience for high school students.*
- *Provide meaningful work experience to students.*
- *SCP is used to encourage employers to hire students in the summer.*
- *Assist youth entry into the labour market.*
- *Fournir une première expérience de travail aux jeunes.*
- *Valider leur choix de carrière ou aider à le cerner.*

A few respondents mentioned that the initiative is designed to help youth save money or provide financial assistance for their education and to provide them with the necessary experience to find employment when they finish school. Other individuals linked the SCP objectives to the impact the initiative has on local community businesses, through the wage subsidy, or to the meaningful matching of students and employers based on interest, education, and needs.

Perceived Strengths of SCP Initiative – Job Creation, Community Support

Service Canada staff cited a number of different strengths or benefits of the SCP initiative, although virtually everyone pointed to the employment opportunities the program creates for youth. In this regard, SCP benefits both employers and students. Organizations that would not normally be able to hire a student can do so through the SCP initiative. The wage subsidy serves as the financial incentive they need to employ students during the summer months. This was viewed by some Service Canada officials to be especially beneficial to not-for-profit organizations. That said, a few respondents specified that the purpose of the program is not to help organizations meet their employment needs during the summer. It was noted that employers sometimes do not seem to understand this. For students, the wage subsidy affords them work experience that they most likely would not have been able to obtain, the financial resources to pay for their education, and the opportunity to network, make contacts, and get their foot in the door of an organization.

In addition to these strengths, some interview participants focused on the program's impact at the community level. These individuals felt that a key strength of SCP is that it enables local businesses to create jobs that otherwise they would not have been able to fund. This was seen to be particularly important for smaller rural or remote communities. As a few officials explained, SCP allows these communities to both hire local youth and to finance work that the community could not fund without the subsidy. Assessments provide for regional and local input within the framework of the National Guidelines, which permit applications to reflect the needs of the local economy. Local delivery helps ensure that local needs and priorities are respected.

Still focusing on the community, one individual identified the federal government presence that SCP facilitates in remote and rural communities. The benefit from this perspective is that Canadians are able to see that Government of Canada money is being invested in their communities in a direct way, and that federal employment programs have visibility at the community level.

Another respondent cited SCP eligibility requirements as a main strength of the initiative. That is, the program covers a large scope of youth in terms of age and education. As an employment program, it has broad application.

Administration, Funding Model – Main Weaknesses Identified

When asked to identify the main weaknesses or drawbacks of the initiative, respondents most often mentioned the administration of the program, and the budget model. Turning first to administration, feedback focused on the administrative burden of the SCP initiative and perceptions that the program is labour-intensive. For the amount of money awarded to employers, respondents felt that the program is administration heavy. The application was viewed by a few to be a specific weakness. Not only is it not available online, it is too long. In addition to the paperwork burden, some individuals mentioned the program delivery timelines. As one respondent articulated, the deadlines are poorly timed to coincide with the fiscal year end when staff are already busy. There is too little time between the application deadline and the need to announce the approved projects.

Budget-related drawbacks centered on the allocation model and the perception that SCP is under-funded. The constituency-based funding allocation model was viewed by many to be largely ineffective. This model provides for the allocation of budget by constituency rather than HRSDC/Service Canada service delivery areas. The end result is that budgets are based on where students reside, and this tends not to reflect the distribution of employment opportunities. While the budget allocation model limits the efficient distribution of resources, SCP budgets tend to be static and limited in depth. As minimum wages increase, fewer jobs are available to youth if the budget does not increase accordingly. Moreover, there is a danger that by increasing the number of application approvals, the amount allocated to each one diminishes. Limiting the amount of funding to support more work placements is not always in the best interest of the students.

A few respondents pointed to other weaknesses. These included the quality of the work experiences, the June start dates (rather than April when school is out for post-secondary students), MP involvement in the initiative, and the fact that the same employers tend to apply each year. There was also a sense among some that the employment opportunities offered to students tend to be fairly low-level jobs, and that there is not enough focus on the overall quality of the jobs. As well, as noted above, some employers do not seem to understand the main goal or objective of the initiative and seem to think that it is primarily designed to help them meet their employment needs during the summer. It was also noted that some employers do not take the time to read the documentation they are provided on the program.

Measuring the Impact & Effectiveness of SCP

This section presents respondent feedback on issues related to measuring the impact and effectiveness of the SCP initiative.

Criteria in Place to Measure SCP Effectiveness Mainly Focus on Volume

Most pointed to quantitative measures when asked to identify what criteria are *currently* being used to assess the impact of the SCP initiative. The types of criteria identified included number of jobs created, applications received, applications approved, budget expenditures, number of students retained when the wage subsidy ends, and the number who returned to school. One respondent specified that, as a criterion, the number of jobs created must be assessed in relation to the budget available. In addition to these measures, a small number of officials identified the monitoring of work placements as a criterion used to measure program impacts or pointed to a survey assessment undertaken by HRSDC with employers and students. A few respondents could not identify any factors used to measure SCP effectiveness.

Service Canada staff offered mixed perceptions of whether these current methods are sufficient to properly assess the impact of the initiative. Those who did not feel that the current methods are adequate tended to criticize the emphasis on purely quantitative measures – it was their view that the focus on volume ignores the more qualitative elements. While more employment opportunities may be created, this indicator alone should not be used to judge the impact of the SCP initiative. What is missing from this type of measurement is any consideration of the quality of the actual work experiences or types of jobs, and whether they have any impact on a student’s employability or on the economy generally. It was noted that the actual duration of the placement is also an important criterion. While this is a quantitative measure it includes a qualitative dimension since the shorter the placement the less likely the quality of the experience gained. The monitoring of student placements was also not felt to be sufficient due to the sheer volume of placements. That is, officials are simply not able to monitor enough of the placements for this to be an effective way to measure the impact of the program.

Most Easily Identify Measurement Criteria That *Should* Be Used

As a follow-up to the previous question, respondents were asked to identify the criteria that they think *should* be used to assess the impact or effectiveness of SCP. While quantitative measures were mentioned most often as the criteria currently being used to assess SCP, most officials pointed to more qualitative-style assessments that they felt should be used to determine the effectiveness of the initiative. While virtually everyone offered criteria, a number of interview participants explained that it is difficult to measure the impact of SCP projects in light of the program objectives. For instance, how would Service Canada determine the quality of the matching process?

The following suggestions for improving SCP measurement criteria were offered by staff participants:

- The quality or value of the work experience and matching process. That is, the number of placements where the job is directly related to the students' studies or career aspirations.
- 'Incrementality'. The basis of success should be whether the job would have gone ahead without funding from the program. That said, it was acknowledged that this would be difficult to assess. If officials called the employer and asked whether the student would have been hired without the wage subsidy, the employer would most likely say that the student would not have been hired without funding.
- Outcomes associated with the student placement. An evaluation with youth who took part in the program to determine whether the experience assisted them in their career decision-making or helped them to pay for their education.
- Longitudinal studies to determine the impact of SCP on addressing HRSDC priorities.
- The type of organization that receives SCP funding. There was a sense that work experiences with not-for-profit organizations afford students a better quality of work placement.
- Quantitative measures, such as the proportion of applications approved versus received from employers, the number of jobs created, the number of students who receive placements, and the types of job-related or transferable skills acquired as a result of the placement.
- The duration of the placement. It was noted that the average duration of a placement is 6-8 weeks, which is a relatively short timeframe to acquire work experience and job-related skills.

One respondent was unable to identify measures that should be used; instead, this person explained that the focus of any program assessment should be the impact on the students not on the employers. Another felt that the right type of assessment criteria probably would not be implemented. Since MPs want to be able to tell their constituents that 'X' number of jobs were created as a result of SCP, the evaluation focus will stay on job counting and not on anything more meaningful.

Many Think Program Doing Well, Some Receive Direct Feedback

Many respondents think the SCP initiative is an effective employment program, although a number of these staff appeared to base this assessment on anecdotal evidence. Most Service Canada officials readily offered positive assessments of SCP, but when prompted to do so using objective measures, they had more difficulty doing so. Staff who felt that the program is effective pointed to the following to substantiate this view: positive feedback received from employers, the high demand for students, the repeat number of employers who apply each year, and third-party evaluation of the initiative. One person offered a favourable, but qualified evaluation of the effectiveness of SCP – that is, based on the funding available to administer the program, the initiative is doing fairly well.

Some of the staff interviewed offered only lukewarm or moderately positive assessments of the impact of SCP. Reasons provided to explain these more neutral evaluations included perceptions that not all of the jobs offered to students are quality placements, some positions are not any better than jobs the students can obtain on their own, many placements are not a good match in terms of the students' area of study, and inconsistencies with the budget allocation that results in some areas. None of the interview participants offered decidedly negative assessments of the initiative's impact.

Some Service Canada officials hold positions where they receive direct feedback from employers or students about SCP. Not surprisingly, access to feedback appears to depend on the position and the nature of the person's involvement in the SCP initiative. As one official explained, unless the work placement is monitored, or there is a direct complaint to the office, there is little contact between Service Canada staff and SCP employers or students. Those who do not have a conduit for feedback said that they occasionally receive operational questions from employers and students. From youth, this might be about whether their employer can ask them to work on weekends, and from employers, this could be about what steps to take if their student does not show up at work. Beyond this, these individuals seem to have no avenue readily available to them to hear directly from SCP respondents about their experience.

Staff who have received feedback from SCP program participants characterized the impressions of both students and employers as largely positive. The general feeling among these Service Canada officials is that the program is performing well overall. Students tend to be pleased with the SCP initiative. They appreciate the employment opportunity, as well as the financial compensation, and generally receive meaningful work placements. Positive perceptions notwithstanding, one weakness routinely identified by students is the length of the work term- in their view, it is too short. Other students have expressed displeasure if they do not find themselves in a career-related position. As a few respondents explained, and the survey findings corroborate, there tends to be an abundance of administrative-type positions available. While these may be suitable for business students, this is not the case for science students. Turning to employers, those who do not receive funding approval tend to be upset. More generally, if employers are not happy about something, it tends to be the length of the application, the program deadlines, and timing of the approvals.

SCP ADMINISTRATION

This section explores staff perceptions of the administration of the SCP initiative. When providing feedback, respondents were asked to think specifically about their experiences during the past year, 2005.

Administrative Obstacles Mirror SCP Weaknesses

There was a virtual consensus among Service Canada officials that a number of barriers or obstacles complicate or impede the administration of SCP. Notably, many of the barriers identified tended to be the same concerns raised by participants when discussing the

weaknesses of the initiative. These included the administrative burden and timelines, as well as budgetary issues that impede their ability to effectively delivery SCP.

Chief among the obstacles mentioned by staff was the overall burden of administering the SCP initiative. Feedback in this area focused on the limited human resources available to manage the program. The volume of applications received each year is a challenge to review within the short assessment timeframe. An insufficient number of staff was seen to compound the problem of application numbers and limited turnaround time. Simply put, staff levels (and sometimes knowledge or training) were viewed to be inadequate to effectively address the administrative requirements of the initiative.

Following administrative burden, officials were most apt to mention the budget, either its late announcement in 2005 or the funding formula used. While this will be discussed in more detail below, participants pointed to the fact that the constituency-based budget allocation model does not allow for the most effective administration of the initiative. The model disburses money to the constituencies where students reside, and not to those constituencies where there is a concentration of employment opportunities. The example most often mentioned was suburban communities that are dense with youth, but lacking in industry.

Others mentioned the Common System for Grants and Contributions (CSGC), and felt that it is too onerous for small financial disbursements. Also identified as obstacles to the administration of SCP were conflicting priorities with fiscal-year-end obligations occurring at the same time as SCP application processing and assessment, and the MP concurrence process.

Divided View of CSGC – Some Had Problems, Others Did Not

Service Canada officials were divided in their perceptions of the Common System for Grants and Contributions (CSGC). A few respondents expressed neutral to positive views of the CSGC. Either they had had no problems with the data entry system, or they felt that it worked well. As one interview participant explained, people simply need more training and a greater willingness to work with the software. Once they know the system, it makes using it much easier. However, many officials provided more negative assessments of the system, and generally attributed this to problems experienced with the data entering required for SCP applications.

A variety of problems were mentioned by officials. The types of difficulties encountered by individuals included:

- General ‘bugs’ in the system,
- System ‘lags’ that make closing out files a problem,
- The requirement that a monitoring process be entered even if the project has been terminated,
- The volume of compulsory fields that need to be completed, and
- The insurance rate section, which does not permit rates to be entered properly.

A few did not mention specific problems. Rather, they simply felt that the system was onerous and time-consuming, especially given that the same information needs to be entered whether for a higher-value contract or a small SCP award. These respondents would like to see the data entry process streamlined more, with tombstone data carried forward from year to year.

The Impact of MP Concurrence on SCP Administration

While not all interview participants have experienced problems related to MP concurrence, there was near unanimous agreement among Service Canada staff that MP involvement in the concurrence process slows down the delivery of SCP, increases the administrative burden and adds little value. Since the lifecycle of the program is relatively short and there is a short window of time to assess the applications, involvement of MPs exacerbates the problem with delivery timelines. If the MP takes a week to concur, for example, this delays the project approvals. In addition to slowing down the process, MP involvement creates more work for project officers because they need to liaise with the MP and their staff. Should they not concur, and want to see changes made, this further delays the administration of SCP.

Other impacts mentioned less often include perceptions that MP concurrence has the potential for compromising the integrity of SCP and Service Canada project officers charged with administering the SCP initiative, and can give the perception to the public that MPs can wield influence over government bureaucracy. A few respondents questioned the role of MPs altogether – while MPs are given the opportunity to weigh in on the approvals, some questioned the need for or value of the negotiations and consensus-building experience that can take place, in some instances, with MPs since the project officer should ultimately have the final decision-making power.

There was fairly widespread agreement among the staff interviewed that MPs should not be involved in the administration of SCP. It was felt that they should be told which employers receive funding, but most felt that involvement should stop here. Others went further to articulate their vision of the role that MPs should play in SCP. Suggestions included restricting their role to announcements or promotion of the program, or streamlining the entire concurrence process. Regarding the latter, individuals suggested giving MPs strict timeframes within which their approvals must be made and asking MPs to simply agree or disagree with the list of approved projects. A few officials said that they have to manage MPs, who tend to use concurrence as a means of having preferred projects or organizations receive approval.

SCP Delivery Timelines Need Improvement

The large majority of officials experienced problems with the delivery timelines of the SCP initiative. The problem is that the application deadline does not give them sufficient time to process and assess the applications. Since the deadline for submitting applications coincides with the government fiscal year-end, and the work placements need to start shortly thereafter for post-secondary students, there is little time to review all of the applications. Officials are already busy at fiscal year-end, and many feel that they do not

have sufficient staff to do this. Most, if not all, of the officials interviewed would like to see the application deadline moved closer to the beginning of the calendar year. This would enable them to better process the applications in a reasonable manner, rather than in the hurried way that most seem to do now to achieve their timelines.

Constituency-Based Budget Allocation Model is a Problem

The Service Canada officials interviewed did not offer positive assessments of the constituency-based budget allocation model. Many singled this out as a weakness of SCP or identified it as a barrier that complicated the administration of the program. Focusing specifically on the impact that the budget allocation model has on their ability to address SCP objectives and priorities, there was a fairly strong consensus among interviewed staff that the model limits their ability to address local priorities and move funds where they are needed. The constituency-based budget allocation model, described by some as an anomaly among HRSDC programs, disburses money to each constituency based on its youth population. The example pointed to quite often by participants is suburban areas. While there may be a greater density of students located in these types of communities, there is almost certainly a greater number of employment opportunities available in the nearby urban centers. The budget model creates a disconnect between the number of applications received in areas and the proportion of the budget available to distribute to employers.

This obviously has an impact on placement selection. As most respondents indicated, SCP cannot be used to address employment needs adequately. There is no latitude to make decisions to accommodate employment needs at any level other than simply issuing project approvals based on the applications at hand and the dollars available to that constituency. While some constituencies are able to approve all applications, there are situations where better qualified applications received in other constituencies may not be approved due to the volume of employers in that area. Simply put, the funding model does not match the demand nor the supply of employment opportunities. Since the budget must be spent, and it cannot be moved between constituencies, less worthwhile placements might be funded that do not benefit the student participant.

Most respondents would prefer to see a budget model introduced that is not linked to constituencies. Not only does this clearly not reflect supply and demand, some of the officials interviewed suggested that this type of budget actually compounds the problem of the MP involvement. These respondents felt that by linking the financial resources to the constituency, and by extension the MP, the latter were then more inclined to see the SCP budget as theirs to control, rather than Service Canada project officers. There was a near-consensus among those interviewed that a budget model based on Service Canada delivery areas would be a much better approach to use for the SPC initiative. It would permit more of a client-focus for SCP.

SUGGESTIONS TO IMPROVE SCP

Throughout the interview, respondents offered suggestions to improve aspects of the SCP initiative. Most feedback in this regard related to the various obstacles experienced by staff, and took the form of suggestions to eliminate these barriers to increase efficiency. Prescriptive comments have been grouped below to offer the reader a cohesive presentation of constructive feedback.

Suggestions included:

- **MP Concurrence:** In response to delays caused by the concurrence process, a few participants suggested that it be removed from SCP. It was seen as adding little value and impeding the efficient, timely delivery of the initiative.
- **Constituency-based budget allocation:** There was widespread agreement that this model does not best serve the objectives of the program. The officials interviewed favoured the introduction of the budget model used for all other programs, one that affords them the ability to address regional and local priorities.
- **Administration-related suggestions:**
 - Simplify the procedures. There is a perception among some staff that the amount of administrative work required for each application is not justified by the relatively small amount of funding awarded to each employer.
 - Introduce online or electronic applications to reduce the amount of paperwork. Having electronic forms would permit the ‘cut and pasting’ of information into the CSGC, which would be useful, especially for job descriptions.
 - Ensure consistency in terms of the application forms used so that employers are not confused each year.
 - Reduce monitoring requirements. If monitoring were paper-based it would be much easier because it would take less time, dispensing with the need to travel to employment sites.
 - Increase the SCP budget and resources.
 - Administer the program through grants, not funding to reduce the administrative burden.
 - Have earlier application deadlines.
 - Implement results-focused evaluations. Are student benefiting from the experiences? Do they help them to make decisions about careers?
- **Better communication:** There needs to be earlier communication from the national office to regional offices regarding procedures and the new budget each year.
- **CSGC-related suggestions:**
 - Offer more functionality. One respondent suggested that it would be very useful if the information from the common system could be downloaded into a database for tracking. Since many employers are repeat users of the program, this ability would make it easier to administer the program.

- Expand the reporting function. One individual felt that the reporting function is too limited in its current form. Most analysis is 'canned' or pre-set, and it was felt that greater abilities vis-à-vis report generation would be beneficial.
- Simplify inputting. Omit repetitive entry, allow tombstone data like NAICS codes to carry over from year to year.
- Offer technical support that can be accessed by the regions.

APPENDIX

SUBGROUP VARIATIONS

Students

This section presents the subgroup variations based on gender, age, type of organization, and region.

General Overview

Differences based on gender and age were most subject to a pattern. Women were more likely than men to provide positive feedback on the range of issues related to their summer job. In terms of age, the older the participant the more career-relevant the SCP job appears to have been. Student participants in not-for-profit organizations tended to have different perceptions than those in other organizations. Regional differences were frequent, but not subject to any particular pattern. On the whole, these subgroup differences are largely consistent with those evident in the previous wave of this study.

Gender

Overview

Women were more likely than men to provide positive feedback about their SCP summer job. This included overall satisfaction with the job, perceived relevance, and perceived impact. They were also more likely to attribute importance to potential reasons for taking the job.

Awareness of SCP & Government Subsidization

Women were more likely than men to be aware of the SCP program (66% vs. 57%) and to be aware that their job was subsidized by the Government of Canada (93% vs. 88%). Differences between men and women about how they heard about the SCP program were small, although men were more likely to have heard about it from friends (36% vs. 28%).

Reasons for Taking SCP Job & Satisfaction With Job

Women were more likely to attribute importance to all potential reasons for taking the SCP job, and in most cases they were much more likely to do this. Women and men were just as likely to have liked their summer job (88-90%).

Perceived Benefits & Skills Acquired

Men and women were almost equally likely to identify the main benefits received as a result of their participation in the program with two exceptions: men were more likely to identify making money as a benefit (25% vs. 18% of women), and women were more likely to say it helped them to develop job skills (25% vs. 16% of men). In terms of skills acquired/developed through participation in the program, women were more likely to identify communications skills (36% vs. 25%), interpersonal skills (28% vs. 24%), and organizational skills (24% vs. 17%). Men were more apt to identify trade skills (14% vs. 5% of women).

Perceived Relevance & Impact of SCP Job

Women were more likely to provide positive assessments on various aspects of their job. They were much more likely to do this regarding the extent to which the job was related to some school subjects (57% vs. 44%) and the extent to which it was related to their career choice (54% vs. 39%).

Women were also slightly more likely to think that their job would have a moderate to big impact in many of the areas assessed. This was especially so in terms of their ability to decide on and plan their career (77% vs. 67% of men).

Women were more likely to say that they thought the job would help them get full-time work in their chosen field (72% vs. 66% of men). They were also more likely to emphasize the top three reasons why.

Perceptions of Summer Job Experience in General

Women were more likely to think that gaining good experience is more important in a summer job than higher pay (77% vs. 67% of men).

Age

For the purposes of analysis, youth participants were divided into three age groups: 15-19 years old, 20-24 years old, and 25 or older.

Overview

In many areas, a clear pattern emerged, where the likelihood of certain responses or perceptions increased with age. This included awareness of the SCP program and government subsidizations, and rating the following as important reasons for taking the SCP job: getting paid an income, exploring possible career options, gaining work experience in a specific field, and developing contacts. The perceived relevance of three aspects of the job also increased with age: the extent to which the job was related to some school subjects, the extent to which the job was related to their career choice, and the extent to which they received assistance in carrying out their duties. The likelihood of saying that the job would help them get full-time work in their chosen field also increased with age. In short, the older the participant the more career-relevant the SCP job appears to have been.

Awareness of SCP & Government Subsidization

Awareness of the SCP program increased with age. Fifty-three percent of teenaged students were aware of the program, compared to 69% to 70% of those in their twenties. Awareness that their job was subsidized by the Government of Canada was highest among those 25 years and older (97% vs. 90-92% for others). Students aged 20 to 24 were more likely than others to have heard about the SCP program through the Internet (16% vs. 6-9%). The likelihood of hearing about the SCP program through friends or relatives decreased as age increased (from 39% to 17%).

Reasons for Taking SCP Job & Satisfaction With Job

When it came to the importance attributed to potential reasons for taking the summer job, four reasons increased in importance with age. These included getting paid an income (from 77-80% to 88% of those 25 and older), exploring possible career options (56% to 63%), gaining work experience in a specific field (from 46% to 67%), and developing contacts (from 57% to 75%).

Participants aged 25 and older were somewhat more likely to have liked their summer job (94% vs. 88-89%).

Perceived Benefits & Skills Acquired

The likelihood of identifying work experience as the main benefit received from participation in the program increased slightly with age (from 46% to 52%). Interestingly, the perceived potential for making contacts and networking was highest among those 20 to 24 years old (20% vs. 12-13% of others).

The youngest participants were the least likely to identify communications (27% vs. 34-36%) and organizational (16% vs. 24-31%) skills, the older participants were the least apt to point to interpersonal skills (16% vs. 25-29% of others).

Perceived Relevance & Impact of SCP Job

The perceived relevance of three aspects of the SCP job increased with age: the extent to which the job was related to some school subjects (from 38% to 81%), the extent to which the job was related to their career choice (from 37% to 69%), and the extent to which they received assistance in carrying out their duties (80% to 86%). The oldest participants were most likely to attribute relevance to the extent to which employer acted as a mentor (81% vs. 73-74% of others).

Participants' perception of the programs' impact decreased as age increased in several areas. These included their confidence/self esteem (from 87% to 80%), positive attitude (from 94% to 90%), their ability to work in teams (from 89% to 82%), their ability to set goals (from 94% to 86%), and their communication skills (from 94% to 91%). The participants had similar perceptions on the impact of the remaining areas, regardless of age.

The perception that the job confirmed a career choice was higher amongst those in their twenties and lower among teenagers (45% vs. 29%). However, the perception that it had no impact in this area decreased as participant age increased (from 46% to 23%).

The likelihood of saying that the job would help them get full-time work in their chosen field increased with age (from 64% to 73-74%), as did the likelihood of emphasizing on-the-job experience, skills and training, and a better resume to explain why.

Perceptions of Summer Job Experience in General

The likelihood of identifying gaining good experience as more important in a summer job than higher pay increased with age (from 71% to 77%). Conversely, the likelihood of identifying higher pay as more important decreased as age increased (from 26% to 16%).

Type of Organization

This section presents differences based on the type of organization in which the participant worked during the SCP placement. There are three types of organizations: not-for-profit organizations, private sector, and public sector organizations.

Overview

Student participants in not-for-profit organizations tended to have different perceptions than those in other organizations. This includes the main benefits received from participation in the program, skills acquired or developed through participation in the program, and the impact of their job in various areas. However, those working for not-for-profit and governmental organizations were much more likely to attribute relevance to the extent to which the job was related to some school subjects and the extent to which it was related to their career choice.

Awareness of SCP & Government Subsidization

Awareness of the SCP program was somewhat higher among those who worked for not-for-profit organizations (65% vs. 56-58% of public and private sector organizations). Awareness that the job was subsidized by the Government of Canada ranged from 90% to 93% of those who worked in the private sector and in not-for-profit organizations, to 85% of those who worked in the public sector. Those working in the public sector were less likely to have heard about the SCP program through a friend or relative (23% vs. 31-35% of others).

Reasons for Taking SCP Job & Satisfaction With Job

Participants were similarly likely to attribute importance to each possible reason for taking the SCP job with two exceptions. Those working for not-for-profit and private sector organizations were more likely than those who worked for the public sector to indicate developing confidence (60-62% vs. 47%), and those who worked for not-for-profits were more likely to attribute importance to gaining work experience in their field (58% vs. 47-48% of all others).

Participants who worked for not-for-profit organizations were most likely to have strongly liked their summer job (64% vs. 46-59% of all others).

Perceived Benefits & Skills Acquired

Overall, differences in the identification of the main benefits received from participation in the program were not pronounced. Two noticeable differences were that those working for private and public sector organizations were somewhat more likely to identify making

money as a benefit (23-27% vs. 18% of those who worked for a not-for-profit organization). Also, those who worked for not-for-profits were more likely than others to identify obtaining work experience (50% vs. 42-46% of all others).

Participants in not-for-profit organizations were more likely to emphasize the top three mentioned skills acquired. These include communication skills (34% vs. 27-28%), interpersonal/life skills (28% vs. 22-24%), and organizational skills (25% vs. 13-18%).

Perceived Relevance & Impact of SCP Job

Participants, regardless of the type of organization they worked for, tended to attribute similar relevance to various aspects of their SCP job. There were two exceptions: Those working for not-for-profit and public sector organizations were more likely to attribute relevance to the extent to which the job was related to some school subjects (46-58% vs. 38% of those working for the private sector). Also, those working for not-for-profits were more likely to say the job was related to their career choice (55% vs. 38-40% of all others).

Similarly, participants, regardless of the type of organization they worked for, had similar perceptions of the impact of their job in all but two areas. Those who worked for a not-for-profit organization were most likely to perceive a moderate to big impact in terms of recognizing diversity (90% vs. 83-85% of others). Additionally, those who worked for not-for-profit and public sector organizations were more likely to indicate such an impact on their ability to market themselves (84-87% vs. 78%).

The perception that the job confirmed a career choice was highest among those who worked for not-for-profit organizations (42% vs. 29-34% of others).

Those who worked for not-for-profit organizations were the most likely to say that the job would help them get full-time work in their chosen field (74% vs. 59-66% of others). Participants in the public sector were more likely to attribute this to on-the-job experience (63% vs. 49-57%), while those who worked for not-for-profits were more likely to indicate the skills/training they received (44% vs. 32-38%).

The vast majority of participants working in all types of organizations said that they were provided with information/training in the workplace (86-88%).

Perceptions of Summer Job Experience in General

All participants, regardless of organization, were similarly likely to identify gaining good experience as more important in a summer job than higher pay (72-74%).

Region

This section presents differences based on the region where the participant worked during the SCP placement. Regions include the Atlantic, Quebec, Ontario, and the West.

Overview

Regional differences were frequent. However, in many instances there were similarities in three out of the four regions.

Awareness of SCP & Government Subsidization

Awareness of the SCP program was virtually identical in all regions (59-63%) except Quebec (67%). Awareness that the job was subsidized by the Government of Canada was similarly high across all regions (90-92%). Sources of information about the SCP program did not vary significantly across the various regions, although students in Ontario and Quebec were more likely to have heard through the Internet (14-16% vs. 9% elsewhere).

Reasons for Taking SCP Job & Satisfaction With Job

Importance attributed to the various reasons for taking the SCP job varied by region. In Atlantic Canada, they were less likely than others to attribute importance to improving general work skills (72% vs. 80-83% elsewhere, exploring possible career options (53% vs. 56-58% elsewhere and 65% in Ontario), and getting work experience in their field (43% vs. 56-62% elsewhere). Western Canada residents were more likely to attribute importance to getting paid an income (84% vs. 73-79%), while those in Quebec were more likely to attribute importance to developing contacts (66% vs. 60-63%). Participants in Ontario and the West were more likely to attribute importance to developing confidence than those in other regions (64-69% vs. 47-56%).

Participants across all regions except for Quebec were similarly likely to have liked their summer job (89-92% vs. 84% in Quebec).

Perceived Benefits & Skills Acquired

Regionally, there were differences in the identification of the main benefits received from participation in the program. Work experience was most important in Quebec and Ontario (52-56% vs. 42-46% elsewhere). Developing job skills was more important in Ontario than in other regions (30% vs. 15-23% elsewhere). Making money was most important in the Atlantic and Western regions (24-25%) and least so in Quebec (9%) and Ontario (17%). Contacts/networking was more important in Ontario (28% vs. 11-16% elsewhere). Communications skills were more important in Quebec (17%) than in the other regions (10-11%), as was self-confidence and motivation (15% vs. 6-10% elsewhere).

There were also regional differences in the importance of the skills acquired or developed. Communication skills were more likely to be important in Ontario than in the rest of the country (39% vs. 25-32% elsewhere). Interpersonal skills were similarly important in three out of four regions (27-31% vs. 16% in Quebec). Organizational skills were more likely to

be important in Ontario and Western Canada (26-29% vs. 12-16% elsewhere), while trade skills were more likely to be important in Quebec (13% vs. 7% elsewhere).

Perceived Relevance & Impact of SCP Job

Regionally, participants tended to attribute similar relevance to an increased understanding of what is expected in a work situation (75-80%). Regional differences were wider in the remaining areas. The extent to which the job was related to some of their school subjects was lowest in Atlantic Canada (39%, vs. 56-59% elsewhere). Participants in the West and Ontario were more likely to indicate that their employer acted as a mentor or coach (76-79% vs. 69-73%). Atlantic participants were least likely to say that the job was related to their career choice (34% vs. 53-59% elsewhere), and that they gained new skills (76% vs. 81-84%). Those in Quebec were less likely than others to say that they received adequate assistance in carrying out their duties (77% vs. 83-86% elsewhere).

In terms of the impact of participants' SCP jobs, regional differences were numerous. Participants in Ontario and the West were more likely to attribute a big impact to increasing their confidence and self-esteem (48-55% vs. 39-40% elsewhere). Three out of four regions were similarly likely to attribute a big impact on providing transferable skills (53-56% vs. 43% in Atlantic Canada), encouraging a positive attitude towards work (58-60% vs. 52% in Quebec), and the ability to market effectively to a potential employer (39-44% vs. 35% in Ontario). A big impact on the ability to work in teams was more likely in Western Canada (64% vs. 51-58%), while such an impact on the recognition and respect for diversity was highest in Quebec and the West (60-66% vs. 56-57% elsewhere).

The perception that the job confirmed a career choice was similar in all regions (42-45%) except the Atlantic (26%). The perception that it helped make a career choice was similar in all regions (16-20%). The perception that it had no impact was highest in the Atlantic region (51% vs. 29-33% of others).

Those in the West, Ontario and Quebec were more likely to say that the job would help them get full-time work in their chosen field (73-74% vs. 60% of those in the Atlantic region). Participants in all regions were similarly likely to identify on-the-job experience as why (55-59%). Those in Quebec were least likely to identify skills developed and training received (23% vs. 41-49%).

Perceptions of Summer Job Experience in General

Participants in all regions were similarly likely to identify gaining good experience as more important in a summer job than higher pay (72-76%). Participants from all regions were almost equally likely to think that a government program that tries to help prepare students for full-time jobs through their summer work experience is a good idea (94-95%).

Employers

This section reports on subgroup variations based on the type of organization, the size of organization, and region. Caution should be exercised when interpreting these results due to the relatively small sample sizes in many instances (which results in a much higher margin of error).

General Overview

There were some significant differences by type of organization, size of organization, and region regarding service delivery issues or interest in participating in the program in future. This was especially evident in differences by size of organization and region. For example, the likelihood that the organization would not have hired anyone without the subsidy decreased as organizations increased in size, while the large organizations were much more likely to think that large and small organizations should receive the same subsidy (71% vs. 52-62% of smaller organizations). Regionally, there were numerous differences but often without following a pattern.

Type of Organization

This section presents variations based on the type of organization. Employer organizations are divided into three types: not-for-profit, private sector, and public sector. Caution should be exercised in interpreting these results due to the relatively small sample sizes, particularly the number of governmental organizations (n=58).

Overview

While there was no consistent pattern across the range of issues explored, there were some noteworthy differences. Public sector and not-for-profit employers were most likely to say that the work would not have been done without the student, and to say that the student enabled them to expand activities or take on new activities. Private sector employers pointed to others in the organization that would have done the work, and valued the general assistance provided by the student and taking pressure off other staff. Not-for-profit groups were the most likely to say they would not have hired anyone without the wage subsidy, and the private sector to say that they would have hired the student(s) without the subsidy. There were some significant differences in terms of satisfaction with program delivery, such as private sector employers being more likely to be satisfied with the deadlines.

Perceptions of Youth Participants & Work Placement

Private sector employers were most likely to have hired only one participant through the SCP program (77% vs. 53-61% of other organizations). Employers of all types were almost equally likely to agree that their student employee met their expectations with respect to the skills brought to the job (88-90%). Public sector employers were least likely to say that the job increased the student's understanding of what is expected in a work situation (81% vs. 93-94% of others). Private sector employers were the most likely to agree that their student employee helped reduce the workload in the office (74% vs. 69% of public sector, and 71% not-for-profit employers). Not-for-profit employers were

significantly more likely than others to say that the student brought fresh ideas to the workplace (68% vs. 55% of public sector, and 48% of private sector employers). Private sector employers were more likely to disagree with the latter (15% vs. 7% of others).

Public sector and not-for-profit employers were much more likely to say that in the absence of their student employee, the work completed would not have been done (26-38% vs. 12% of private sector employers). For their part, private sector employers were more likely to suggest that the work would have been completed by full-time employees (48% vs. 38% of public sector and 31% of not-for-profit employers), or by part-time employees (19% vs. 9-14% of others). Not-for-profit employers were much more likely to indicate that volunteers would have done the work (20% vs. 1-5% of others).

When it came to benefits the organization received from having a student employee, not-for-profit employers were more likely to emphasize general help/assistance (35% vs. 29-30% of others). Private sector employers were considerably more likely to say taking pressure off of their employees (51% vs. 30-34% of others). For their part, not-for-profit and public sector employers were much more likely to emphasize the ability to expand an activity (21-27% vs. 9% of private sector organizations) and to engage in new activities (14-21% vs. 7% of private sector employers). Public sector employers were least likely to say they were able to improve the quality of existing services (9% vs. 13-21% of others).

Not-for-profit, private, and public employers were similarly likely to think that the employment experience would improve the student's chances of finding full-time employment (96-97%).

In terms of job-related skills acquired through the experience, not-for-profit employers were most likely to identify interpersonal skills (40% vs. 33-35% of others). Not-for-profit and governmental employers were more likely to identify communications skills (36-40% vs. 33% of private sector employers), and organizational skills (35-38% vs. 22% of private sector employers). Differences in terms of the remaining benefits were negligible.

Private sector employers were the most likely to say that their organization plans to re-hire the student at a later date or has done so already (59% vs. 49% of not-for-profit employers and 52% of public sector employers). Among those who have made job offers or are planning to, governmental employers and not-for-profits were most likely to offer summer employment (77% vs. 70% of private sector employers), while business employers were most likely to offer full-time employment after graduation (32% vs. 27% of public sector, and 13% of not-for-profit employers).

Public sector employers were more likely to say that their student received training during his/her summer job (95% vs. 84-88% of others). On-the-job training was most likely to have been done in the private sector (62% vs. 45-52% of others). Employers were almost equally likely to say their student received information or training on health and safety in the workplace (95-98%).

Perceptions of the SCP Program

Not-for-profit employers were the most likely to say they would not have hired anyone without the SCP wage subsidy (75% vs. 57% of public sector, and 42% of private sector employers). Private sector employers were most likely to say that their organization would have hired all its students without the subsidy (42% vs. 21% of public sector and 13% of not-for-profit employers). Not-for-profit employers were more likely to identify financial assistance for why the subsidy was important (83% vs. 73-78% of others).

Public sector employers were most likely to say that the same wages would have been paid to some or all students without assistance from the SCP program (54% vs. 43% of private sector, and 28% of not-for-profit employers).

On the question of whether employers should receive the same wage subsidy, private sector employers were much more likely to think that large and small employers should receive the same amount (74% vs. 64% of public sector, and 52% of not-for-profit employers). They were also more likely to think that private sector and non-profit employers should receive the same subsidy (71% vs. 59% of public sector and, 41% of not-for-profit employers).

Public sector employers were less likely to identify wage subsidies as the most appropriate way for government to support students and employers in providing career-related experience for students (9% vs. 19-20% of others).

Public sector employers were most likely to have heard of the SCP program through prior participation (62% vs. 45% of not-for-profit and 28% of private sector employers). Private sector employers were most likely to have heard about it through a business contact (13% vs. 3-9% of others) or the newspaper (12% vs. 2-6% of others).

Not-for-profit employers were most likely to use a job bank (27% vs. 19% of public sector and 8% of private sector), as well as HRCCs to find students hired under the SCP program (18% vs. 7-8% of others). Governmental employers were most likely to say the student responded to an ad in the newspaper (34% vs. 23% of not-for-profit, and 8% of private sector employers). Business employers were most likely to say the student applied directly to them (30% vs. 13-14% of others).

The private sector was least likely to be satisfied with the ease of the application process (76% vs. 80-82% of others), and most satisfied with the deadline date (80% vs. 71-73% of others) and the timelines of the approval process (64% vs. 50-52%). The public sector was least likely to be satisfied with the quality of service provided (79% vs. 86% of others), and the overall initiative (85% vs. 91% of others). Levels of satisfaction with the remaining aspects of program delivery were similar among employers of all types. As well, almost identical numbers of employers of each type said their organization would be interested in participating in the program again next summer.

In terms of suggestions, not-for-profit and public sector employers were more likely to identify reducing the approval time (22-24% vs. 10% of the private sector). Not-for-profit employers were more likely to suggest increasing the subsidy (17% vs. 13-14% of others).

Size of Employer Organization

Organizations are divided into three sizes based on the number of full-time employees in the city or town in which the respondent works (part-time employees included as full-time equivalents): 5 employees or less, 6-20 employees, and over 20 employees. For reporting purposes, these groups will be referred to as small, medium-sized organizations, and large organizations.

Overview

Small organizations were the most likely to have hired only one student and to say that, in the absence of the student, the work would not have been done or would have been done by themselves or volunteers. They were also the most likely to say their organization would not have hired anyone without the subsidy (the likelihood of saying this decreased as organizations increased in size). The likelihood of saying that the same wages would have been paid without assistance from the SCP program increased with organization size. Representatives of organizations of all sizes were similarly likely to think that the experience would improve the student's chances of finding full-time employment, and to want to participate in the program in future. There were few differences on service delivery issues.

Perceptions of Youth Participants & Work Placement

Small organizations were most likely to have hired one student through the SCP program (76% vs. 63% of medium-sized and 40% of large organizations). Conversely, the likelihood of hiring more than one participant increased with organization size (16-31% of large organizations).

Employers, regardless of organization size, were similarly likely to agree that their student employee met their expectations with respect to the skills brought to the job (88-93%), that the job increased the student's understanding of what is expected in a work situation (90-93%), and that their student employee helped reduce the workload in the office (71-75%). Employers in small organizations were somewhat more likely to agree that the student brought fresh ideas to the workplace (66% vs. 59-61% of others).

Small organizations were more likely to say that, in the absence of their student employee, the work would not have been done (33% vs. 27-29% of others) or would have been done by volunteers (22% vs. 5-9% of others). Employers from larger organizations were more likely to say that the work would have been completed by full-time employees (41-44% vs. 29% of small organizations).

In terms of benefits the organization received from having a student employee, employers from firms of all sizes were similarly likely to emphasize the general help/assistance (32-36%), expand an activity (20-24%), and bring in creativity (13-15%). Employers from medium-sized organizations were most likely to emphasize taking pressure off employees (41% vs. 36% of small and 26% of large organizations).

Employers from organizations of all sizes were similarly likely to think that the experience would improve the student's chances of finding full-time employment.

In terms of job skills acquired through the experience, employers from small and medium-sized organizations were most likely to identify interpersonal skills (38-40% vs. 34% of large organizations). Teamwork skills were more likely to be identified by medium and large (34% of medium and 27% of large vs. 22% of small organizations). Those from small and medium-sized organizations were more likely to identify communications skills (37-41% vs. 32% of large organizations), while less likely to identify organizational skills (30-32% vs. 37% of large organizations).

Employers from medium and large organizations were more likely to say that their organization plans to re-hire the student at a later date or has done so already (54-56% vs. 48% of small organizations).

Representatives of large organizations were more likely to say their student received training during his/her summer job (90% vs. 86% of smaller organizations). Employers of medium-sized organizations were more likely to have given formal onsite training (38% vs. 28-29% of others), as was the case for large organizations and providing orientation (33% vs. 27-28% of others). Employers from large (99%) and small (97%) organizations were more likely to say that their student received information or training on health and safety in the workplace (vs. 93% of medium-size organizations).

Perceptions of the SCP Program

Employers from small organizations were most likely to say that their organization would not have hired anyone without the subsidy and the likelihood decreased as organizations increased in size (71% vs. 62% of medium-sized and 52% of large organizations).

The likelihood of saying that the same wages would have been paid to some or all students without assistance from the SCP program increased with organization size (31-43%).

Representatives of large organizations were more likely to think that large and small employers should receive the same subsidy (77% vs. 53-57% of others) and that private sector and non-profit employers should receive the same (58% vs. 54% of medium and 45% of small organizations). Medium and large organizations were also somewhat more likely to have heard of the program through prior participation (45-46% vs. 39% of small organizations). Small organizations were more likely to have heard about the program through a business contact (13% vs. 5-8% of others).

Large organizations were more likely to have found their students through school (31% vs. 17-18% of smaller organizations).

Levels of satisfaction with various aspects of program delivery were similar among employers from organizations of all sizes with one exception: employers from small and medium-sized organizations were more likely to express satisfaction with the overall initiative (92% each vs. 85% of large organizations). There were minimal differences in terms of interest in participating in the program next summer (95-98%).

Region

This section provides variations based on region: Atlantic, Quebec, Ontario, and the West.

Overview

Employers in Quebec were a little more likely to have hired more than one student, while employers in Ontario and the West were more likely to say that in the absence of their student, the work would not have been done. Employers in the Atlantic region were less likely to say their organization would not have hired anyone without the wage subsidy, and more likely to say that the work would have been done and that same wages would have been paid without assistance from the program. There appeared to be notable differences in terms of the training received. Employers in Ontario and the West were the most likely to say that their student received training, while Quebec was more likely to indicate on-the-job training. Employers in all regions except Quebec were similarly likely to say their student received information or training on health and safety. Employers in all regions were similarly likely to think that the experience would improve the student's chances of finding full-time employment, and to want to participate in the program in future.

Perceptions of Youth Participants & Work Placement

Organizations in all regions except Quebec were similarly likely to have hired one student through the SCP program (65-68% vs. 56% in Quebec). Those in Quebec were more likely to have hired more than one student (29% vs. 16-21% elsewhere).

The likelihood of agreeing that the job increased the student's understanding of workplace expectations increased from west to east (91-95%). Employers in Ontario and the West were more likely to agree that the student brought fresh ideas to the workplace (65-68% vs. 53-59% of those in Quebec/Atlantic).

Employers in Ontario and the West were more likely to say that in the absence of their student employee, the work completed would not have been done (32-35%), while those in Quebec (23%) and Atlantic Canada (29%) were less likely to say this. Employers in Ontario were least likely to say full-time employees would have done the work (27% vs. 37-41% elsewhere). Those in Atlantic Canada and Ontario were more likely to point to volunteers (17-18% vs. 10% elsewhere), while those in the Atlantic and Western regions were more likely to say part-time employees would have done the work (13-17% vs. 5-10% elsewhere).

Employers in the West were the most likely to say that they were contacted by an official at HRSDC to inquire about the student's work placement (86%), followed by those in the Atlantic region (66%), Ontario (56%), and Quebec (54%).

When it came to benefits the organization received from hiring a student, employers in Ontario and Quebec were less likely to emphasize general help/assistance (28-30% vs. 35-36% of others). Employers in both the Atlantic and West were more likely to say that it

took pressure off of their employees (38-43% vs. 25-31% of others). They were also more likely to emphasize the ability to expand an activity (24-25% vs. 15-16% of others).

Employers across all regions were similarly likely to think that the employment experience would improve the student's chances of finding full-time employment. In terms of job skills acquired, employers in all regions were similarly likely to identify interpersonal skills (36-41% range). Communications skills were more emphasized in Quebec (46% vs. 35-37% elsewhere), while teamwork skills were identified least in the Atlantic region (20% vs. 29-32% elsewhere).

Employers in Atlantic Canada were most likely to say their organization plans to re-hire the student at a later date or has done so already (60% vs. 47-52% of others). Among those who have made job offers or are planning to, employers were equally likely to offer summer employment (74-75%). Offers of part-time employment during the school year were highest in Ontario (26% vs. 19-21% elsewhere). Offers of full-time employment after graduation were higher among Atlantic and Western employers (24-25% vs. 11-15% elsewhere).

Employers in Ontario and the West were more likely to say that their student received training during his/her summer job (91-95% each vs. 81% in the Atlantic region and 77% in Quebec). On-the-job training was offered more in Quebec and the West (58-59%) and less in Atlantic Canada and Ontario (49% each). Formal on-site training was most likely to have occurred in Quebec (42% vs. 26% in the Atlantic, 30% in Ontario, and 32% in the West). Orientation ranged from 35% in Quebec to 25% in the West. Employers in all regions except Quebec were similarly likely to say their student received information or training on health and safety in the workplace (90% in Quebec vs. 95% in Atlantic, 97% in the West, and 99% in Ontario).

Perceptions of the SCP Program

Employers in all regions except Ontario were more likely to say that their organization would not have hired anyone without the wage subsidy (74% vs. 67% in Quebec, 64% in Atlantic Canada, and 58% in the West). Employers in Quebec were less likely to identify financial reasons for the importance of the wage subsidy (72% vs. 82-83% elsewhere).

Employers in the Atlantic region were most likely to say that the same wages would have been paid to some or all students without assistance from the program (41% vs. 38% in the West and 28-31% elsewhere). Those in Ontario and Quebec were most likely to say that they would not have (65-67% vs. 53-57% of the rest).

On the question of whether employers should receive the same wage subsidy, employers in Quebec were the least apt to think they should be the same for small and large firms (43% vs. 58-65% elsewhere) or for private and not-for-profit employers (38% vs. 50-57% of the rest).

Employers in Ontario and the West were somewhat more likely to have heard of the program through prior participation (45-49% vs. 36-37% elsewhere). Employers in Ontario and Quebec were more likely to have heard about it through a business contact (12-13%

vs. 6-9% elsewhere). Employers in the Atlantic region were more likely to have heard from a newspaper (10% vs. 5-7% elsewhere).

Employers in Ontario and Quebec were more likely to have found their students through the Job Bank (31% in Ontario, 26% in Quebec vs. 18% in Atlantic, 15% in the West). Those in Quebec and the Atlantic were more likely than others to have used an HRCC (19-22% vs. 9-11%). Employers in the West were more likely to have said their student responded to an ad in the newspaper (28% vs. 12-20% elsewhere) or to have gone through schools (25% vs. 21% or less elsewhere).

With the exception of Quebec (75%), employers in all regions were similarly likely to say they experienced no difficulty finding students with the training or background required (81-85%).

Levels of satisfaction with program delivery did not vary much across regions, with a few exceptions for Ontario and Quebec. Employers in Ontario were more likely to be satisfied with the ease of the application process (85% vs. 78-80% elsewhere), and least satisfied with the timeliness of the approval process (46% vs. 54-56% of others). In Quebec, employers were much less likely to be satisfied with the deadline date than those in other regions (60% vs. 73-80% elsewhere).

In terms of suggestions to improve the program, employers in Atlantic Canada and Ontario were more likely to identify reducing the time taken for approvals (24-25% vs. 16-18% elsewhere). Those in Quebec were most likely to suggest increasing the wage subsidy (22% vs. 12-15% elsewhere).

CALL DISPOSITIONS - DESCRIPTION OF CODES

Students

No.	%	Code	Description
802	9.49%	20	COMPLETED INTERVIEW
1445	17.09%	1	No Answer
89	1.05%	2	Busy Line
2726	32.25%	3	Answering Machine
571	6.75%	4	Not In Service
1370	16.21%	6	GENERAL Callback
99	1.17%	7	SPECIFIC Callback
0	0.00%	8	MESSAGE LEFT on Answering Machine
171	2.02%	9	Changed #/New # Out-of-Province
45	0.53%	10	Fax / Modem / Pager
69	0.82%	11	Language Barrier
0	0.00%	12	Duplicate Record
66	0.78%	13	Invalid # - Residential
182	2.15%	14	Incapable of completing (ill/away)
3	0.04%	15	Call Privacy
258	3.05%	21	HOUSEHOLD REFUSAL (INITIAL)
244	2.89%	22	RESPONDENT REFUSAL (INITIAL)
4	0.05%	26	FINAL REFUSAL
20	0.24%	23	NON-QUALIFIED Termination (INITIAL)
10	0.12%	24	QUALIFIED Termination (INITIAL)
0	0.00%	27	FINAL NON-QUALIFIED Termination
3	0.04%	28	FINAL QUALIFIED Termination
2	0.02%	29	PARTIAL QUALIFIED Complete
0	0.00%	25	NON-QUALIFIED Quota Cell Full
9	0.11%	30	NQ - Does not fall between the ages of 15-30
3	0.04%	31	NQ - Parents permission
0	0.00%	32	NQ - Screenout 3
0	0.00%	33	NQ - Screenout 4
0	0.00%	34	NQ - Screenout 5
0	0.00%	35	NQ - Screenout 6
0	0.00%	41	PD - No Answer
0	0.00%	42	PD - Busy Line
0	0.00%	43	PD - Operator
0	0.00%	44	PD - Aborted
0	0.00%	45	PD - Answering Machine
0	0.00%	46	PD - Fax / Modem
0	0.00%	47	PD - No Signal
0	0.00%	48	PD - Heard Phone Being Hung Up
232	2.74%	77	Wrong Number / Weird Sample
25	0.30%	88	Misc./See Supervisor
5	0.06%	89	Do Not Call Again

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Employers

No	%	Code	Description
606	25.59%	20	COMPLETED INTERVIEW
218	9.21%	1	No Answer
14	0.59%	2	Busy Line
611	25.80%	3	Answering Machine
68	2.87%	4	Not In Service
367	15.50%	6	GENERAL Callback
75	3.17%	7	SPECIFIC Callback
0	0.00%	8	MESSAGE LEFT on Answering Machine
14	0.59%	9	Changed #/New # Out-of-Province
19	0.80%	10	Fax / Modem / Pager
23	0.97%	11	Language Barrier
5	0.21%	12	Duplicate Record
12	0.51%	13	Invalid # - Residential
53	2.24%	14	Incapable of completing (ill/away)
0	0.00%	15	Call Privacy
61	2.58%	21	COMPANY REFUSAL (INITIAL)
108	4.56%	22	RESPONDENT REFUSAL (INITIAL)
6	0.25%	26	FINAL REFUSAL
43	1.82%	23	NON-QUALIFIED Termination (INITIAL)
7	0.30%	24	QUALIFIED Termination (INITIAL)
1	0.04%	27	FINAL NON-QUALIFIED Termination
3	0.13%	28	FINAL QUALIFIED Termination
1	0.04%	29	PARTIAL QUALIFIED Complete
0	0.00%	25	NON-QUALIFIED Quota Cell Full
4	0.17%	30	NQ - Did not participate in this initiative
0	0.00%	31	NQ - Screenout 2
0	0.00%	32	NQ - Screenout 3
0	0.00%	33	NQ - Screenout 4
0	0.00%	34	NQ - Screenout 5
0	0.00%	35	NQ - Screenout 6
0	0.00%	41	PD - No Answer
0	0.00%	42	PD - Busy Line
0	0.00%	43	PD - Operator
0	0.00%	44	PD - Aborted
0	0.00%	45	PD - Answering Machine
0	0.00%	46	PD - Fax / Modem
0	0.00%	47	PD - No Signal
0	0.00%	48	PD - Heard Phone Being Hung Up
36	1.52%	77	Wrong Number / Weird Sample
13	0.55%	88	Misc./See Supervisor

SCP PARTICIPANT SURVEY

Hello, may I speak to _____.

- IF YOUTH IS AVAILABLE, CONTINUE
- IF NOT AVAILABLE, DETERMINE WHETHER YOUTH STILL LIVES THERE. ARRANGE CALL-BACK OR GET NEW NUMBER WHERE YOUTH CAN BE REACHED. OFFER 1-800 NUMBER IF PARENT/GUARDIAN WILL NOT GIVE “FORWARDING” NUMBER FOR YOUTH. IF NEEDED, EXPLAIN THE PURPOSE OF THE STUDY (USE INTRODUCTION)

Hello, my name is _____. I’m calling on behalf of Phoenix, a public opinion research company. I understand that you had a job last summer with an employer who participated in the Summer Career Placements Initiative of the Government of Canada. Human Resources and Skills Development Canada and Service Canada are jointly evaluating the Initiative to assess its effectiveness.

A) Would you be willing to participate in this survey? Your participation is entirely voluntary and refusal to respond will in no way affect your dealings with the Government of Canada. Your responses will be treated with complete confidentiality. All information that you provide will be administered in accordance with the applicable privacy laws. No comments will be attributed to you in any reports resulting from this study. We can either do it now or at a time more convenient to you.

- Yes, now (CONTINUE)
- Yes, call later (Specify date/time: Month: Date: Time:)
- Refused (THANK AND DISCONTINUE)

B) Which of the following age categories did you belong to last summer? Were you... (READ LIST)

- 15 to 17 years of age 1 **NEED PARENTAL PERMISSION FOR YOUTH 15-17**
- 18 to 19 2
- 20 to 24 3
- 25 to 30 4
- Other (specify): _____ (YOUTH SHOULD NOT BE OVER 30 YEARS)

C) Are you aware of the Summer Career Placements Initiative?

- Yes 1
- No 2

D) Are you aware that your job was subsidized by the Government of Canada?

- Yes 1
- No 2

INTERVIEWER NOTES:

PARENTAL PERMISSION FOR ALL YOUTH UNDER 18 MUST BE OBTAINED.

IF RESPONDENT QUESTIONS VALIDITY OF SURVEY, SAY THAT A GOVERNMENT OFFICIAL INVOLVED IN THIS PROGRAM WILL CALL HIM/HER TO ANSWER ANY QUESTIONS. CONTACT AT HRSDC IS RON LOGAN (E), TELEPHONE (819) 997-1852 or ANDRÉ HUARD (F), TELEPHONE (819) 956-3059.

IF ASKED, TELL THE RESPONDENT THAT THEIR NAME WAS SELECTED AT RANDOM FROM A LIST OF STUDENTS WHO HAD SIMILAR JOBS.

IF ASKED, TELL RESPONDENTS THE SURVEY TAKES ABOUT 15 MINUTES.

IF RELEVANT, NOTE THAT HUMAN RESOURCES AND SKILLS DEVELOPMENT CANADA (HRSDC) IS THE NEW NAME FOR HUMAN RESOURCES DEVELOPMENT CANADA (HRDC). SERVICE CANADA IS THE DEPARTMENT THAT DELIVERS GOVERNMENT SERVICES AND BENEFITS TO CANADIANS.

I'd like to start by discussing your education and career plans in general.

1. Once you have finished school, what career field or sector would you like to get involved in or work at? (DO NOT READ LIST; ACCEPT UP TO TWO RESPONSES)

Main career choice (FIRST MENTION): _____
Second career choice (SECOND MENTION): _____

Public administration
Fine or Applied Arts
Agriculture or Biological Sciences
Education
Health professions
Mathematics or physical sciences
Social Services i.e. Sociology, Psychology, etc.
Engineering- Mechanical, Chemical, Electrical
Business and Commerce
Computer Sciences
Secretarial sciences
Hotel/Restaurant Management
Fitness and Nutrition
Law
Social Work
Journalism
Construction Trades
Musician
Professional Athlete
Veterinarian Medicine
Linguistics

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Religious Studies
Early Childhood Education/Educator
Tourism
Research
Communications
Women's Studies
Environment
Human Resource Management
Accounting
Other _____
Don't know/not sure

I'd like to talk about your school activities.

2. For this past fall or winter semester, did you return to school?

Yes	1	
No	2	GO TO Q5

3. Are you going to school on a...? (READ LIST)

Part-time basis	1
Full-time basis	2

4. What type of school or institution are you going to? (DO NOT READ)

High school	1	CONTINUE
University	2	AFTER Q5, GO TO Q10
Community college	3	AFTER Q5, GO TO Q11
Private vocational/trade school	4	AFTER Q5, GO TO Q11
Private college	5	AFTER Q5, GO TO Q11
CEGEP	6	AFTER Q5, GO TO Q11
Technical institute	7	AFTER Q5, GO TO Q11
Other (specify) _____		AFTER Q5, GO TO Q11

5. Now talking about your employment situation, are you now...? (READ LIST)

Looking for work	1
Continuing to work for your summer employer	2
Working at another job	3
Or doing something else. If so, please specify: _____	

IF NOT GOING TO SCHOOL, SKIP TO QUESTION 14

FOR HIGH SCHOOL STUDENTS ONLY:

Summer Career Placements Program Research

6. What grade are you in this year? (DO NOT READ; FOR RESPONDENTS IN QUEBEC READ: SECONDARY 1, 2, 3, 4,5)

Nine	1
Ten	2
Eleven	3
Twelve	4

7. Do you intend to go to a post-secondary institution?

Yes	1
No	2 GO TO Q14
Uncertain/don't know	3 GO TO Q14

8. What type of post-secondary institution do you plan to attend? (DO NOT READ)

University	1
Community college	2
Private vocational/trade school	3
Private college	4
CEGEP	5
Technical institute	6
Other (specify)_____	

9. In what subject area do you intend to specialize? (DO NOT READ LIST; ACCEPT MORE THAN ONE RESPONSE)

- Public administration
- Fine or Applied Arts
- Agriculture or Biological Sciences
- Education
- Health professions
- Mathematics or physical sciences
- Social Services i.e. Sociology, Psychology, etc.
- Engineering- Mechanical, Chemical, Electrical
- Business and Commerce
- Computer Sciences
- Secretarial sciences
- Hotel/Restaurant Management
- Fitness and Nutrition
- Law
- Social Work
- Journalism
- Construction Trades
- Musician
- Professional Athlete

Veterinarian Medicine
Linguistics
Religious Studies
Early Childhood Education/Educator
Tourism
Research
Communications
Women's Studies
Environment
Human Resource Management
Accounting
Other _____
Don't know/not sure

FOR UNIVERSITY STUDENTS ONLY:

10. Are you enrolled in an undergraduate or graduate program?

Undergraduate	1
Graduate	2

FOR POST-SECONDARY STUDENTS ONLY:

11. What area below best describes your intended specialty? (DO NOT READ LIST; ACCEPT ONE RESPONSE ONLY)

Public administration
Fine or Applied Arts
Agriculture or Biological Sciences
Education
Health professions
Mathematics or physical sciences
Social Services i.e. Sociology, Psychology, etc.
Engineering-Mechanical, Chemical, Electrical
Business and Commerce
Computer Sciences
Secretarial sciences
Hotel/Restaurant Management
Fitness and Nutrition
Law
Social Work
Journalism
Construction Trades
Musician
Professional Athlete
Veterinarian Medicine

Linguistics
Religious Studies
Early Childhood Education/Educator
Tourism
Research
Communications
Women's Studies
Environment
Human Resource Management
Accounting
Other _____
Don't know/not sure

12. In how many years will you complete your current diploma or degree?

Number of years: _____
Uncertain/don't know

13. Do you intend to continue your education after that?

Yes	1
No	2
Uncertain/don't know	3

ASK EVERYONE:

Now I'd like to go back and ask you about last year.

14. Last school year, the 2004-2005 school year, did you attend full-time either a high school or a post-secondary institution?

High school	1	SKIP NEXT QUESTION
Post-secondary	2	SKIP NEXT QUESTION
Neither	3	CONTINUE

15. What did you do last year? _____

Now I'd like to talk about what you did last summer. Please answer the following questions for your job... with _____ (INSERT EMPLOYER NAME IF AVAILABLE) OR ...that was part of the Summer Career Placements Initiative.

16. What was your job title? (DO NOT READ; CLARIFY AS NECESSARY; ACCEPT ONE RESPONSE)

Camp counsellor/leader
Administrative/office assistant/secretary
Labourer

Program coordinator
Research assistant
Tourist info/tour guide
Clerk/cashier
Youth worker
Child care worker
Coach
Computer programmer
Other (specify): _____

17. Was the type of organization or company you worked for a...? (READ LIST)

Non-profit organization 1
Municipal government 2
School or university 3
Private company or firm 4
Or some other organization. If so, please specify _____

18. Where was this job located? (READ LIST; ACCEPT ONE RESPONSE ONLY)

In or near your hometown or community (NOTE: INCLUDES PARENT'S COMMUNITY)
Where you are attending school (NOTE: IF DIFFERENT FROM HOMETOWN/COMMUNITY)
Or somewhere else. If so, please specify _____

19. How did you hear about this job? (DO NOT READ; CLARIFY AS NECESSARY; ACCEPT MULTIPLE RESPONSES)

Friends/relatives
School/university counsellor
Employer
Newspaper ad
Posted at a Human Resource Centre of Canada (HRCC)/Service Canada Centre (SCC)
Internet
Volunteer work
Word of mouth
Referred by a HRCC/SCC for Students
Referred by a HRCC/SCC counsellor
Posted at a SCC for Students
Co-op program
Member of Parliament
Job Bank
Other (specify): _____

How important were each of the following in terms of your reasons for taking this job? Please use a 5-point scale, where '1' means it was not important at all, and '5' means it was very important. How about ... (ROTATE)

- 20. To acquire and improve general work skills
- 21. To get paid an income
- 22. To develop your confidence
- 23. To explore possible career options
- 24. To get general work experience
- 25. To get work experience in your specific field
- 26. To develop contacts to help in your future job search

27. For approximately how long did you work at your summer job? (READ LIST IF NEEDED)

- | | |
|-------------------------|---|
| Less than one month | 1 |
| One month | 2 |
| Two months | 3 |
| Three months | 4 |
| Four months | 5 |
| Five months | 6 |
| Job is still continuing | 7 |

28. Why did your job end? (DO NOT READ; ACCEPT MULTIPLE RESPONSES)

- Job finished/end of contract
- Went back to school
- Seasonal/summer employment only
- Quit
- Fired
- Laid off
- Found another job
- Other (specify): _____

29. Did the employer continue your employment after the government funding ended?

- | | | |
|-----|---|--------------------|
| Yes | 1 | |
| No | 2 | SKIP NEXT QUESTION |

30. Did you...? (READ LIST)

- Continue this job on a part-time basis, or
- Continue this job on a full-time basis

31. Approximately, how much per hour did you earn on this job during the summer?

_____ /hr (SHOULD BE GROSS HOURLY WAGE – BEFORE TAXES AND DEDUCTIONS)

32. Overall, how much did you like or dislike your summer job? Would you say that you ... (READ)

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Strongly liked	1
Liked	2
Had mixed feelings	3
Disliked	4
Or strongly disliked the job	5

33. What were the main benefits that you received as a result of your summer job? (DO NOT READ LIST; ACCEPT UP TO THREE RESPONSES) Anything else?

- Helped develop job skills (general)
- Found a job (direct result of project)
- Obtained work experience
- Made money/income
- Returned to school/further training
- Potential contacts/networking
- Communications/team skills
- Computer training
- Self-confidence/motivation
- Interview skills
- Business management skills
- Nothing/no benefits
- Financial Assistance
- Other (specify)_____

34. What job-related skills did you acquire or develop during your participation in the program? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

- Interpersonal/life skills
- Communications skills
- Computer programs
- Trade skills
- Teamwork skills
- Sales and service skills
- Organizational skills
- Problem-solving skills
- Clerical skills
- Typing/word-processing
- Job search skills
- Entrepreneurial skills
- Nothing
- Other (specify)_____

35. What did you like least about this job? (DO NOT READ; ACCEPT ONE RESPONSE)

- Hours of work
- Pay
- Boredom/repetitive work

- Work duties
- Co-workers
- Work environment
- Location/distance
- Too short/ended too soon
- Other (specify)_____

36. How satisfied were you with the length or duration of your summer job? Please use a 5-point scale, where “1” means very dissatisfied, and “5” means very satisfied.

How would you rate the following aspects of your summer job? To do this, please use a 5-point scale, where “1” means not at all and “5” means very much. (ROTATE)

- 37. The job was related to some of your school subjects.
- 38. Your employer acted as a mentor or coach
- 39. The job increased your understanding of what is expected in a work situation
- 40. The job was related to your career choice
- 41. You gained new skills from this job
- 42. You received adequate assistance in carrying out your duties

Please indicate whether you think your summer job had a big impact, moderate impact, small impact, or no positive impact at all in each of the following areas. How about ... (ROTATE)

- 43. Increasing your confidence and self-esteem
- 44. Providing you with transferable skills that can be used from one job to another
- 45. Encouraging you to have a positive attitude toward work, learning and personal growth
- 46. Your ability to market yourself effectively to potential employers
- 47. Your ability to decide on and plan your career
- 48. Your ability to work in teams with other people
- 49. Your sense of personal responsibility, including your ability to set goals in work and personal life
- 50. Your communications skills
- 51. Your recognition of and respect for people’s diversity and individual differences
- 52. Were you provided with information and guidance or training on Health and Safety in the workplace?

- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

53. What impact did the experience from the summer job have on your career choice? Would you say that it ... (READ; ACCEPT ONE RESPONSE ONLY)

- | | |
|-------------------------------|---|
| Helped you to choose a career | 1 |
| Confirmed your career choice | 2 |
| Changed your career choice | 3 |

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Had no impact on your career choice 4

54. Do you think your job last summer will help you in any way to get full-time work in your chosen field?

Yes 1
No 2
Uncertain 3

IF 'YES', ASK:

55. How will it help? (DO NOT READ; ACCEPT MULTIPLE RESPONSES)

On-the-job experience received
Contacts/networking
Will help you qualify for graduate school
Skills developed/training received
Want to work in the same type of job
Résumé better
Other (specify): _____

56. Did the employer who hired you last summer offer you any of the following? (READ LIST; RECORD 'YES' OR 'NO' FOR EACH ITEM)

A part-time job during the current school year?
A summer job next year?
A full-time job starting right after your summer job?
A full-time job after graduation?

57. Will the money you earned last summer help you in meeting your educational expenses this year or in the future? Would you say it will ...? (READ)

Help a lot 1
Help some 2
Be of little help 3
Not help at all 4

58. What other sources do you expect to use to finance your education? (DO NOT READ – ACCEPT MULTIPLE RESPONSES)

Student loans
Student grants
Parents/family
Other summer jobs
A part-time job during the school year
Scholarship
Employment insurance

Other (specify): _____

59. Did you have more than one job last summer?

Yes	1
No	2

IF 'YES', ASK:

60. Was the second job...? (READ; ACCEPT ALL THAT APPLY)

Full time (more than 30 hours per week)
Part time (less than 30 hours per week)

Now I would like to talk about your summer employment experience in general.

61. Which of the following is more important to you in a summer job... (ROTATE) gaining experience directly related to your career preference, even if it pays less OR obtaining a higher level of pay, even if the job is not related to your career preference?

Gaining good experience	1
Higher pay	2
Neither (VOLUNTEERED)	3
Uncertain/depends/don't know (VOLUNTEERED)	4

62. Do you consider yourself to be a member of any of the following groups? (READ LIST; ACCEPT ALL THAT APPLY)

Persons with disabilities
Aboriginal People
A visible minority group

63. What is your mother tongue? That is, the language that you first learned and still speak. (READ LIST; ACCEPT ONE RESPONSE)

English	1
French	2
Other	3

64. Generally, what do you think about a government program that tries to help prepare students for full-time jobs through their summer work experience? (DO NOT READ)

Good idea/realistic/other positive statements
Mixed response – some good/some bad
Not good idea/not realistic /other negative statements
Uncertain/don't know

65. Do you have any other comments that you would like to make about your experience with this summer work experience program? INTERVIEWER NOTE: MAKE SURE RESPONDENTS DO NOT MAKE COMMENTS ABOUT ANY INDIVIDUALS. DO NOT ACCEPT SUCH COMMENTS.

That concludes the survey. Thank you for your participation, it is appreciated. Should you wish to access information pertaining to this survey you may submit a request to Human Resources and Skills Development Canada (HRSDC) under the *Access to Information Act*, citing the name of the survey*. Instructions for obtaining this information are outlined in the government publication, entitled *InfoSource*, a copy of which is located at all Service Canada Centres. *InfoSource* is also available at the following website www.infosource.gc.ca.

*IF ASKED, NAME OF SURVEY IS 'SUMMER CAREER PLACEMENTS PARTICIPANT SURVEY'.

Record by Observation/From Database:

- Gender
- Province/territory
- Employer type (i.e. private company, not-for-profit, governmental) (if available)
- Employer name

SONDAGE AUPRES DES PARTICIPANTS AU PROGRAMME PCE

Bonjour/bonsoir, puis-je parler à _____.

- SI LE JEUNE EST DISPONIBLE, CONTINUEZ.
- SI LE JEUNE N'EST PAS DISPONIBLE, VÉRIFIEZ S'IL DEMEURE TOUJOURS À CE NUMÉRO. DEMANDEZ À QUEL MOMENT RAPPELER OU OBTENEZ LE NOUVEAU NUMÉRO OÙ L'ON PEUT LE JOINDRE. OFFREZ LE NUMÉRO SANS FRAIS (1 800) SI LE PARENT/TUTEUR REFUSE DE DONNER LE NOUVEAU NUMÉRO DU JEUNE. AU BESOIN, EXPLIQUEZ LE BUT DE L'ÉTUDE (UTILISEZ L'INTRODUCTION)

Bonjour/bonsoir, ici _____, de Phoenix SPI, une maison de recherche sur l'opinion publique. Selon mes renseignements, vous avez travaillé l'été dernier pour un employeur participant au programme Placement carrière-été du gouvernement du Canada. Ressources humaines et Développement des compétences Canada ainsi que Service Canada étudient actuellement ce programme pour en évaluer l'efficacité.

- A) Accepteriez-vous de participer à ce sondage ? La participation à cette étude est tout à fait volontaire et tout refus n'aura aucune incidence sur vos rapports avec le gouvernement du Canada. Vos réponses seront traitées de façon strictement confidentielle. Les données seront traitées conformément aux lois applicables relatives à la protection de la vie privée. Votre nom ne sera associé à aucun commentaire dans les rapports préparés dans le cadre de cette étude. Nous pouvons commencer tout de suite ou remettre l'entretien à un moment qui vous conviendrait mieux.

- [] Oui, maintenant (CONTINUER)
[] Oui, rappeler (Préciser la date / l'heure : Mois : Jour : Heure :)
[] Refus (REMERCIER ET METTRE FIN À L'ENTRETIEN)

- B) À laquelle des catégories d'âge suivantes apparteniez-vous l'été dernier ? (LIRE LA LISTE)

- | | | |
|-------------|---|---------------------------------------------------------------------------|
| 15 à 17 ans | 1 | <u>DOIT OBTENIR LA PERMISSION DU PARENT (JEUNE DE 15 À 17 ANS)</u> |
| 18 à 19 ans | 2 | |
| 20 à 24 ans | 3 | |
| 25 à 30 ans | 4 | |
- Autre (préciser) : _____ (LE RÉPONDANT NE DOIT PAS ÊTRE ÂGÉ DE PLUS DE 30 ANS)

- C) Connaissez-vous le programme Placement carrière-été ?

- | | |
|-----|---|
| Oui | 1 |
| Non | 2 |

- D) Saviez-vous que votre emploi était subventionné par le gouvernement du Canada ?

- | | |
|-----|---|
| Oui | 1 |
| Non | 2 |

NOTES À L'INTENTION DE L'INTERVIEWEUR :

ON DOIT OBTENIR LA PERMISSION DU PARENT DE TOUT JEUNE DE MOINS DE 18 ANS.

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SI LE RÉPONDANT MET EN DOUTE LA VALIDITÉ DU SONDAGE, DITES-LUI QU'UN RESPONSABLE DU GOUVERNEMENT AFFECTÉ À CE PROGRAMME COMMUNIQUERA AVEC LUI POUR RÉPONDRE À SES QUESTIONS. PERSONNES-RESSOURCES À RHDCC : M. RON LOGAN (ANGLAIS), AU (819) 997-1852 OU M. ANDRÉ HUARD (FRANÇAIS), AU (819) 956-3059.

SI LE RÉPONDANT VOUS LE DEMANDE, DITES-LUI QUE SON NOM A ÉTÉ SÉLECTIONNÉ AU HASARD À PARTIR D'UNE LISTE D'ÉTUDIANTS ET D'ÉTUDIANTES AYANT EU DES EMPLOIS SIMILAIRES.

SI ON VOUS LE DEMANDE, DITES QUE LE SONDAGE PRENDRA ENVIRON 15 MINUTES.

S'IL Y A LIEU DE LE FAIRE, INDIQUEZ QUE RESSOURCES HUMAINES ET DÉVELOPPEMENT DES COMPÉTENCES CANADA (RHDCC) EST LE NOUVEAU NOM DE DÉVELOPPEMENT DES RESSOURCES HUMAINES CANADA (DRHC). SERVICE CANADA EST LE MINISTÈRE RESPONSABLE DES SERVICES ET DES PRESTATIONS DU GOUVERNEMENT À L'INTENTION DES CANADIENS.

Dans un premier temps, j'aimerais vous interroger sur vos projets d'études et de carrière.

1. Après avoir terminé vos études, dans quel domaine ou secteur aimeriez-vous participer ou travailler ? (NE PAS LIRE LA LISTE; ACCEPTER JUSQU'À DEUX RÉPONSES)

Premier choix de carrière (PREMIÈRE MENTION) : _____
Second choix de carrière (DEUXIÈME MENTION) : _____

Administration publique
Beaux-arts ou arts appliqués
Agriculture ou sciences biologiques
Enseignement
Professions de la santé
Mathématiques ou sciences physiques
Services sociaux (sociologie, psychologie, etc.)
Génie (mécanique, chimique, électrique)
Administration et commerce
Informatique
Techniques de secrétariat
Gestion hôtelière et de restaurant
Conditionnement physique et nutrition
Droit
Travail social
Journalisme
Métiers de la construction
Musicien
Athlète professionnel
Médecine vétérinaire
Linguistique
Religion
Éducation des jeunes enfants / Éducateur
Tourisme
Recherche
Communications
Étude de la condition féminine
Environnement
Gestion des ressources humaines

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Comptabilité
Autre _____
Ne sait pas / Incertain(e)

J'aimerais parler de vos études.

2. Êtes-vous retourné(e) aux études pour le semestre d'automne ou d'hiver qui vient de passer ?

Oui	1	
Non	2	ALLER À LA Q5

3. Êtes-vous inscrit(e)... (LIRE LA LISTE)

... à temps partiel ?	1
... à plein temps ?	2

4. Dans quel genre d'établissement étudiez-vous ? (NE PAS LIRE)

École secondaire	1	CONTINUER
Université	2	APRÈS LA Q5, ALLER À LA Q10
Collège communautaire	3	APRÈS LA Q5, ALLER À LA Q11
École professionnelle ou de métiers privée	4	APRÈS LA Q5, ALLER À LA Q11
Collège privé	5	APRÈS LA Q5, ALLER À LA Q11
Cégep	6	APRÈS LA Q5, ALLER À LA Q11
Institut technique	7	APRÈS LA Q5, ALLER À LA Q11
Autre (préciser) _____		APRÈS LA Q5, ALLER À LA Q11

5. Présentement, est-ce que vous... (LIRE LA LISTE)

... cherchez un emploi ?	1
... continuez à travailler pour l'employeur qui vous a embauché(e) l'été dernier ?	2
... occupez un autre emploi ?	3
... ou faites-vous autre chose ? Le cas échéant, veuillez préciser : _____	

SI N'EST PAS AUX ÉTUDES, ALLER À LA QUESTION 14

AUX ÉTUDIANTS DE NIVEAU SECONDAIRE SEULEMENT :

6. À quel niveau êtes-vous inscrit(e) cette année ? (NE PAS LIRE. RÉPONDANTS QUÉBÉCOIS,
LIRE : SECONDAIRE 1, 2, 3, 4, 5)

Neuvième	1
Dixième	2
Onzième	3
Douzième	4

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7. Avez-vous l'intention de poursuivre vos études dans un établissement postsecondaire ?

Oui	1	
Non	2	ALLER À LA Q14
Incertain(e) / Ne sait pas	3	ALLER À LA Q14

8. Quel type d'établissement postsecondaire prévoyez-vous fréquenter ? (NE PAS LIRE)

Université	1
Collège communautaire	2
École professionnelle ou de métiers privée	3
Collège privé	4
Cégep	5
Institut technique	6
Autre (préciser) _____	

9. Dans quel domaine comptez-vous vous spécialiser ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

Administration publique
Beaux-arts ou arts appliqués
Agriculture ou sciences biologiques
Enseignement
Professions de la santé
Mathématiques ou sciences physiques
Services sociaux (sociologie, psychologie, etc.)
Génie (mécanique, chimique, électrique)
Administration et commerce
Informatique
Techniques de secrétariat
Gestion hôtelière et de restaurant
Conditionnement physique et nutrition
Droit
Travail social
Journalisme
Métiers de la construction
Musicien
Athlète professionnel
Médecine vétérinaire
Linguistique
Religion
Éducation des jeunes enfants / Éducateur
Tourisme
Recherche
Communications
Étude de la condition féminine
Environnement
Gestion des ressources humaines
Comptabilité
Autre _____

Ne sait pas / Incertain(e)

AUX ÉTUDIANTS UNIVERSITAIRES SEULEMENT :

10. Êtes-vous inscrit(e) à un programme d'études de premier cycle ou à un programme d'études supérieures ?

Études de premier cycle	1
Études supérieures	2

AUX ÉTUDIANTS DE NIVEAU POSTSECONDAIRE SEULEMENT :

11. Lequel des domaines suivants décrit le mieux celui dans lequel vous comptez vous spécialiser ?
(NE PAS LIRE LA LISTE; ACCEPTER UNE SEULE RÉPONSE)

Administration publique
Beaux-arts ou arts appliqués
Agriculture ou sciences biologiques
Enseignement
Professions de la santé
Mathématiques ou sciences physiques
Services sociaux (sociologie, psychologie, etc.)
Génie (mécanique, chimique, électrique)
Administration et commerce
Informatique
Techniques de secrétariat
Gestion hôtelière et de restaurant
Conditionnement physique et nutrition
Droit
Travail social
Journalisme
Métiers de la construction
Musicien
Athlète professionnel
Médecine vétérinaire
Linguistique
Religion
Éducation des jeunes enfants / Éducateur
Tourisme
Recherche
Communications
Étude de la condition féminine
Environnement
Gestion des ressources humaines
Comptabilité
Autre _____
Ne sait pas / Incertain(e)

12. Dans combien d'années aurez-vous terminé vos études actuelles ?

Nombre d'années : _____
Incertain(e) / Ne sait pas

13. Avez-vous l'intention de poursuivre vos études par la suite ?

Oui	1
Non	2
Incertain(e) / Ne sait pas	3

À TOUS LES RÉPONDANTS :

J'aimerais maintenant vous parler de l'année dernière.

14. Durant la dernière année scolaire, l'année scolaire 2004-2005, étiez-vous inscrit(e) à plein temps à une école secondaire ou un établissement postsecondaire ?

École secondaire	1	SAUTER LA PROCHAINE QUESTION
Établissement postsecondaire	2	SAUTER LA PROCHAINE QUESTION
Ni l'un ni l'autre	3	CONTINUER

15. Qu'avez-vous fait l'année dernière ? _____

J'aimerais maintenant vous parler de ce que vous avez fait l'été dernier. Veuillez répondre aux questions suivantes qui portent sur votre emploi... avec _____ (INSÉRER LE NOM DE L'EMPLOYEUR SI VOUS LE CONNAISSEZ) OU ...offert dans le cadre du programme Placement carrière-été.

16. Quel était le titre de votre poste ? (NE PAS LIRE; CLARIFIER AU BESOIN; ACCEPTER UNE SEULE RÉPONSE)

Conseiller ou moniteur de camp
Adjoint administratif / aide de bureau / secrétaire
Manceuvre
Coordonnateur de programme
Adjoint à la recherche
Commis à l'information touristique / guide touristique
Commis / caissier
Travailleur auprès des jeunes
Travailleur en garderie
Entraîneur
Programmeur
Autre (préciser) : _____

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17. Dans quel type d'organisation ou d'entreprise travailliez-vous ? (LIRE LA LISTE)

- | | |
|-----------------------------------------------------------------|---|
| Un organisme sans but lucratif | 1 |
| Une administration municipale | 2 |
| Une école ou une université | 3 |
| Un employeur du secteur privé | 4 |
| Un autre genre d'organisation. Le cas échéant, préciser : _____ | |

18. Où se trouvait cet emploi ? (LIRE LA LISTE; ACCEPTER UNE SEULE RÉPONSE)

Dans la ville ou la communauté où vous habitez, ou près de celle-ci ? (Y COMPRIS LA VILLE OÙ HABITENT LES PARENTS)
Où vous étudiez ? (NOTA : SI VILLE/COMMUNAUTÉ AUTRE QUE CELLE OÙ IL HABITE)
Ou ailleurs ? Le cas échéant, veuillez préciser : _____

19. Comment avez-vous entendu parler de cet emploi ? (NE PAS LIRE; CLARIFIER AU BESOIN; ACCEPTER LES RÉPONSES MULTIPLES)

- Amis ou famille
- Conseiller scolaire ou universitaire
- Employeur
- Annonce dans un journal
- Affiché dans un Centre de ressources humaines du Canada / centre de Service Canada
- Internet
- Bénévolat
- Bouche à oreille
- Référé par un bureau du CRHC ou de SC pour étudiants
- Référé par un conseiller du CRHC ou de SC
- Affiché dans un centre de Service Canada pour étudiants
- Programme coop
- Député
- Guichet emplois
- Autre (préciser) : _____

Quelle importance avaient les raisons suivantes pour accepter l'emploi ? Veuillez utiliser une échelle de 1 à 5, où « 1 » signifie que la raison en question n'était pas du tout importante et « 5 », qu'elle était très importante ? (FAIRE LA ROTATION)

- 20. Pour acquérir des habiletés de travail générales, ou les améliorer
- 21. Pour gagner un revenu
- 22. Pour améliorer votre confiance en vous
- 23. Pour explorer des possibilités de carrière
- 24. Pour acquérir une expérience de travail
- 25. Pour acquérir une expérience de travail dans votre domaine
- 26. Pour établir des relations utiles à votre recherche d'emploi future

27. Pendant combien de temps avez-vous occupé cet emploi d'été ? (LIRE LA LISTE AU BESOIN)

Moins d'un mois	1
Un mois	2
Deux mois	3
Trois mois	4
Quatre mois	5
Cinq mois	6
Toujours en emploi	7

28. Pourquoi n'occupez-vous plus cet emploi ? (NE PAS LIRE; ACCEPTER LES RÉPONSES MULTIPLES)

Fin du travail / du contrat
Retour aux études
Emploi saisonnier ou d'été seulement
Démission
Congédiement
Mise à pied
Trouvé un autre emploi
Autre (préciser) : _____

29. Votre emploi s'est-il poursuivi après que le financement offert par le gouvernement ait pris fin ?

Oui	1	
Non	2	SAUTER LA PROCHAINE QUESTION

30. Occupez-vous le même emploi... (LIRE LA LISTE)

... à temps partiel ou
... à plein temps ?

31. À peu près combien gagniez-vous de l'heure dans cet emploi d'été ?

_____ \$ l'heure (SALAIRE HORAIRE BRUT, C'EST-À-DIRE AVANT IMPÔTS ET RETENUES)

32. Dans l'ensemble, jusqu'à quel point aimiez-vous ou n'aimiez-vous pas votre emploi d'été ? Diriez-vous que vous... (LIRE)

... l'aimiez beaucoup ?	1
... l'aimiez ?	2
... aviez des sentiments partagés à son égard ?	3
... ne l'aimiez pas ?	4
... le détestiez ?	5

33. Parmi les bienfaits que vous avez tirés de votre emploi d'été, quels en ont été les principaux ? (NE PAS LIRE LA LISTE; ACCEPTER JUSQU'À TROIS RÉPONSES) Autre chose ?

A aidé à développer des habiletés professionnelles (général)
A trouvé un emploi (résultat direct du projet)
A acquis de l'expérience de travail
A gagné de l'argent / un revenu
Est retourné aux études / a poursuivi sa formation
Contacts / réseau
Aptitude à communiquer / travailler en équipe
Formation en informatique
Confiance en soi / motivation
Compétences d'entrevue
Compétences en gestion des affaires
Rien / aucun bienfait
Aide financière
Autre (préciser)_____

34. Quelles habiletés professionnelles avez-vous acquises ou développées pendant votre participation au programme ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

Habiletés en communication interpersonnelle / aptitudes à la vie quotidienne
Aptitude à communiquer
Programmes informatiques
Compétences liées à un métier
Habilité à travailler en équipe
Compétences liées à la vente et au service à la clientèle
Habiletés organisationnelles
Habiletés en résolution de problème
Compétences liées au travail de bureau
Dactylographie / traitement de texte
Compétences en recherche d'emploi
Entrepreneurship
Rien
Autre (préciser)_____

35. Qu'est-ce que vous aimiez le moins de cet emploi ? (NE PAS LIRE; ACCEPTER UNE SEULE RÉPONSE)

Heures de travail
Paie
Ennui / travail répétitif
Tâches à accomplir
Collègues de travail
Environnement de travail
Emplacement / distance
Trop courte durée / s'est terminé trop tôt
Autre (préciser)_____

36. Dans quelle mesure êtes-vous satisfait(e) de la durée de votre emploi d'été ? Veuillez utiliser une échelle de 1 à 5, où « 1 » signifie que vous êtes très insatisfait(e) et « 5 », que vous êtes très satisfait(e).

Que pensez-vous des aspects suivants de votre emploi d'été ? Veuillez utiliser une échelle de 1 à 5, où « 1 » signifie « pas du tout » et « 5 » signifie « beaucoup ». (FAIRE LA ROTATION)

- 37. L'emploi était en lien avec certaines de vos matières scolaires.
- 38. Votre employeur a agi comme mentor ou guide.
- 39. Votre emploi vous a permis de mieux comprendre les attentes en milieu de travail.
- 40. L'emploi était en lien avec votre future carrière.
- 41. Vous avez acquis de nouvelles compétences grâce à cet emploi.
- 42. Vous avez obtenu suffisamment d'aide dans l'accomplissement de vos tâches.

Veuillez me dire si votre emploi d'été, selon vous, a contribué beaucoup, assez, un peu ou pas du tout à ce qui suit. Dans quelle mesure votre emploi d'été a-t-il contribué... (FAIRE LA ROTATION)

- 43. ... à accroître votre confiance en vous et votre estime de vous-même ?
- 44. ... au développement d'habiletés transférables, c'est-à-dire qui peuvent servir dans d'autres genres d'emplois ?
- 45. ... au développement d'une bonne attitude à l'égard du travail, de l'apprentissage et de la croissance personnelle ?
- 46. ... à améliorer votre habileté à vous présenter efficacement aux employeurs potentiels ?
- 47. ... à améliorer votre capacité de choisir et de planifier une carrière ?
- 48. ... à améliorer votre habileté à travailler en équipe ?
- 49. ... à accroître votre sens de responsabilité personnelle, y compris votre habileté à établir des buts dans votre vie professionnelle et votre vie personnelle ?
- 50. ... à améliorer vos habiletés de communication ?
- 51. ... à accroître votre reconnaissance et votre respect de la diversité et des différences individuelles ?

- 52. Avez-vous reçu des renseignements sur la santé et la sécurité au travail ainsi que de l'aide à cet égard ou encore, une formation ?

Oui	1
Non	2

53. De quelle façon cet emploi d'été a-t-il influencé votre choix de carrière ? Diriez-vous qu'il... (LIRE; ACCEPTER UNE SEULE RÉPONSE)

... vous a aidé à choisir une carrière ?	1
... vous a permis de confirmer votre choix ?	2
... vous a incité à choisir une autre carrière ?	3
... n'a eu aucune incidence sur votre choix de carrière ?	4

54. Pensez-vous que cet emploi d'été vous aidera d'une manière quelconque à obtenir un emploi à plein temps dans votre domaine ?

Oui	1
Non	2
Incertain(e)	3

SI A RÉPONDU « OUI », POSER LA QUESTION SUIVANTE :

55. De quelle façon aidera-t-il ? (NE PAS LIRE; ACCEPTER LES RÉPONSES MULTIPLES)

- Expérience en milieu de travail
- Contacts / réseaux
- Vous permettra d'accéder à l'école des études supérieures
- Habilités développées / formation reçue
- Souhaite exercer le même genre d'emploi
- Meilleur curriculum vitae
- Autre (préciser) : _____

56. L'employeur qui vous a embauché(e) l'été dernier vous a-t-il offert... (LIRE LA LISTE; INDIQUER « OUI » OU « NON » À CHAQUE ÉLÉMENT)

- ... un emploi à temps partiel pendant l'année scolaire en cours ?
- ... un emploi d'été l'an prochain ?
- ... un emploi à plein temps débutant immédiatement après l'emploi d'été ?
- ... un emploi à plein temps après l'obtention de votre diplôme ?

57. L'argent que vous avez gagné l'été dernier vous aidera-t-il à payer vos frais d'études cette année ou plus tard ? Diriez-vous qu'il vous aidera... (LIRE)

... beaucoup ?	1
... quelque peu ?	2
... peu ?	3
... pas du tout ?	4

58. Par quels autres moyens entendez-vous assumer vos frais d'études ? (NE PAS LIRE – ACCEPTER LES RÉPONSES MULTIPLES)

- Prêts aux étudiants
- Bourses aux étudiants
- Parents / famille
- Autres emplois d'été
- Emploi à temps partiel durant l'année scolaire
- Bourse d'étude
- Assurance-emploi
- Autre (préciser) : _____

59. Occupez-vous plus d'un emploi l'été dernier ?

Oui	1
Non	2

SI A RÉPONDU « OUI », POSER LA QUESTION SUIVANTE :

60. S'agissait-il d'un emploi... (LIRE; ACCEPTER LES RÉPONSES MULTIPLES)

- ... à plein temps (plus de 30 heures par semaine) ?
- ... à temps partiel (moins de 30 heures par semaine) ?

J'aimerais maintenant parler de votre expérience en ce qui a trait aux emplois d'été, en général.

61. Dans un emploi d'été, qu'est-ce qui vous importe le plus... (FAIRE LA ROTATION) acquérir de l'expérience directement liée à votre choix de carrière, même à un salaire moindre OU gagner un salaire plus élevé, même si l'emploi n'est pas lié à votre choix de carrière ?

Acquérir une expérience pertinente	1
Gagner un salaire plus élevé	2
Ni l'un ni l'autre (RÉPONSE SPONTANÉE)	3
Incertain(e) / Ça dépend / Ne sait pas (RÉPONSE SPONTANÉE)	4

62. Estimez-vous faire partie d'un des groupes suivants ? (LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

- Personnes handicapées
- Autochtones
- Minorité visible

63. Quelle est votre langue maternelle ? En d'autres mots, la première langue que vous ayez apprise et que vous parliez encore aujourd'hui (LIRE LA LISTE; ACCEPTER UNE SEULE RÉPONSE)

Anglais	1
Français	2
Autre	3

64. En général, que pensez-vous d'un programme gouvernemental qui tente de préparer les étudiants à des emplois à plein temps au moyen de leurs emplois d'été ? (NE PAS LIRE)

- Bonne idée / réaliste / autres commentaires positifs
- Réactions partagées
- N'est pas une bonne idée / n'est pas réaliste / autres commentaires négatifs
- Incertain(e) / Ne sait pas

65. Aimerez-vous formuler d'autres commentaires sur l'expérience que vous avez vécue dans le cadre de l'emploi d'été offert par ce programme ? NOTE À L'INTERVIEWEUR : VEILLER À CE QUE LE RÉPONDANT NE FASSE AUCUN COMMENTAIRE SUR UNE PERSONNE EN PARTICULIER. NE PAS ACCEPTER DE TELS COMMENTAIRES.

Voilà qui met fin à l'entretien. Je vous remercie d'avoir participé à ce sondage. Si vous voulez avoir accès à des renseignements relatifs à cette étude, vous pouvez en faire la demande à Ressources humaines et Développement des compétences Canada (RHDCC) en vertu de la *Loi sur l'accès à l'information*, en citant le nom du sondage*. La publication gouvernementale intitulée *Info Source*, disponible au centre de Service Canada de votre région, explique la marche à suivre pour obtenir ces renseignements. On peut aussi consulter *Info Source* en ligne à <http://infosource.gc.ca>.

*SI ON VOUS LE DEMANDE, LE NOM DU SONDAJE EST « SONDAJE AUPRÈS DES PARTICIPANTS AU PROGRAMME PLACEMENT CARRIÈRE-ÉTÉ ».

Noter par observation ou à partir de la base de données :

- Sexe
- Province/territoire
- Type d'employeur (secteur privé, sans but lucratif, gouvernemental) (si disponible)
- Nom de l'employeur

SCP EMPLOYER SURVEY

Hello, may I speak to _____.

- IF CONTACT PERSON IS AVAILABLE, CONTINUE
- IF NOT AVAILABLE, DETERMINE WHETHER CONTACT PERSON STILL WORKS THERE. ARRANGE CALL-BACK IF APPROPRIATE. IF NEEDED, EXPLAIN THE PURPOSE OF THE STUDY (USE INTRODUCTION)

Hello, my name is _____. I'm calling on behalf of Phoenix, a public opinion research company. I understand that you employed one or more students last summer with the assistance of the Summer Career Placements Initiative of the federal government. This program provides wage subsidies to employers to assist them in creating career-related summer jobs for students. Human Resources and Skills Development Canada and Service Canada are jointly evaluating the Initiative to assess its effectiveness.

A) Would you be willing to participate in this survey? Your participation is entirely voluntary and refusal to respond will in no way affect your dealings with the Government of Canada. Your responses will be treated with complete confidentiality. All information that you provide will be administered in accordance with the applicable privacy laws. No comments will be attributed to you in any reports resulting from this study. We can either do it now or at a time more convenient to you.

- Yes, now (CONTINUE)
- Yes, call later (Specify date/time: Month: Date: Time:)
- Refused (THANK AND DISCONTINUE)

B) Can you please confirm that your organization participated in this initiative last summer?

- | | | |
|-------------------------|---|-----------------------------------------------|
| Yes, did participate | 1 | |
| No, did not participate | 2 | EXPLORE ISSUE WITH RESPONDENT.
DISCONTINUE |
| Uncertain/don't know | 3 | IF NECESSARY. |

INTERVIEWER NOTES:

IF RESPONDENT QUESTIONS VALIDITY OF SURVEY, SAY THAT A GOVERNMENT OFFICIAL INVOLVED IN THIS PROGRAM WILL CALL HIM/HER TO ANSWER ANY QUESTIONS. CONTACT AT HRSDC IS RON LOGAN (E), TELEPHONE (819) 997-1852 or ANDRÉ HUARD (F), TELEPHONE (819) 956-3059.

THE ACRONYM "SCP" IS USED IN PLACES INSTEAD OF THE "SUMMER CAREER PLACEMENTS" INITIATIVE. IF THIS IS NOT CLEAR TO THE RESPONDENT, USE FULL NAME.

IF RELEVANT, NOTE THAT HUMAN RESOURCES AND SKILLS DEVELOPMENT CANADA (HRSDC) IS THE NEW NAME FOR HUMAN RESOURCES DEVELOPMENT CANADA (HRDC). SERVICE CANADA IS THE DEPARTMENT THAT DELIVERS GOVERNMENT SERVICES AND

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BENEFITS TO CANADIANS.

IF ASKED, SAY THAT THEIR NAME WAS SELECTED AT RANDOM FROM A LIST OF EMPLOYERS WHO PARTICIPATED IN THE PROGRAM.

IF ASKED, SAY THE SURVEY TAKES APPROXIMATELY 15 MINUTES TO COMPLETE.

ENSURE THAT RESPONDENT IS FOCUSING ON ONE INDIVIDUAL SUMMER STUDENT FOR FIRST SET OF QUESTIONS, AND THE INITIATIVE OVERALL IN LATER QUESTIONS. HOWEVER, ADVISE THE EMPLOYER NOT TO REFER TO THE STUDENT BY NAME.

1. How many students did your organization hire last summer under the Summer Career Placements Initiative, which will be referred to as the “SCP initiative” during this interview? This applies only to the city or town that you work in.

Number of students hired: _____

*IF HIRED MORE THAN ONE STUDENT, READ THE FOLLOWING PARAGRAPH:

SINCE YOU HIRED MORE THAN ONE STUDENT LAST SUMMER, PLEASE IDENTIFY IN YOUR MIND THE STUDENT WHOSE LAST NAME BEGINS WITH THE LETTER CLOSEST TO THE BEGINNING OF THE ALPHABET. I WILL NOW ASK SOME QUESTIONS ABOUT THIS SPECIFIC STUDENT.

2. What was this student’s job title? (DO NOT READ; CLARIFY AS NECESSARY; ACCEPT ONE RESPONSE)

Camp counsellor/leader
Administrative/office assistant/secretary
Labourer
Program coordinator
Research assistant
Tourist info/tour guide
Clerk/cashier
Youth worker
Child care worker
Coach
Other. Specify: _____

I’d now like to read you some statements that could apply to this student’s summer job. Please indicate the extent to which you agree or disagree with each one by using a 5-point scale, where ‘1’ means strongly disagree and ‘5’ means strongly agree. (ROTATE; ACCEPT DOES NOT APPLY)

3. The student met your expectations with respect to the skills he/she brought to the job.
4. The job increased the student’s understanding of what is expected in a work situation.
5. The student helped reduce the workload in the office.
6. The student brought fresh ideas to the workplace.

7. Who would have normally performed the work had you not hired the student? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

Full-time employees
Part-time employees
Would have hired temporary agency help
Would have contracted out the work
Volunteers
Would not have done/or would have postponed the work
Other (specify) _____

8. Did a Government of Canada official contact you during the summer to inquire about the student's work placement? This could be any type of contact, such as by mail, phone or a site visit.

Yes	1
No	2
Uncertain	3

9. What were the main benefits that you and your organization received from having this student? Anything else? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

Enabled you to expand an activity
Improved the quality of existing activities
Engaged in new activities/services/new work
Student brought new ideas/creativity
Good for public relations
Made new contacts for us
Took pressure off employees
Filled in for those on vacation
Generally provided a useful service/worked well/were helpful
Enhanced or diversified the work environment
None/no benefits
Other (specify): _____

10. Was the length or duration of the student summer job placement adequate for your organization?

Yes	1
No	2

11. In general, do you feel that the employment experience of this student will improve his/her chances of finding a full-time job after completing school?

Yes	1
No	2
Uncertain	3

12. What job-related skills do you feel the student acquired or developed through this job experience? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

- Interpersonal/life skills
- Communications skills
- Computer programs
- Trade skills
- Teamwork skills
- Sales and service skills
- Organizational skills
- Problem-solving skills
- Clerical skills
- Typing/word-processing
- Job search skills
- Entrepreneurial skills
- Nothing
- Other (specify)_____

13. Did you continue to employ the student after your funding from the government ended at the end of their summer job?

- | | |
|-----------|---|
| Yes | 1 |
| No | 2 |
| Uncertain | 3 |

IF 'YES', ASK:

14. For how many extra weeks?

- | | |
|--------------------|---|
| Less than 5 weeks | 1 |
| 5-10 weeks | 2 |
| 11-20 weeks | 3 |
| More than 20 weeks | 4 |

15. Does your organization intend to re-hire this student at a later date?

- | | |
|-----------------------------------------------------|---|
| Yes | 1 |
| No | 2 |
| Uncertain | 3 |
| VOLUNTEERED: Youth still employed with organization | 4 |

IF 'YES', ASK:

16. Will this be an offer for... (READ LIST; ACCEPT MULTIPLE RESPONSES)

- A summer job next year?
- A part-time job during this school year?

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A full-time job starting at the end of last summer?
A full-time job after graduation?

17. Did the student receive any training during his summer job with your organization?

Yes	1
No	2
Uncertain	3

IF 'YES', ASK:

18. What type of training did the student receive? (DO NOT READ LIST; ACCEPT ALL THAT APPLY)

Orientation or preparatory training
Formal on-site training
Formal off-site training
On-the-job training/coaching/mentoring
Other (specify): _____

19. Did you provide the student with information and guidance or training on Health and Safety in the workplace?

Yes	1
No	2
Uncertain	3

20. What level of education had the student completed? (DO NOT READ LIST)

Not completed high school
High school diploma
Some college or university courses
College certificate (one or two year)
College diploma (two or three year)
University bachelor's degree
University post-graduate work or degree
Cannot recall
Other (specify): _____

I'd now like you to think about the program in general, and no longer about that specific student.

21. Would your organization have hired (a) student(s) last summer if the wage subsidy had not been available? (READ LIST; ACCEPT ONE RESPONSE) (RESPONSE OPTIONS IN BRACKETS FOR ORGANIZATIONS THAT HIRED MORE THAN ONE STUDENT; OUTSIDE BRACKETS FOR THOSE THAT HIRED ONLY ONE)

Yes (All students)	1	GO TO Q24
--------------------	---	-----------

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Yes (Some students) 2
No (None) 3

22. Why was the wage subsidy important? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

Financial reasons (e.g. bad economic conditions; poor funding situation)
To compensate for lower level of experience of the students
Because extra supervision/special assistance is needed
To compensate for risk of hiring student
To entice the student to take the job
Was necessary to meet the financial needs of the student
Employment specially created because of program
Other (specify): _____

23. If you had not received any assistance from the SCP Initiative in 2005, would you have paid the same wages? (RESPONSE OPTIONS IN BRACKETS FOR ORGANIZATIONS THAT HIRED MORE THAN ONE STUDENT; OUTSIDE BRACKETS FOR THOSE THAT HIRED ONLY ONE)

Yes (All students) 1
Yes (Some students) 2
No (None) 3
Uncertain 4

24. Do you think the wage subsidy should be the same for all employers? For instance, should it be the same for...

ROTATE:

a) Large employers and small employers? (IF ASKED, SAY LARGE EMPLOYERS WOULD BE AROUND 100 EMPLOYEES OR MORE, AND SMALL EMPLOYERS WOULD HAVE 20 EMPLOYEES OR LESS)

Yes 1
No 2
Uncertain 3

b) Private sector and non-profit employers?

Yes 1
No 2
Uncertain 3

25. Other than wage subsidies, what do you think is the most appropriate way government can support students and employers in providing career-related experience for students? (DO NOT READ LIST; ACCEPT ONE RESPONSE)

- Wage subsidies
- Funding for training
- Stimulate the economy
- Lower taxes
- Lower government overhead costs (e.g. workers' compensation, unemployment insurance premiums)
- Nothing
- Other (specify): _____

Now I'd like to ask you a few general questions about your summer student hiring practices last summer and in the previous year, including any students not hired under the SCP Initiative.

26. Of students hired in 2005, for how many did you receive financial assistance from other levels of government?

Number of students: _____

27. How did you hear about the SCP Initiative? (DO NOT READ LIST; ACCEPT ONE RESPONSE)

- HRCC/SCC Office
- HRCC/SCC for Students office
- Participated in/applied for program in previous years
- Business contact
- Through school/university/college
- The Internet
- Member of Parliament
- Newspaper
- Other (specify): _____

28. What method did you use to find the student(s) you hired under the SCP Initiative? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

- HRCC for Student's Office
- Student had worked for company
- Student had been a coop student with the organization
- Student had volunteered with organization
- Business contact
- Friend/relative
- Already knew the student(s)
- Through school/university/college
- On-campus recruiting
- Student(s) applied directly to company
- Responded to our advertisement in the newspaper
- Responded to our radio announcement
- Member of Parliament

Job Bank

Other (specify): _____

29. Did you experience difficulty in finding students with the training or educational background required to fill the positions? (RESPONSE OPTIONS IN BRACKETS FOR ORGANIZATIONS THAT HIRED MORE THAN ONE STUDENT; OUTSIDE BRACKETS FOR THOSE THAT HIRED ONLY ONE)

- | | |
|---------------------|---|
| Yes (All students) | 1 |
| Yes (Some students) | 2 |
| No (None) | 3 |
| Uncertain | 4 |

IF 'YES', ASK:

30. Why? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

- Didn't have right set of skills
- Didn't have right personal skills/lack of personal suitability
- Weren't available for period of employment
- Too few students available in the area
- Weren't willing to take the job
- Weren't willing to accept wages being offered
- Weren't willing to take on the tasks being offered
- Didn't get enough help from HRCC
- Didn't have sufficient time from date of approval
- Other (specify): _____

31. If the SCP Initiative were available this summer, would your organization be interested in applying in 2006?

- | | |
|-----------|---|
| Yes | 1 |
| No | 2 |
| Uncertain | 3 |

IF 'NO', ASK:

32. Why do you say that? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

- No need for summer students
- No desire to hire summer students
- Subsidy not large enough
- No desire to participate in government program
- Too much paperwork
- Personal reasons
- Bad experience with student
- Bad experience with HRCC staff/office
- Other (specify) _____

I'd like you to rate your level of satisfaction with various aspects of program delivery with respect to the SCP Initiative. For each of the following, please use a 5-point scale where "1" means very dissatisfied and "5" means very satisfied. If a particular issue does not apply, please just say so. How about ... (ROTATE ALL EXCEPT LAST TWO; KEEP THOSE IN SAME ORDER AT END)

- 33. The initial information that you received about the program
- 34. The ease of the application process
- 35. The deadline date
- 36. The timeliness of the approval process for applications
- 37. The level and type of support available if needed
- 38. The overall quality of service provided by Service Canada*
- 39. The overall initiative

*NOTE: RESPONDENT MIGHT ALSO HAVE RECEIVED SERVICE FROM HUMAN RESOURCES AND SKILLS DEVELOPMENT. IF SO, THIS SHOULD BE INCLUDED IN HIS/HER EVALUATION.

- 40. What changes, if any, could be made to improve the SCP Initiative to the benefit of both students and employers? (DO NOT READ LIST; ACCEPT MULTIPLE RESPONSES)

- Improve the application form
- Improve the program material
- Promote the program more to students
- Promote the program more to employers
- Reduce the time taken for approval of applications
- Facilitate the process of getting information on the status of the application
- Improve the clarity and simplicity of program rules/regulations
- Move up/change the deadline date for employer applicants
- Increase the amount of the wage subsidy
- More accessible student employment services
- More advertising
- Better information provided about SCP Initiative
- Automation/online application
- Other (specify): _____

I have a few questions about your organization for background and statistical purposes.

- 41. Is your organization a...? (READ LIST)

- Not-for-profit organization 1
- Municipal/provincial/territorial government department
or agency or other public sector employer 2
- Private employer 3
- Or some other organization. If so, please specify. _____

42. How many employees do you have on staff? This applies only to the city or town that you work in, and includes both full-time and part-time employees. Please include part-time staff as full-time equivalents.

Number of staff: _____

That concludes the survey. Thank you for your participation. Should you wish to access information pertaining to this survey you may submit a request to Human Resources and Skills Development Canada (HRSDC) under the *Access to Information Act*, citing the name of the survey*. Instructions for obtaining this information are outlined in the government publication, entitled *InfoSource*, a copy of which is located at all Service Canada Centres of Canada. *InfoSource* is also available at the following website: www.infosource.gc.ca.

*IF ASKED, NAME OF SURVEY IS 'SUMMER CAREER PLACEMENTS EMPLOYER SURVEY'.

Record by Observation/From Database:

- Province/Territory
- Employer type (i.e. private company, not-for-profit, governmental) (if available)
- Employer name

**SONDAGE AUPRES DES EMPLOYEURS AYANT
PARTICIPE AU PROGRAMME PCE**

Bonjour/bonsoir, puis-je parler à _____.

- SI LA PERSONNE VISÉE EST DISPONIBLE, CONTINUER.
- SI ELLE N'EST PAS DISPONIBLE, VÉRIFIER SI ELLE EST TOUJOURS AU SERVICE DE CETTE ORGANISATION. S'IL Y A LIEU, DEMANDER À QUEL MOMENT RAPPELER. AU BESOIN, EXPLIQUER LE BUT DE L'ÉTUDE (UTILISER L'INTRODUCTION)

Bonjour/bonsoir, ici _____, de Phoenix SPI, une maison de recherche sur l'opinion publique. Selon mes renseignements, vous avez embauché un ou des étudiant(s) l'été dernier grâce au programme Placement carrière-été du gouvernement fédéral. Ce programme offre des subventions salariales aux entreprises pour leur permettre de créer des emplois d'été pertinents à la future carrière des étudiants. Ressources humaines et Développement des compétences Canada ainsi que Service Canada étudient actuellement ce programme pour en évaluer l'efficacité.

A) Accepteriez-vous de participer à ce sondage ? La participation à cette étude est tout à fait volontaire et tout refus n'aura aucune incidence sur vos rapports avec le gouvernement du Canada. Vos réponses seront traitées de façon strictement confidentielle. Les données seront traitées conformément aux lois applicables relatives à la protection de la vie privée. Votre nom ne sera associé à aucun commentaire dans les rapports préparés dans le cadre de cette étude. Nous pouvons commencer tout de suite ou remettre l'entretien à un moment qui vous conviendrait mieux.

- [] Oui, maintenant (CONTINUER)
- [] Oui, rappeler (Préciser la date / l'heure : Mois : Jour : Heure :)
- [] Refus (REMERCIER ET METTRE FIN À L'ENTRETIEN)

B) Pouvez-vous confirmer que votre organisation a participé à ce programme l'été dernier ?

- | | | |
|----------------------------|---|---------------------------------------------------|
| Oui, a participé | 1 | |
| Non, n'a pas participé | 2 | DISCUTER DE LA QUESTION. METTRE FIN À L'ENTRETIEN |
| Incertain(e) / Ne sait pas | 3 | S'IL Y A LIEU. |

NOTES À L'INTENTION DE L'INTERVIEWEUR :

SI LE RÉPONDANT MET EN DOUTE LA VALIDITÉ DU SONDAGE, DITES-LUI QU'UN RESPONSABLE DU GOUVERNEMENT AFFECTÉ À CE PROGRAMME COMMUNIQUERA AVEC LUI POUR RÉPONDRE À SES QUESTIONS. PERSONNES-RESSOURCES À RHDC : M. RON LOGAN (ANGLAIS), AU (819) 997-1852 OU M. ANDRÉ HUARD (FRANÇAIS), AU (819) 956-3059.

ON UTILISE L'ACRONYME « PCÉ » POUR DÉSIGNER LE PROGRAMME PLACEMENT CARRIÈRE-ÉTÉ. SI CETTE FAÇON DE FAIRE PORTE À CONFUSION, EMPLOYER LE NOM AU COMPLET.

S'IL Y A LIEU DE LE FAIRE, INDIQUEZ QUE RESSOURCES HUMAINES ET DÉVELOPPEMENT DES COMPÉTENCES CANADA (RHDC) EST LE NOUVEAU NOM DE DÉVELOPPEMENT DES RESSOURCES HUMAINES CANADA (DRHC). SERVICE CANADA EST LE MINISTÈRE RESPONSABLE DES SERVICES ET DES PRESTATIONS DU GOUVERNEMENT À L'INTENTION DES CANADIENS.

Summer Career Placements Program Research

SI LE RÉPONDANT VOUS LE DEMANDE, DITES-LUI QUE SON NOM A ÉTÉ SÉLECTIONNÉ AU HASARD À PARTIR D'UNE LISTE D'EMPLOYEURS QUI ONT PARTICIPÉ AU PROGRAMME.

SI ON VOUS LE DEMANDE, DITES QUE LE SONDAGE PRENDRA ENVIRON 15 MINUTES.

VEILLEZ À CE QUE LE RÉPONDANT RÉPONDE AUX PREMIÈRES QUESTIONS EN GARDANT À L'ESPRIT UN SEUL DES ÉTUDIANTS QUI A OCCUPÉ UN EMPLOI D'ÉTÉ AU SEIN DE SON ORGANISATION, ET AUX AUTRES QUESTIONS EN TENANT COMPTE DU PROGRAMME DANS SON ENSEMBLE. TOUTEFOIS, INDIQUEZ AU RÉPONDANT DE NE PAS MENTIONNER LE NOM DE L'ÉTUDIANT EN QUESTION.

1. Combien d'étudiants ou d'étudiantes votre entreprise a-t-elle embauchés cette année dans le cadre du programme Placement carrière-été, que j'appellerai « programme PCÉ » au cours de l'entrevue ? Ici, il est question uniquement du bureau où vous travaillez.

Nombre d'étudiants embauchés : _____

* SI A EMBAUCHÉ PLUS D'UN ÉTUDIANT, LIRE LE PARAGRAPHE SUIVANT :

PUISQUE VOUS AVEZ EMBAUCHÉ PLUS D'UN(E) ÉTUDIANT(E) L'ÉTÉ DERNIER, AYEZ À L'ESPRIT L'ÉTUDIANT(E) DONT LE NOM DE FAMILLE COMMENCE PAR LA LETTRE LE PLUS PRÈS DE LA LETTRE A. JE VAIS MAINTENANT VOUS POSER DES QUESTIONS SUR CET ÉTUDIANT OU CETTE ÉTUDIANTE EN PARTICULIER.

2. Quel était le titre du poste occupé par cet étudiant ou cette étudiante ? (NE PAS LIRE; CLARIFIER AU BESOIN; ACCEPTER UNE SEULE RÉPONSE)

Conseiller ou moniteur de camp
Adjoint administratif / aide de bureau / secrétaire
Manœuvre
Coordonnateur de programme
Adjoint à la recherche
Commis à l'information touristique / guide touristique
Commis / caissier
Travailleur auprès des jeunes
Travailleur en garderie
Entraîneur
Autre. Préciser : _____

Je vais maintenant lire des énoncés qui pourraient s'appliquer à l'emploi d'été de cet étudiant ou cette étudiante. Veuillez indiquer dans quelle mesure vous êtes d'accord ou en désaccord avec chacun d'eux à l'aide d'une échelle de 1 à 5, où « 1 » signifie que vous êtes tout à fait en désaccord et « 5 », que vous êtes tout à fait d'accord. (FAIRE LA ROTATION; ACCEPTER « SANS OBJET »)

3. L'étudiant(e) a répondu à vos attentes pour ce qui est des aptitudes dont il (elle) a fait preuve.
4. L'emploi a permis à l'étudiant(e) de mieux comprendre les attentes en milieu de travail.

5. L'étudiant(e) a contribué à réduire la charge de travail du bureau.
6. L'étudiant(e) a amené des idées nouvelles.
7. Habituellement, qui aurait effectué le travail pour lequel vous avez embauché l'étudiant(e)?
(NE PAS LIRE; ACCEPTER LES RÉPONSES MULTIPLES)

Des employés à plein temps
Des employés à temps partiel
Aurait employé du personnel d'agence
Aurait donné le travail à contrat
Des bénévoles
N'aurait pas fait le travail ou l'aurait remis à plus tard
Autre (préciser) _____

8. Un responsable du gouvernement du Canada a-t-il communiqué avec vous pendant l'été au sujet de l'emploi de cet étudiant ou cette étudiante ? On parle ici de n'importe quelle forme de communication : par la poste, par téléphone ou en personne, par exemple.

Oui	1
Non	2
Incertain(e)	3

9. Quels sont les principaux avantages que vous et votre organisation avez tirés de l'embauche de cet étudiant ou cette étudiante ? Autre chose ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

Vous a permis de développer une activité
A amélioré la qualité des activités existantes
Vous a permis d'entreprendre d'autres activités, services ou travaux
Vous a apporté de nouvelles idées ou de la créativité
Bon pour les relations publiques
Vous a permis d'établir de nouveaux contacts
A diminué la pression chez les autres employés
A remplacé les employés en congé
A généralement offert un service utile, a bien travaillé, s'est révélé utile
A amélioré l'atmosphère ou enrichi le milieu de travail
Rien / aucun avantage
Autre (préciser) : _____

10. Est-ce que la durée de l'emploi d'été pour étudiants est adéquate compte tenu des besoins de votre organisation ?

Oui	1
Non	2

11. En général, êtes-vous d'avis que l'expérience de travail de cet étudiant ou cette étudiante améliorera ses chances de trouver un emploi à plein temps une fois ses études terminées ?

- | | |
|--------------|---|
| Oui | 1 |
| Non | 2 |
| Incertain(e) | 3 |

12. Selon vous, quelles habiletés professionnelles l'étudiant(e) a-t-il (elle) acquises ou développées dans le cadre de cet emploi ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

Habiletés en communications interpersonnelles / aptitudes à la vie quotidienne
Aptitude à communiquer
Programmes informatiques
Compétences liées à un métier
Habileté à travailler en équipe
Compétences liées à la vente et au service à la clientèle
Habiletés organisationnelles
Habiletés en résolution de problème
Compétences liées au travail de bureau
Dactylographie / traitement de texte
Compétences en recherche d'emploi
Entrepreneurship
Rien
Autre (préciser) _____

13. Avez-vous continué d'employer cet étudiant ou cette étudiante quand le financement du gouvernement a pris fin au terme de son emploi d'été ?

- | | |
|--------------|---|
| Oui | 1 |
| Non | 2 |
| Incertain(e) | 3 |

SI A RÉPONDU « OUI », POSER LA QUESTION SUIVANTE :

14. Pendant combien de semaines additionnelles ?

- | | |
|---------------------|---|
| Moins de 5 semaines | 1 |
| 5 à 10 semaines | 2 |
| 11 à 20 semaines | 3 |
| Plus de 20 semaines | 4 |

15. Votre organisation a-t-elle l'intention d'embaucher cet étudiant ou cette étudiante à nouveau ?

Oui	1
Non	2
Incertain(e)	3
RÉPONSE SPONTANÉE : Le jeune est toujours à l'emploi de l'organisation	4

SI A RÉPONDU « OUI », POSER LA QUESTION SUIVANTE :

16. A-t-elle l'intention de lui offrir ou lui a-t-elle offert... (LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

- ... un emploi d'été l'an prochain ?
- ... un emploi à temps partiel pendant la présente année scolaire ?
- ... un emploi à plein temps ayant débuté à la fin de l'été dernier ?
- ... un emploi à plein temps après l'obtention du diplôme ?

17. L'étudiant(e) a-t-il (elle) reçu une formation quelconque dans le cadre de son emploi d'été au sein de votre organisation ?

Oui	1
Non	2
Incertain(e)	3

SI A RÉPONDU « OUI », POSER LA QUESTION SUIVANTE :

18. Quel genre de formation l'étudiant(e) a-t-il (elle) reçue ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

- De l'orientation ou une formation préparatoire
- Une formation officielle sur place
- Une formation officielle à l'extérieur des lieux de travail
- Une formation en milieu de travail / encadrement / mentorat
- Autre (préciser) : _____

19. Avez-vous fourni à cet étudiant ou cette étudiante des renseignements sur la santé et la sécurité au travail ainsi que de l'aide à cet égard ou encore, une formation ?

Oui	1
Non	2
Incertain(e)	3

20. Quel niveau de scolarité avait atteint l'étudiant(e) ? (NE PAS LIRE LA LISTE)

- N'avait pas terminé ses études secondaires
- Avait obtenu un diplôme d'études secondaires
- Avait suivi des cours au collège ou à l'université
- Avait obtenu un certificat d'études collégiales (un ou deux ans)
- Avait obtenu un diplôme d'études collégiales (deux ou trois ans)
- Avait obtenu un baccalauréat
- Avait fait ou terminé des études supérieures

Ne se souvient pas
Autre (préciser) : _____

J'aimerais maintenant que vous pensiez au programme dans son ensemble et non plus à cet étudiant ou cette étudiante en particulier.

21. L'été dernier, votre organisation aurait-elle embauché un étudiant ou une étudiante si la subvention salariale n'avait pas été offerte ? (LIRE LA LISTE; ACCEPTER UNE SEULE RÉPONSE) (RÉPONSES ENTRE PARENTHÈSES : POUR LES ORGANISATIONS AYANT EMBAUCHÉ PLUS D'UN ÉTUDIANT; RÉPONSES À L'EXTÉRIEUR DES PARENTHÈSES : POUR CELLES N'AYANT EMBAUCHÉ QU'UN SEUL ÉTUDIANT.)

Oui (tous les étudiants)	1	ALLER À LA Q24
Oui (certains étudiants)	2	
Non (aucun)	3	

22. Pourquoi la subvention salariale était-elle importante ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

Pour des raisons financières (p. ex., mauvais état de l'économie, faible financement)
Pour compenser le faible niveau d'expérience des étudiants
En raison de la supervision supplémentaire ou de l'aide spéciale qui s'impose
Pour compenser le risque présenté par l'embauche d'étudiants
Pour inciter l'étudiant à prendre l'emploi
Pour répondre aux besoins financiers de l'étudiant
Emploi spécialement créé pour le programme
Autre (préciser) : _____

23. Si vous n'aviez pas reçu d'aide du programme PCÉ en 2005, auriez-vous versé le même salaire ? (RÉPONSES ENTRE PARENTHÈSES : POUR LES ORGANISATIONS AYANT EMBAUCHÉ PLUS D'UN ÉTUDIANT; RÉPONSES À L'EXTÉRIEUR DES PARENTHÈSES : POUR CELLES N'AYANT EMBAUCHÉ QU'UN SEUL ÉTUDIANT.)

Oui (tous les étudiants)	1
Oui (certains étudiants)	2
Non (aucun)	3
Incertain(e)	4

24. La subvention salariale devrait-elle être la même pour tous les employeurs ? Par exemple, devrait-elle être la même pour...

FAIRE LA ROTATION :

a) ... les gros employeurs et les petits employeurs (SI ON VOUS LE DEMANDE, DITES QUE LES GROS EMPLOYEURS ONT 100 EMPLOYÉS OU PLUS ET LES PETITS EMPLOYEURS ONT 20 EMPLOYÉS OU MOINS) ?

Oui	1
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Summer Career Placements Program Research

Non	2
Incertain(e)	3

b) ... les employeurs du secteur privé et les organismes sans but lucratif ?

Oui	1
Non	2
Incertain(e)	3

25. Mis à part la subvention salariale, quel est le moyen le plus approprié que peut prendre le gouvernement pour encourager les employeurs à offrir une expérience professionnelle aux étudiants et étudiantes ? (NE PAS LIRE LA LISTE; ACCEPTER UNE SEULE RÉPONSE)

Des subventions salariales
Du financement pour la formation
Stimuler l'économie
Réduire les impôts
Réduire les coûts de fonctionnement du gouvernement (p. ex., l'indemnisation des accidentés du travail, les prestations d'assurance-emploi)
Rien
Autre (préciser) : _____

J'aimerais vous poser quelques questions générales sur les pratiques d'embauche d'étudiants pour l'été. Il s'agit ici des pratiques que vous avez appliquées l'été dernier et l'été précédent, y compris pour les étudiants non embauchés dans le cadre du programme PCÉ.

26. Pour combien d'étudiants et d'étudiantes, embauchés en 2005, avez-vous reçu une aide financière d'un autre palier gouvernemental ?

Nombre d'étudiants : _____

27. Comment avez-vous entendu parler du programme PCÉ ? (NE PAS LIRE LA LISTE; ACCEPTER UNE SEULE RÉPONSE)

Par le bureau du CRHC ou de SC
Par le bureau du CRHC ou de SC pour étudiants
A participé au programme, ou a présenté une demande, au cours des années précédentes
Grâce aux relations d'affaires
Par l'entremise d'une école, d'une université ou d'un collègue
Dans Internet
Par le député
Dans les journaux
Autre (préciser) : _____

28. Quels moyens avez-vous utilisés pour trouver l'étudiant ou les étudiants que vous avez embauché(s) dans le cadre du programme PCÉ ? (NE PAS LIRE LA LISTE: ACCEPTER LES RÉPONSES MULTIPLES)

Le bureau du CRHC pour étudiants
L'étudiant avait déjà travaillé pour l'organisation
L'étudiant avait travaillé pour l'organisation dans le cadre d'un programme coop
L'étudiant avait fait du bénévolat pour l'organisation
Les relations d'affaires
Des amis ou de la famille
Connaissait déjà l'étudiant
Par le biais de l'école, de l'université ou du collègue
Par le recrutement sur le campus
L'étudiant a postulé auprès de l'entreprise
L'étudiant a répondu à une annonce publiée dans le journal
L'étudiant a répondu à une annonce diffusée à la radio
Par l'entremise du député
Par le Guichet emplois
Autre (préciser) : _____

29. Avez-vous eu de la difficulté à trouver des étudiants ou des étudiantes qui possédaient la formation ou les antécédents scolaires nécessaires pour combler le poste ? (RÉPONSES ENTRE PARENTHÈSES : POUR LES ORGANISATIONS AYANT EMBAUCHÉ PLUS D'UN ÉTUDIANT; RÉPONSES À L'EXTÉRIEUR DES PARENTHÈSES : POUR CELLES N'AYANT EMBAUCHÉ QU'UN SEUL ÉTUDIANT.)

Oui (tous les étudiants)	1
Oui (certains étudiants)	2
Non (aucun)	3
Incertain(e)	4

SI A RÉPONDU « OUI », POSER LA QUESTION SUIVANTE :

30. Pourquoi ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

Les étudiants ne possédaient pas les aptitudes recherchées
Les étudiants n'avaient pas les aptitudes ou les qualités personnelles nécessaires
Les étudiants n'étaient pas disponibles pour la durée de l'emploi
Trop peu d'étudiants étaient disponibles dans la région
Les étudiants n'étaient pas intéressés à occuper le poste
Les étudiants refusaient le salaire offert
Les étudiants n'étaient pas intéressés par les tâches à accomplir
N'a pas reçu assez d'aide de la part du CRHC
N'a pas disposé de suffisamment de temps une fois la demande approuvée
Autre (préciser) : _____

31. Si le programme PCÉ était offert l'été prochain, c'est-à-dire à l'été 2006, votre organisation serait-elle intéressée à y participer ?

Oui	1
Non	2
Incertain(e)	3

SI A RÉPONDU « NON », POSER LA QUESTION SUIVANTE :

32. Pourquoi dites-vous cela ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

- Nul besoin d'étudiants pour l'été
- Nul désir d'embaucher un étudiant pour l'été
- La subvention n'est pas assez élevée
- Ne souhaite pas participer à un programme gouvernemental
- Trop de paperasserie
- Raisons personnelles
- Mauvaise expérience avec un étudiant
- Mauvaise expérience avec le personnel ou le bureau du CRHC
- Autre (préciser) _____

J'aimerais connaître votre satisfaction à l'égard de la prestation du programme PCÉ. Sur une échelle de 1 à 5, où « 1 » signifie que vous êtes très insatisfait(e) et « 5 », que vous êtes très satisfait(e), veuillez évaluer chacun des aspects suivants. Si un des aspects ne s'applique pas, veuillez le dire. Commençons par... (FAIRE LA ROTATION DES ASPECTS SUIVANTS, À L'EXCEPTION DES DEUX DERNIERS, QUI DEVRAIENT TOUJOURS ÊTRE PRÉSENTÉS DANS LE MÊME ORDRE, À LA FIN)

- 33. ... les renseignements initiaux que vous avez reçus au sujet du programme
- 34. ... la facilité du processus de demande
- 35. ... la date d'échéance
- 36. ... la rapidité du processus d'approbation de la demande
- 37. ... le genre d'aide disponible au besoin
- 38. ... la qualité globale du service offert par Service Canada*
- 39. ... le programme, en général

* NOTA : LE RÉPONDANT A PEUT-ÊTRE AUSSI ÉTÉ SERVI PAR RESSOURCES HUMAINES ET DÉVELOPPEMENT DES COMPÉTENCES CANADA. LE CAS ÉCHÉANT, INCLURE CE MINISTÈRE DANS L'ÉVALUATION.

40. S'il y a lieu, quelles modifications pourraient être apportées au programme PCÉ, modifications qui seraient bénéfiques à la fois aux étudiants et aux employeurs ? (NE PAS LIRE LA LISTE; ACCEPTER LES RÉPONSES MULTIPLES)

- Améliorer le formulaire de demande
- Améliorer la documentation du programme
- Promouvoir davantage le programme auprès des étudiants
- Promouvoir davantage le programme auprès des employeurs
- Réduire le délai d'approbation des demandes
- Permettre de savoir plus facilement où en est la demande
- Rendre les règlements du programme plus clairs et plus simples
- Avancer/modifier la date d'échéance des demandes des employeurs
- Augmenter le montant des subventions salariales

Rendre plus accessibles les services d'emploi pour étudiants
Faire plus de publicité
Fournir de meilleurs renseignements sur le programme PCÉ
Automatisation / demande en ligne
Autre (préciser) : _____

J'aimerais vous poser quelques questions générales, à des fins statistiques, au sujet de votre organisation.

41. Votre organisation est-elle... (LIRE LA LISTE)

- ... un organisme sans but lucratif ? 1
... une administration municipale, un ministère ou une
agence provincial(e) ou territorial(e) ou une autre
organisation du secteur public ? 2
... une organisation du secteur privé ? 3
... ou un autre type d'organisation ? Le cas échéant, préciser : _____

42. Combien d'employés compte votre organisation ? Ici, il est question uniquement du bureau où vous travaillez. Veuillez inclure tous les employés à plein temps et à temps partiel et convertir le nombre d'employés à temps partiel en un nombre équivalent d'employés à plein temps.

Nombre d'employés : _____

Voilà qui met fin à l'entretien. Je vous remercie d'avoir participé à ce sondage. Si vous voulez avoir accès à des renseignements relatifs à cette étude, vous pouvez en faire la demande à Ressources humaines et Développement des compétences Canada (RHDCC) en vertu de la *Loi sur l'accès à l'information*, en citant le nom du sondage*. La publication gouvernementale intitulée *Info Source*, disponible au centre de Service Canada de votre région, explique la marche à suivre pour obtenir ces renseignements. On peut aussi consulter *Info Source* en ligne à <http://infosource.gc.ca>.

* SI ON VOUS LE DEMANDE, LE NOM DU SONDRAGE EST « SONDRAGE AUPRÈS DES EMPLOYEURS AYANT PARTICIPÉ AU PROGRAMME PLACEMENT CARRIÈRE-ÉTÉ ».

Noter par observation ou à partir de la base de données :

- Province/territoire
- Type d'employeur (secteur privé, sans but lucratif, gouvernemental) (si disponible)
- Nom de l'employeur

IN-DEPTH INTERVIEW GUIDE

- Initial contact:
 1. Obtain agreement to participate in interview.
 2. Email/fax discussion guide (confirm email address/fax #).
 3. Schedule time for interview.

- Subsequent contact:
 - Determine if person is available for interview. If not available, schedule for another time.
 - Interview would take approximately 30-40 minutes
 - Note that responses are confidential (name/position/region to be included on participant list if respondent agrees – encourage this)
 - Record name, position, local/regional staff, region, and telephone number.

Introduction/Context

I'd like to start with some general questions about your involvement and familiarity with the Summer Career Placements (SCP) initiative. KEEP THIS SECTION BRIEF.

1. Could you briefly describe the nature of your involvement with the Summer Career Placements initiative?

Probe: -length of time
 -role/function/type of involvement
 -local/regional staff

Overall Perceptions of SCP Initiative

2. How would you describe the purpose or objectives of the Summer Career Placements initiative?
3. In your opinion, what are the main strengths or benefits of the SCP initiative?
4. And what are the main weaknesses or drawbacks of the initiative?

Measuring the Impact & Effectiveness of SCP

5. To the best of your knowledge, what criteria or factors are *currently* being used to assess the impact of the SCP initiative? Anything else? Is this sufficient? Why/why not?
6. In your opinion, what criteria *should* be used to assess the impact or effectiveness of SCP? Why? What else?

Probe: -number of agreements

- quality of matching
- quality of work experience
- cost-effectiveness
- number of jobs created
- benefits to/satisfaction of participants/employers
- participants returning to school

7. How would you assess the SCP initiative according to the criteria you identified?
8. Have you received any feedback from employers or students? If so, what is the nature of that feedback?

- Probe:
- positive/negative
 - type of feedback
 - number of jobs
 - duration of assignment
 - late completion of contracts for post-secondary students

SCP Administration

I'd now like to turn to the administration of the SCP initiative.

Thinking specifically about your experiences during the past year, 2005,

9. What obstacles or barriers complicate or impede the administration of SCP, if any?

- Probe:
- MP concurrence
 - budget allocation constraints
 - delivery timelines
 - administrative burden
 - CSGC data entry
 - application process
 - availability/provision of training

10. Have you experienced any problems or difficulties with CSGC data entering required for SCP applications over the past year? If so, what problems? Do you have any suggestions for improvement related to the entering of data into the CSGC for SCP applications?

11. What impact does the MP concurrence process have on the administration and delivery of SCP? And what impact does it have on the project approval process?

- Probe:
- administrative burden
 - project approvals delayed due to MP review/concurrence
 - MP influence over project approvals

12. In your opinion, what could be done to improve the MP concurrence process? Anything else? What role do you think MPs could or should have?

Probe: -advisory
 -establishing priorities
 -announcements only

13. Have you experienced any problems or difficulties related to application deadline date over the past year? If so, what type of problem(s)? How about the timeframes associated with the application assessment and approval process?

Probe: -late Ministerial announcements
 -late budget approvals
 -narrow window between application deadlines & initiative start
 -not enough time for effective assessments

14. How do delivery timelines affect the application deadline? And how do delivery timelines affect the application assessment and approval process?

15. Do you have any suggestions to improve the application assessment and approval process?

Probe: -improve timeframes
 -length of time to complete applications
 -better communication or anticipation of deadlines

Turning to budget issues,

16. How does the constituency-based budget allocation model affect your ability to address SCP objectives and priorities?

Probe: -less latitude to address local priorities

17. What impact does it have on program delivery? How about on placement selection?

Probe: -shorter time frames to prepare budget allocations
 -assessments not completed in a timely manner

18. How does the constituency-based budget allocation model compare to how other Service Canada program budgets are allocated? Why do you say that?

Probe: -constituency vs. Service Canada service delivery areas
 -better/same/worse

19. Do you have any other suggestions or recommendations on any aspect of the SCP initiative? Anything else?

- Probe:
- streamline MP involvement
 - result-oriented allocation of funds
 - online application process
 - online application forms
 - clear communications of changing application requirements
 - longer work experiences for students
 - centralize certain processing phases (e.g. application data entry)

**THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFUL FEEDBACK.
IT IS VERY MUCH APPRECIATED.**

GUIDE POUR LES ENTREVUES EN PROFONDEUR

Version envoyée par la poste

Introduction et opinion des répondants à l'égard du programme PCÉ

J'aimerais commencer par vous poser quelques questions générales au sujet de vos responsabilités relatives au programme Placement carrière-été (PCÉ) et de la connaissance que vous avez de ce programme. DISCUTER BRIÈVEMENT.

1. Pourriez-vous expliquer brièvement la nature de vos responsabilités relatives au programme Placement carrière-été ?
2. Comment décririez-vous la raison d'être ou les objectifs du programme Placement carrière-été ?
3. Selon vous, quels sont les principaux points forts ou bienfaits du programme Placement carrière-été ?
4. Et quels sont les principaux points faibles ou inconvénients du programme ?

Évaluation des répercussions et de l'efficacité du PCÉ

5. À votre connaissance, quels critères ou facteurs utilise-t-on *présentement* pour évaluer les répercussions du programme PCÉ ? Autre chose ? Est-ce suffisant ? Pourquoi / pourquoi pas ?
6. Selon vous, quels critères *devrait-on* utiliser pour évaluer les répercussions ou l'efficacité du PCÉ ? Pourquoi ? Autre chose ?
7. Quelle note donneriez-vous au PCÉ, selon le critère que vous avez proposé ?
8. Avez-vous reçu des commentaires des employeurs ou des étudiants ? Le cas échéant, quelle était la nature de ces commentaires ?

Administration du PCÉ

Parlons maintenant de l'administration du PCÉ et plus particulièrement, de ce que vous avez observé durant la dernière année, soit 2005.

9. Quels obstacles compliquent ou nuisent à l'administration du PCÉ, si obstacle il y a ?
10. Est-ce que la saisie de données dans le système commun des subventions et contributions (SCSC), pour les demandes relatives au PCÉ, vous a occasionné des difficultés au cours de la dernière année ? Si oui, quelles ont été ces difficultés ? Que

proposez-vous pour améliorer les choses en ce qui a trait à la saisie de données dans le SCSC, pour les demandes relatives au PCÉ ?

11. Quelles sont les répercussions du processus d'obtention de l'accord du député sur l'administration et la prestation du PCÉ ? Et quelles répercussions celui-ci a-t-il sur le processus d'approbation du projet ?
12. Selon vous, comment pourrait-on améliorer le processus d'obtention de l'accord du député ? Autre chose ? Quel rôle les députés pourraient-ils ou devraient-ils avoir ?
13. Est-ce que la date d'échéance pour déposer une demande vous a occasionné des difficultés au cours de la dernière année ? Si oui, quelles ont été ces difficultés ? Qu'en est-il des délais relatifs au processus d'évaluation et d'approbation des demandes ?
14. Comment le calendrier d'exécution influence-t-il la date d'échéance des demandes ? Et comment le calendrier d'exécution influence-t-il le processus d'évaluation et d'approbation des demandes ?
15. Que proposez-vous pour améliorer le processus d'évaluation et d'approbation des demandes ?

Passons aux questions budgétaires.

16. Comment l'allocation des fonds par circonscription influence-t-elle votre habileté à atteindre les objectifs du PCÉ et à respecter ses priorités ?
17. Quelles répercussions l'allocation des fonds par circonscription a-t-elle sur la prestation du programme ? Et sur le choix des emplois financés ?
18. Comment l'allocation des fonds par circonscription se compare-t-elle à l'allocation des fonds d'autres programmes de Service Canada ? Pourquoi dites-vous cela ?
19. Quelles autres suggestions ou recommandations feriez-vous pour améliorer le PCÉ ? Autre chose ?

**MERCI BEAUCOUP DE VOTRE TEMPS ET DE VOS PRÉCIEUX COMMENTAIRES.
NOUS VOUS EN SOMMES TRÈS RECONNAISSANTS.**