

# Interview Results Professional Designations for Evaluators

Prepared for the  
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Professional Designations Project

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## Executive Summary

### Introduction

The data collection and analysis reported here was undertaken in response to questions asked by the Canadian Evaluation Society (CES, Society). This report summarizes the answers gathered through a review of the websites (to the extent available) of 16 professional associations followed by extensive telephone interviews with senior representatives of the associations. All but two of these 16 associations have their own professional designations.

This Executive Summary has been structured in terms of the 11 questions asked by the Society, plus a twelfth issue being the different levels of legal status bestowed by the designations.

### Knowledge base

*On what professional standards of practice is the system based?*

Of the 16 respondents, 14 had established one or more professional designations and two had only considered doing so. Eleven of the 14 associations stated they had a Body of Knowledge (BK) or a set of "competencies", and the others either were unclear in their answers or had not been asked. However, there is likely considerable variation in the precision with which the BK is stated. It is expected that less precision is accompanied by greater variability in the decisions of individual course accreditors, course designers and exam writers.

The BKs are developed mainly by teams composed of various mixes of volunteer members and paid staff and contractors, who in various ways take account of actual professional practice and academic contributions.

As for knowledge verification, of the 14 associations with a designation, 11 appear to hold their own exams separate from any courses. Some of these 11 associations also require university degrees (sometimes restricted to specific disciplines) or the completion of courses that they sponsor themselves. And, some of the 11 accept university work as a substitute for some of the exams. Peer review is part of the award process of two associations: as a substitute for a required practicum in one case, and as a supplement to a written exam in the other.

Of the three associations with designations that did not require exams, two required the completion of their own courses and one required the completion of accredited academic programs.

As a further confirmation of knowledge, at least half of the associations with designations require a few years of experience as a condition for the designation.

### Training and professional development options and delivery

*What training and professional development options are acknowledged? Are training programs accredited by the organization? Who delivers training?*

The training and professional development options came in two forms: accredited academic courses and courses sponsored by the association.

Of the 14 associations with designations, some require the accredited programs in addition to their own exams; others accept them as a substitute for those exams. Only one association relies solely on the completion of an accredited academic program.

About half of the 14 associations sponsor courses that meet a portion of the designation requirements. In at least a couple of cases, an academic course can serve as a substitute for the association course.

### **Grandparenting**

*Is/was a 'grandparenting' system invoked for existing members at the time of system installation? How was grandparenting structured?*

Most of the associations adopted some form of grandfathering at the introduction of their designation. However, it appears that usually the grandfathered award was then subject to the same maintenance requirements (continuing education, payment of fees, etc.) required of the other designation holders. One informant recalled that, some 30 years ago, his association made the grandfathered award subject to conditions regarding length of previous membership in the association, other professional credentials, academic credentials, and level and length of experience in the profession.

Only one association expressed regrets. It had been created to unify a number of similar associations. Some of them had awarded their designations on rather easy terms; nonetheless, all holders of any of those designations were automatically given the new association's designation. The result is that, even now, several years later, there is still a "distinct difference in general between those who have written vs. not written the exam". Part of the difficulty faced by the new association at the time was that "there were no criteria for bringing members up to single standard".

### **Experience requirements – credentialing**

*Are professional experience parameters acknowledged and incorporated into the credentialing system? How?*

The sole association that relies completely on credentialing has no experience requirement.

The other 13 associations are only partially credentialed, with designations that require various mixes of accredited academic courses, in-house course work and association-sponsored exams. Of these 13, at least seven of them have some experience requirement, typically two to three years. A couple of these latter seven associations allow experience and academic work to be partial substitutes for each other.

In most cases, claimed experience must be verified by such people as the candidate's employers or sponsor.

### **Differential levels of professional credentials**

*Are differential levels of professional credential identified and maintained? On what basis are distinctions made?*

Of the 14 associations with a designation, five have more than one professional designation, some with as many as four. The designations are distinguished by seniority and/or by specialty. Although complete numbers are unavailable, it appears that, in general, neither the more senior designations nor the specialized ones are held by many people.

**Continuous learning**

*Is demonstration of continuous learning required of members in order to maintain credentials? What sorts of learning experiences qualify?*

Of the 14 associations with designations, at least eight require a certain number of hours of ongoing professional development/continuing education. A fairly typical example would be 80 hours every two years.

Even within associations, a variety of activities qualify as professional development: courses of study, attendance at seminars or conferences, and voluntary work for the association, including the development of questions for the designation exams.

**Set-up costs**

*What are the major set-up costs?*

Few respondents could provide estimates of set-up costs, often because the work was carried out many years ago.

For the original development of the bodies of knowledge (or competencies), there were two estimates: \$150,000 and \$250,000. (In addition, the Institute of Internal Auditors, a wide-spread international organization of almost 120,000 members, is currently carrying out a review of its Common Body of Knowledge. This review appears to be so far-reaching and fundamental that it is perhaps tantamount to starting afresh. The budget is US\$420,000 plus volunteer time. However, a good guide for what the CES might expect in costs is likely not provided by a project that is to involve all the chapters and affiliates of an association that has 60 times the CES membership in about 160 countries.)

There were no estimates at all for the original accreditation of academic programs and courses, although respondents said that the task required much volunteer and staff time.

For the original exam development, one association, broadly similar to the CES in the size and education of its membership, placed the cost at about \$200,000. About half of this was in volunteer time.

Another association, also similar to the CES in membership, reviewed both its competencies and its designation exam questions. It estimated that the costs of this dual exercise was about \$50,000 (including contracts and about 1/4 of time of a senior staffer); it also said that rather high-priced volunteers provided a "huge amount" of time (the number of person-hours is unrecorded, but there were about 50 people working on the project).

**Maintenance costs**

*What are the ongoing maintenance costs?*

Again, few respondents were able to provide even approximate estimates of the ongoing maintenance costs of the designation.

*Review of the body of knowledge/competencies*

One association put the annual cost at \$50,000 and another at \$250,000.

*Review of the selection of academic programs and course*

Two associations said this was performed by volunteers, who (at least in one case) were reimbursed for an unspecified amount of travel costs. Another association put the annual cost of this function at \$10,000. (Note that only three associations have withdrawn their accreditation from an academic course. Of these, at least two stated

that it had been very troublesome to do so, with one adding that as a result it now makes every effort to work with the institution to improve the courses and thereby to avoid the necessity of a withdrawal.)

*Review of the in-house courses required for the designation*

One association seemed to imply that all of the costs of its (apparently single) course, including the review costs, were recovered from student fees. Another said that the review was done by volunteers.

*Review of the association's designation exams*

The costs of one association were at least partially recovered from exam fees; another used volunteers; and a third placed the cost at \$200,000 per year.

*Review, general*

As noted above in "Set-up costs", an association estimated the cost of its last review of both its competencies and its designation exam questions at about \$50,000 plus a lot of volunteer time; note that this was the first such review in a number of years, so the annual cost would be considerably less.

*Monitoring and disciplining of designation holders*

These costs varied greatly from association to association. Of the seven associations that commented, most said the costs were not substantial, with one of them suggesting an amount of perhaps 1% of its total budget. A couple noted that volunteers did much of the work. One gave the figure of \$50,000 per year. Only one association, Ordre des Psychologues du Quebec, mentioned a truly large amount: \$360,000 for inspection and \$811,000 for disciplining.

*Dealing with the concerns of, or legal action taken by, clients of the profession because of their dissatisfaction with designation holders*

This seems to be a minor problem for all associations that commented. One association, the Institute of Chartered Accountants of Ontario-GN (J), placed a quite precise magnitude on it: annually, it investigates complaints that concern about 200 of its designation holders (i.e. 0.6% of its 31,000 total), and only about 20 of those cases result in disciplinary action.

*Dealing with complaints, possibly coupled with legal action, from people who have tried but failed to obtain the designation*

Only a small minority of associations have received such complaints, and even they have not faced legal action. Complaints to the one association that relies entirely on accreditation-credentialing are referred to the universities that have failed the candidates.

A recently formed association admitted that a lot of its members believe that the designation requirements are too demanding. Indeed, some highly experienced practitioners and some well-known teachers of the discipline have failed the association's tests with consequences for themselves and their employers.

*Dealing with people who have falsely claimed to hold the designation.*

Again, for the large majority of associations, this has clearly not been a problem. With its 31,000 designation holders, the Institute of Chartered Accountants of Ontario mentioned only 20-25 cases per year, and said that most people cease and desist after being contacted by the Institute. A couple of associations said that there are occasional

false claims, but that they are usually by people who have been members but have failed to meet their continuing professional development obligations or to renew their membership in the association (which is nearly always a condition for the designation).

### **System finance**

*How would the system be financed?*

Three organizations reported that they charged academic institutions no fees for the original selection and periodic review of their programs and courses. Two organizations charge accredited institutions \$100 per year.

There are complex variations from association to association in the structure of the designation fees paid by the individual candidate. They depend in part on whether certain courses are mandatory and whether the association holds its own exams. The total bill for the designation typically falls in the range of \$500 to \$1000, although that for the Institute of Chartered Accountants of Ontario is over \$2000 (for both course and exams).

Four of associations said they made a profit on the designation program (the Institute of Internal Auditors earned revenue of \$3.8 million, nearly double its expenses); one association lost about \$25,000 on expenses of \$100,000; four associations broke even; and the remainder were unsure or felt the question didn't apply to them.

The fees for the designation are in addition to the annual membership fee. This is usually within the \$300-600 range, with outliers as low as about \$150 and as high as almost \$1000 (the Ontario CAs).

### **Benefits**

*Are tangible benefits of the credentialing system in evidence? What are they?*

Generally, respondents felt that the major benefit of the designation was to impose qualification standards and improve the supply and quality of trained professionals. Several informants reported that employers value the quality assurance provided by the designation, give certified candidates preference when recruiting employees, and may encourage or require that current employees obtain the designation. Most respondents reported greater demand for the services of those with the designation. None of the respondents could identify any negative impacts that the designation has had on the organization or its members.

For the most part respondents reported that non-holders of the designation have continued to work in the field. One of the organizations is currently attempting to limit the role of unlicensed practitioners.

### **Legal Status**

Within Canada, there are four levels of legal status, and any decision to establish a designation would have to include the selection of the level appropriate to the CES. While we appreciate that that the "first" level - that is, the most extreme level (licensing) - would very probably not be selected, there would still have to be a choice among the others. Not only does the legal status affect the powers of the profession and its association, but also it affects the way in which the association is structured.

The first level of legal status corresponds to Altschuld's "licensing"; that is, the designation provides an exclusive right to the designation holders to practice in a particular defined field. It is an "offence" for anyone to practice without the designation. This exclusive right to practice is always granted under provincial legislation, which

either can be specific to a particular association, or can provide the government with the general authority to establish any number of associations that meet certain criteria. To acquire this legal status, the CES would have to become a group of provincial associations, each meeting the requirements of its particular province (although there is nothing to prevent such a group from using the common services of a single national organization - an arrangement used by some of the associations that were interviewed). Lawyers and medical doctors are perhaps the best known examples of this level of legal status. Of the 14 associations with designations, only the Ontario Chartered Accountants Institute had acquired this status.

The second level of legal status is identical in all important ways to the first, with the major exception that "non-holders" of the designation may not practice in the field. In this case, the only "offence" is to falsely claim the possession of the designation. Five of the 14 associations interviewed held this status.

The third level is provided by "Certification Marks" under the Federal Trademark Act. It is available to either a provincial or national association. In contrast to the first and second level, it is not an "offence" for a person to falsely claim to hold the designation; rather, the association holding the certification marks must seek damages in a civil court. Four of the interviewed associations held this status (including one with the US equivalent of certification marks).

The fourth level's defining characteristic is that it is not recognized by any statute. This implies that anyone may use the same words or letters of a professional designation after his/her name, and would be subject to civil litigation only if he/she also falsely claimed that the designation had been awarded by the particular professional association. The remaining six institutions fell in this category, including the very large and (seemingly) very successful Institute of Internal Auditors.

## Introduction

This Working Paper presents, in summary form, the answers to a series of questions posed by the Canadian Evaluation Society (CES) in the context of

The eleven questions asked by CES are:

1. On what professional standards of practice is the system based?
2. What training and professional development options are acknowledged? Are training programs accredited by the organization?
3. Is/was a 'grand-parenting' system invoked for existing members at the time of system installation? How was grand-parenting structured?
4. Who delivers training?
5. Are professional experience parameters acknowledged and incorporated into the credentialing system? How?
6. Are differential levels of professional credential identified and maintained? On what basis are distinctions made?
7. Is demonstration of continuous learning required of members in order to maintain credentials? What sorts of learning experiences qualify?
8. What are the major set-up costs?
9. What are the ongoing maintenance costs?
10. How would the system be financed?
11. Are tangible benefits of the credentialing system in evidence? What are they?

These question areas were used to develop a detailed interview guide (Annex A). In order to develop the guide, we identified all of the elements implicit in these 11 questions and then wrote a question for each into the interview guide. Although the result was a large number of questions, it also provided a detailed framework within which interviewers could be asked to operate. This greatly facilitated the eventual collation of data that were gathered from the many organizations by the various interviewers. In addition to detailing the question issues with which we were presented, we added questions regarding the legal status of each of the designations.

Representatives of sixteen organizations were interviewed.

Advancing Government Accountability (AGA) - (formerly the Council of Government Financial Managers of the Association of Government Accountants)<sup>1</sup>

Canadian Association of Management Consultants

Canadian College of Health Services Executives

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<sup>1</sup> The following organization was interviewed very close to the conclusion of this study. For a variety of reasons, it had not been possible to interview them by the usual procedures; however, the key issues were discussed during a telephone conversation of Nov. 3, 2004.

Canadian Comprehensive Auditing Foundation  
Career Professionals of Canada  
Certified Management Accountants  
Evaluators' Institute, The  
Family Mediation Canada  
Financial Management Institute of Canada  
Financial Planners Standards Council of Canada  
Human Resources Professionals of Ontario<sup>2</sup>  
Institute of Chartered Accountants of Ontario  
Institute of Internal Auditors  
Japan Evaluation Society  
Ontario Professional Planners Institute  
psychologues du Québec, ordre des

Each of these discussions required anywhere from 30 minutes to up to two hours depending on the characteristics of the organization. Interviewers had an extensive series of questions (Annex A) to guide their discussion with each organization.

The responses from the organizations' representatives were brought together in analysis sheets. All of the answers across organizations were collated within each question. The detailed record of answers were then synthesized. The text in this report is largely a report of the results of those syntheses.

## Organizations Interviewed

### Advancing Government Accountability

This organization is also known by the title Council of Government Financial Managers of the Association of Government Accountants. It offers a Certificate of Government Financial Management (CGFM). AGA serves government agencies. Its members are similar to the CPA profession; the latter are more oriented to the private sector.

The purpose is to serve government accountability professionals by providing quality education, fostering professional development and certification, and supporting standards and research to advance government accountability.

There are four categories of Member: Full Government Member; Private Sector Member; Early Career Member; and Student Member.

The fees paid to chapters are typically \$10 or less. There are fees for certification; the application to be certified costs \$85 and there is a charge of \$109 for each of the requisite three examinations (total is \$412). There is also an annual renewal fee of \$30 for members.

AGA does something very interesting with the employers of CGFMs. AGA offers certificates to recognize organizational excellence government financial management.

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<sup>2</sup> Three names for same organization:  
Human Resources Professionals Association of Ontario (HRPAO)  
Certified Human Resource Professionals  
Canadian Council of Human Resources Practitioners

There are two such certificates: the Certificate of Excellence in Accountability and Reporting (CEAR) and the Certificate of Excellence in Service Efforts and Accomplishments (SEA)

#### Canadian Comprehensive Auditing Foundation

The mission of the CCAF is to provide exemplary thought leadership and to build both knowledge and capacity for effective governance and meaningful accountability, management and audit. The focus for, and beneficiary of, our work is the public sector.

Members are representatives of the major institutions such as federal and provincial Auditors General Offices and major accounting firms. The type of work done is comprehensive (value-for-money) auditing.

There is no professional designation for the CCAF.

There is a Board of Governors and a Secretariat.

#### Evaluators' Institute, The

As a private organization, governed by owners, there are no annual dues or membership types. There are no appointments to be made by a governing body.

Professional designations are earned by completion of courses.

The structure of The Evaluators' Institute (TEI), as a private sector organization, was selected to give independence rather than to generate profit. TEI operates much like a not-for-profit organization; it strives to keep costs low and uses revenues to improve the offerings for its students, maintain quality and improve Institute administration and implementation.

The purpose of the institute is to provide high quality training for practicing program evaluators. There are four designations: 1 - Certificate in Evaluation Practice (CEP); 2 - Certificate in Advanced Evaluation Practices (CAEP); 3 - Master Evaluator Certificate (MEC); and 4 - Certificate in Quantitative Evaluation Methods (CREAM).

Training is attended primarily by practicing evaluators who have full-time or part-time evaluation responsibility; it can include those who commission/manage evaluations.

#### Canadian College of Health Services Executives

CCHSE had 2,840 members at the end of 2005 (including 1488 from Ontario and 130 from Quebec). The main categories of member, and the number of each, were as follows: Active Canadian Health Executive, 947; Active Fellowship, 35; Active without designation, 1194; Student, 133; other (Associate, Retired, corporate, etc.), 531.

The purposes of the organization are: "Through its membership and its regional chapters, the College helps its members achieve their professional goals. The College's products and services focus on strong integrative skills and the management of change in complex organizations. Membership provides its members with: Career services, credentials, Health Management Forum, members' directory, networking, professional development programs, publications, research and public policy, and standards of ethical conduct."

Expenditures in 2005 totalled \$2,585,000. Main items were: salaries and contractors, \$1,400,000; office, \$169,000; occupancy, \$151,000; panellists and speakers \$154,000;

and catering \$188,000. A breakdown by program/service/function was not readily available.

The annual fees are as follows: Active members, \$ 398; associate members, \$220; student members, \$50. Active members must be currently employed in the health field in management or certain other positions, and must have a baccalaureate or be able to "demonstrate evidence of progressive and cumulative advancement in health service management".

The main sources of revenue are: (1) membership fees, including fees for designation programs, \$880K; (2) sponsorship (contributions, including payments for particular projects, from governments, not-for-profit organizations and some private sector businesses), \$694,000; (3) registration fees for conferences and other events organized by the College, \$771,000; (4) advertising (often by sponsors) in College publications, at conferences and so forth, \$185,000.

Provincial-territorial representatives are nominated and elected (frequently acclaimed) by members in their respective province-territory. Chapter boards are elected by the chapter membership.

The organizational structure provides for a Board of Directors (17 members, composed mainly of one member from each of provinces -two from Ontario, NWT-Yukon, Armed Services and from business. There are 22 chapters, distributed as follows: British Columbia, 4; Alberta, 2, Saskatchewan 2, Manitoba 1, Ontario 6, Quebec 1, Midnight Sun (three territories) 1, New Brunswick 1, NS-PEI 1, Newfoundland 1, Armed Forces 1, Health Care Leaders Association of BC. The Chapters have their own bank accounts and are mainly responsible for recruitment, professional development, and the facilitation of networking.

The professional designation used by CCHSE members is Certified Canadian College of Health Service Executive or Certified Health Executive. The type of work done is the management of health care services, including but not limited to hospitals.

#### Institute of Internal Auditors

IIA currently has 117,000 members world-wide, this is an increase over the 35,000 in 1997. There are now over 2,000 in the Toronto chapter, compared with about 800 in 1997. At present, about 55,000 people hold the Certified Internal Auditor (CIA) designation world-wide (not all are Institute members).

The annual fees are US \$30 per year for students and retired members, US \$115 for "members" who are involved in internal auditing, internal controls, risk assessment, information systems auditing, and related fields and for those who have an interest in internal auditing (e.g., members of audit committees, external public accountants, controllers, CEOs, and suppliers of services). Discounts of between 25% and 40% are offered for groups of auditors from a single organization (amount of discount depends on the size of the group).

The mission of the Institute of Internal Auditors, which was created in the United States in 1941, is to provide leadership for the global profession of internal auditing. Activities in support of this mission include, but are not be limited to:

- advocating and promoting the value that internal audit professionals add to their organizations;
- providing comprehensive professional educational and development opportunities;

- standards and other professional practice guidance;
- certification programs;
- researching, disseminating, and promoting to practitioners and stakeholders knowledge concerning internal auditing and its appropriate role in control, risk management, and governance;
- educating practitioners and other relevant audiences on best practices in internal auditing; and
- bringing together internal auditors from all countries to share information and experiences.

There are 153 chapters in Canada, US and Caribbean, and 95 affiliates around world. The Headquarters, in Florida, has about 100 staff persons. The Chapters (11 in Canada, the largest of which is Toronto, have been responsible for sponsoring occasional training events, the administration of the designation exams (including, at least in the Toronto Chapter, an annual banquet for the successful candidates), and information and idea-sharing through means such as dinner meetings. The executive members of each chapter are elected by the Chapter members.

Until very recently, the next level of governance was the international executive, which deals *inter alia* with advocacy and the management of the designation, including the periodic review of the Certification Exam syllabus, the development and marking of the designation exams, and the monitoring of the required periodic reports from designation holders on their continuing education obligations. The international board is nominated by the chapter executives and elected by the existing board members. Very recently, the governance structure within Canada was augmented by a new development - a national organization. To date, one paid staffer for Canada has been hired by the Florida head office.

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The professional designation is Certified Internal Auditor (CIA). Three specialty certification programs have very recently been introduced [Certification in control Self-Assessment (CCSA); Certified Government Auditing Professional (CGAP); Certified Financial services Auditor (CFSA)]. To date, only a handful of people have any one of these.

#### Canadian Association of Management Consultants

The CAMC has 3,700 certified members; 10,000 students; and 4,000 retired members.

The International Council of Management Consulting Institutes (ICMCI) of which the CAMC is a member, is the world's largest association for management consulting; CAMC is the largest such organization in Canada

Annual fees are \$375/year; those with the CMC (Certified Management Consultant) designation pay \$450/year. Other revenue includes a portion of the fee for professional development courses. The charges for certification account for about 10% of the CAMC annual budget. The membership is about one-third big firms and two-thirds small firms

The association gets about \$100,000 in revenues from the certification courses but it is barely enough (government money provides needed additional financial support). The

interviewee made the point that certification "is not for the faint hearted-- we have a bare surplus in certification. It is a rich program, it is costly, and there are not enough people going through it to make it profitable for the association."

CAMC is a national organization comprised of provincial institutes which themselves are comprised of chapters. Members are actually members of the provincial institutes. The provincial Institutes do not have paid staff. The National office facilitates the certification process, administers the CMC (Certified Management Consultant) exam and makes recommendations to the Institutes as to who should receive the designation.

#### Certified Management Accountants

CMAC (Certified Management Accountant Canada) has 15,000 members but not all members have the designation Certified Management Accountant (CMA).

The annual fees are different in each province: Ontario is the highest at \$672, while the lowest is around \$500.

CMA Canada grants a professional designation - Certification - in management accounting and regulates its members under the authorization of provincial legislation. The CMA's accreditation process combines a university business education (verified through an Entrance Examination) with a professional development program and with relevant practical experience. CMA Canada is a partnership of the Society of Management Accountants of Canada and the Societies/Orders of Management Accountants of each province and territory. The provincial and territorial partners support their regional membership and are responsible to maintain high standards for accreditation and continuing competency.

The revenue from fees for all provincial organizations is \$22,800,000; of this, \$8,200,000 million is paid to CMA Canada. The contributions from the provincial organizations is the largest part of the total budget is \$10,500,000 million of CMC Canada. In addition to fees, there is revenue from the Educational program (\$14 million – courses and development) and from member development (seminars and conferences for certified members).

CMA Canada is the national office and it does research for its partners - all of the provincial organizations. An affiliation agreement links each provincial organization to the national organization. The national Board of Directors comprises the Presidents of each of the provincial bodies as well as 12 elected members and 2 non-members. All of the provinces are independent; CMA Canada does research on contract to the provincial organizations. It is the provincial organizations which bestow the professional designation. To maintain the designation once bestowed, the member must pay dues -- this is the biggest source of revenue for the provincial bodies.

Members are mainly accountants. There are a few executives; there are no auditors (who have their own organization). CMAs work in organizations of all sizes and types and see themselves as providing an integrating perspective to business decision-making. They claim to apply best management practices in strategic planning, finance, operations, sales and marketing, information technology, and human resources in order to identify new market opportunities, ensure corporate accountability, and help organizations maintain a long-term competitive advantage. CMAs claim unique competencies in cost management, strategic performance measurement, process management, risk management and assurance services, and stakeholder reporting, coupled with the ability to connect strategy with operations and anticipate customer and supplier needs. They

state that they have a holistic view of business, are able to identify issues, envision and chart solutions, and can engage the appropriate measures and people within the organization to achieve the desired results. CMAs define themselves as both leaders and solid team players.

#### Human Resources Professionals of Ontario

HRPAO is the Ontario provincial association within the Canadian Council of Human Resource Associations (CCHRA). The Ontario Chapter has 15,500 members in chapters across the province. The member annual fees are between \$420-\$180 (General, \$420; Part Time Student or Practitioner, \$360; Full Time Student, \$180).

Membership categories:

##### Practitioner

A Practitioner Member is a human resources practitioner who is working towards or has attained the association's academic requirements for the CHRP designation. The academic requirements must be achieved within the time period prescribed by the HRPAO Board of Directors.

##### Full-Time Student

A Full-Time Student Member is taking a minimum of three concurrent HRPAO approved courses in human resources management in a post-secondary diploma or degree program, and is not employed on a full or part-time basis in human resources.

##### Part-Time Student

A Part-Time Student Member is taking one or more HRPAO-approved courses\* while employed on a full or part-time basis in an area other than human resources.

##### General

A General Member is interested in the practice of human resources: lawyer, specialist, consultant, retiree, academic, line manager, or others who do not qualify for other categories.

The origins of the CCHRA date back to 1992, when several provincial associations recognized the need to collaborate on national issues and share information. The organization also facilitated coordination of the Certified Human Resources Professional (CHRP) designation, which had been adopted by several provinces. On September 15, 1994, the official constitution of the CCHRA was finalized by representatives from across the country. Two years later, Canada's first national Human Resources Association was formally established. The organization meets three times a year and is governed by a Board of Directors representing all member associates.

The HRPAO's Strategic Plan:

Our Vision: To be the premier human resources association in Canada sought out for knowledge, innovation and leadership.

Our Mission: HRPAO advocates for, promotes and enhances the human resources profession; sets standards; anticipates and exceeds stakeholder expectations. (from <http://www.hrpa.org/HRPAO/AboutUs/FutureofHRPAO/Future+of+HRPAO.htm>)

#### CCHRA revenue

Administration	\$ 149,816
Annual Conference	\$2,285,531
Board/Committees	\$ 4,500
Communications and Information Services	\$ 115,579
Membership	\$3,071,541

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Professional Standards	\$ 528,978
Programs	\$1,279,496
Total (in 2005)	\$7,435,441

(from the HRPAO Annual Report 2005)

The professional designation Certified Human Resource Professional (CHRP) is a national designation for HR professionals; it is administered by each provincial organization.

### Career Professionals of Canada

Career Professionals of Canada (CPC) bills itself as the leading Canadian member-driven career services organization. The Mandate is to enable Canadians to achieve their career, business, and organizational development goals by promoting quality, ethics, and expertise within the industry. Their role is to connect individuals and organizations to a nationwide network of advisors. CPC works to help people achieve success as they take their career and business to new horizons. This is a for-profit organization run by its founder and Executive Director. There are some 100 paid members; another 1200 use the CPC services for classes and courses .

Information was not provided on the size of the annual budget or on other revenue from membership fees and courses offered.

There are three professional designations in use: Certified Resume Strategist (CRS) [the oldest of the three]; Certified Interview Strategist (CIS) - about one year old; and Certified Career Strategist (CCS) -- starting Oct 2006.

The membership rates are:

Individual Membership: \$180.00 per member

Group Membership: \$150.00 per member (minimum 2 members)

Student Membership: \$80.00 per member

The rates for CRS certification is:

Members: \$295.00 per applicant

Re-write Fee: \$65.00 administration fee. (limit 2 re-writes)

The CRS teleclass program is an optional learning opportunity with per participant fees of \$380.00 for members and \$495.00 for non-members:

The members are a diverse group of individuals including employment consultants, career coaches, resume writers, job developers, outplacement consultants, recruiters, organizational development specialists, human resource practitioners and a wide variety of other career professionals. They are expected to comply with a strict ethical standard, and offer career expertise to assist Canadians with career and business moves.

Members come from all sectors and regions across Canada:

- Universities and Colleges
- Government Organizations
- Non-Profit Services
- Private Sector Businesses
- Outplacement Firms
- Corporate HR/OD Organizations
- Professional Associations
- Independent Practitioners

Financial Management Institute of Canada

FMI has some 1,800 members nationally of which about 700 are in Ottawa.

The organizational structure consists of a national board and local chapters. Annual fees are charged by each, local, chapters. The Ottawa: FMI Capital Chapter membership fee is \$37.10 (GST included). The revenue from fees is approximately \$26,000 (700 x 37.10) for the Ottawa chapter. This Chapter represents about 40 percent of membership so extrapolation suggests a FMI national revenue from fees of \$64,000.

The work of FMI members is characterised as resource management in public sector settings with an emphasis on accountability. FMI offers resource management professionals in the public sector regular access to new information, expertise and ideas. Members of FMI gain that access through:

- An exchange of ideas at annual national conferences and local chapter seminars, workshops and luncheons.
- Networking with professional colleagues and financial/resource management professionals.
- Access to research and analysis on government issues, best practices and new technologies.
- Development of new approaches from a professional exchange of ideas and access to a professional journal
- Acquisition of technical and managerial skills by participation in skill development programs.
- Contributing to the profession through involvement on FMI committees.

FMI has decided against having a professional designation as its membership is already certified by other bodies (e.g., CAs, CGAs) and an additional certification might conflict.

Institute of Chartered Accountants of Ontario

As of February 2006, there were 31,743 members.

The Mission Statement states that the Institute of Chartered Accountants of Ontario (CICA), in partnership with the Canadian and provincial Institutes of Chartered Accountants, strives to protect the public interest and ensure that CAs are recognized as Canada's preferred financial leaders and advisers by setting and enforcing the highest professional and ethical standards and by supporting its members in their efforts to enhance their capabilities.

The professional designation is Chartered Accountant (CA).

Chartered Accountants are business professionals who generally work in four key areas. About 40% of CAs are in Public Practice, while the other 60% are employed in industry, government, or education.

The Institute is governed by a Council of 20 people: 16 are elected Chartered Accountants (CAs) and four are public representatives, appointed by the Lieutenant Governor in Council. The Institute's Management and Executive staff is responsible for the attainment of the Institute's strategic objectives. In addition, several hundred CAs volunteer their time to serve on the Institute's various disciplinary and other standing committees and advisory groups, and are active in both Institute and District Association programs, and educational and charitable activities

The national annual budget for 2006 is a total of \$25,014,000 composed of:

Salaries and benefits	\$8,856,000;
Contracts	\$3,148,000;
Advertising and promotion	\$3,291,000
Fees to other bodies	\$1,112 000
Travel expenses related to courses	\$1,239,000;
Printing and mailing	\$ 934,000;
Legal	\$1,172,000
Building	\$2,202,000;
Other operating	\$2,482,000

The annual fee of \$963.00 includes a fee to Ontario and to the CICA.

### Japan Evaluation Society

JES has 506 members.

JES is governed by 20-25 (currently 25) board of directors and an auditor ( 1-2). There is a chair and few vice chairs. Currently there are two vice chair positions. The board administer the work of the organization and is responsible for approving changes, election, approval of projects and other work on a daily basis. Decisions must be approved at the annual general meeting. There are five committees: Publication, Planning, Professional Development, Promotion and International. Rules governing JES was developed when receiving approval for not-for-profit status organization. There are four working study groups on specific topics - Gender-social evaluation study group, Social experiment study group, Research on accreditation methods study group, and Study group to facilitate the used of standardized evaluation methods.

The Japan Evaluation Society (JES) seeks to respond to a strong public demand for greater clarity, accountability and internal and external pressure for performance improvement in public sector organizations. The JES was established in September 2000. JES acquired non-profit organization status in 2004. JES aims to promote research about evaluation and facilitate their application, to facilitate communication and information exchange among associated organizations, to promote the development of studies in evaluation and to develop the human resources to conduct evaluations and to increase knowledge about evaluation and the use of evaluation by the public.

To fulfill the requirements of a not-for-profit organization established to promote international cooperation activities, JES engages in the following programs to fulfill its mission:

- Research about evaluation – to develop evaluation methods and standards that would maintain objectivity with full public participation.
- Professional development on evaluation – Host academic conferences, lectures, international symposiums and seminars to develop the human resources to conduct evaluations
- Information exchanges about evaluation – Promote international exchanges and host national conferences as a place to exchange information about evaluation and network both internally and externally with evaluation researchers, evaluation practitioners, and evaluation users

- Promotion and advocacy about evaluation to increase evaluation use – Advocate by developing homepages, academic and other journals to increase the knowledge about evaluation
- Conducting evaluation – Conduct external evaluation from an impartial and neutral point of view of a corporation with a special status
- Public recognition of contribution to the field of evaluation – Publicly recognize those who have contributed to the study of evaluation and to the promotion of evaluation activities
- Other program considered is necessary to achieve the mission of JES

The annual budget total for 2005/2006 is 11,580,000 yen (approx. \$115,800 Cdn).

Within this amount is a program budget of \$ 81,496 Cdn.

The program budget includes:

- \$24,000 conference administration cost (two national conferences/yr)
- \$18,400 Journal
- \$ 3,000 International exchange
- \$13,096 Promotion (webpage renewal, maintenance and advertisement)
- \$ 5,000 Professional Development
- \$ 2,000 Publication
- \$ 3,500 Self-evaluation
- \$ 3,000 Recognition
- \$ 5,500 Committees (Journal \$1500, International \$1000, Promotion \$1000, Planning \$1000, Professional Development \$1000);
- \$ 4,000 Study groups (Social/Gender \$1000,
- \$ 1,000 Social experiment
- \$ 1,000 Standardization of evaluation methods
- \$ 1,000 Accreditation

The total administrative budget is 2,980,000 yen (approx. \$29,800 Cdn)

The administrative budget includes:

- \$ 3,000 Communication
- \$ 600 Travel
- \$ 1,000 Stationary
- \$ 5,000 Meeting
- \$ 21,000 Human resources (% of administrative staff salary seconded from International Development Center of Japan -IDCJ)
- \$ 1,500 Honorariums
- \$ 1,200 Rent/utility (in reality, JES is housed in the IDCJ with staff time also volunteered as administrators)
- \$ 1,000 Miscellaneous
- \$ 4,504 Reserve fund

Annual fees

- Full member (15,000 yen/yr – approximately \$150 Cdn) (324 full members) those who joined in agreement with JES mission

- Student member (5,000 yen/yr) (72 student members); students (normally university students and higher) who wishes to be in this category joining JES in agreement with JES mission. Upon graduation, a student member can apply to the Chair of JES to become a full member.
- Patronage member (100,000 yen/yr/unit) (13 companies as patronage members) no limitation to the number of units a special patronage category that will allow registration of up to five full members for each unit  
The names of these full members can be changed with due process if requested.
- Associate member 10,000 yen/yr  
Not for students. Limited to maximum of three years, JES recommends that the membership will be continued as a full-member after this period. The rights of the junior member will be the same as the student membership category in that the member: may present at the national conference and to the journal; may participate in the national conference with an additional 1,000 yen over the regular full-member registration fee; may not vote in AGM or run/vote to be an officer of JES; or may not become committee members.

#### JES has an Accreditation Scheme for Evaluation Training Programs

Currently all the board members and their responsibilities are by appointment since they are still in the transitional stage. In time, they are planning to move towards elected posts.

JES is just beginning to develop a model of setting up a chapter with 6 prefectures in the North-eastern (Tohoku) region of Japan. This is a learning opportunity for JES (hopefully Tohoku chapter will be followed by chapters in Kansai and Chubu region – mainly based on whether there is someone who is willing to lead the development of chapters, i.e. Nagao in Kansai, etc.)

Members do not necessarily work in evaluation. People become members because of their need to learn about evaluation. Many consultants need to learn and to conduct evaluations. Members are mainly academics, consultants, staff of private companies, NGOs or international organizations.

#### Financial Planners Standards Council of Canada

Financial Planners Standards Council (FPSC) had 16,000 in 2005.

The Financial Planners Standards Council states that it benefits the public by leading the evolution of the financial planning profession in Canada through the development, enforcement and promotion of the highest competency and ethical standards in financial planning as defined by individuals who have earned the Certified Financial Planner™ (CFP™) designation.

FPSC charges an annual fees \$240 (includes GST). FPSC does not provide services other than standard setting/certification. Two other organizations charge \$300-\$500 for association services; Advocis which is broader in scope and the Canadian Institute of Financial Planners. Both, although competitors, are also supporters of FPSC.

Other than annual fees, there is revenue from license fees (\$3,589,128), examination fees (\$950,200), and interest and other income of (\$68,250).

Professional Designations for Evaluators  
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Total expenses are comprised of:	\$4,500,814
- Communication	\$1,404,899
- Finance and admin	\$1,307,048;
- Corporate	\$1,104,217
- Professional and student affairs	\$ 342,733
- Testing	\$ 205,436
- Ethics, legal and regulatory affairs	\$136,481

Financial Planners Standards Council (FPSC) was incorporated on November 10, 1995, as a not-for-profit organization. There are 6 member organizations each appointing a board member; three of these are professional accounting bodies, CGAs, CA's, CMAs, and the other three are Advocis, the Canadian Institute of Financial Planning, and the national body of the Credit Union. Each appoints a member to the board which the right to influence or raise issues and express concerns. FPSC works to ensure the interests of these organizations are met.

Professional financial planning takes a holistic approach to an individual's financial life. A qualified financial planner will consider a client's goals, stage in life, personal circumstances and risk tolerance. They will make recommendations for growing and preserving wealth, minimizing tax, estate planning, insurance - and more, depending on the individual they are working with. In some cases, this same professional will be involved in executing some of the recommendations (e.g. sell specific products). In other cases, these transactions will be done separately with other professionals.

#### Ontario Professional Planners Institute

Previous title was: Canadian Institute of Planning Council of Government Financial Managers of the Association of Government Accountants

Ontario Professional Planners Institute (OPPI) is the Ontario affiliate of the Canadian Institute of Planners. There are about 3,400 members of whom about 550 are students.

OPPI is governed by a Council of senior members, headed by a president, who is elected by members for a two-year term. Council members include: five directors, representing the five committees of OPPI five district representatives one student delegate. The committees of OPPI oversee programs and services to members as well as OPPI's public profile. They are: discipline, nominations, membership, policy development, recognition membership services, membership outreach, professional practice and development, mentoring. OPPI has four district organizations, which organize local events: Central Ontario, Eastern Ontario, Northern Ontario, South-western Ontario. Every year, planning students elect a student delegate to represent their interests on Council.

The Ontario Professional Planners Institute (OPPI) has the mandate to ensure that its members are fully qualified to practise as planners; it requires members to abide by a Code of Conduct. If a planner fails to live up to the Code's ethics and a client complains, OPPI will investigate the matter and, if necessary, discipline the planner. OPPI promotes good planning in Ontario. OPPI, through its public policy program, conducts research on planning issues and disseminates this information to media and the public. OPPI also give awards to planners to bring attention to best practices in planning. OPPI helps its members keep their skills current. OPPI keeps its members informed, through

a bimonthly journal, professional development courses and workshops, conferences, lectures and networking opportunities. OPPI looks to the future of planning. Student members, recognized as the future of the planning profession may be helped by OPPI to reach their potential through scholarships, mentoring programs, and networking opportunities.

The professional designation is called Registered Professional Planner (RPP). They work in community planning is defined as including: "The scientific, aesthetic and orderly disposition of land, resources, facilities and services, with a view to securing physical, economic and social efficiency, a sound environment, health and well-being." (source: OPPI Act, 1994)

The annual budget is:

Council and committees	\$342,455
Office	\$240,759
Annual conference	\$280,922
General administration	\$128,330
Professional Development	\$ 84,243
Communications	\$ 89,204
Other	\$ 45,766
Total expenses	\$1,211,679
Total Revenues	\$1,385,288

Annual fees

Full OPPI member

OPPI	\$250
CIP	\$139
Insurance	\$ 50.

Provisional members

OPPI	\$195
CIP	\$139
Insurance	\$ 50

Processing fee \$120 to cover administration of exams and to review log books.

Interns in training (must have a job in planning)

OPPI	\$ 42
CIP	\$ 14

The time allowed to move from provisional member to full member is 7 years.

Retired membership (full members only)

OPPI	\$75
CIP	\$54

Insurance is optional (claims can be made against a planner for up to 7 years after retirement)

There is another fee category (called non practicing members) which is the same as retired. They once practiced planning but now they are in a new position where they do not work as a planner; they want to maintain the designation and may choose to remain as member but can't use the RPP initials.

#### Other revenue

Annual conference \$328,495

Journal 190,351

Professional Development \$102,047

Other \$146,409

#### Ordre des psychologues du Québec

# of members 7892 in 05-06

As is the case for all professional orders falling under the professional designation in Quebec law, "The main mission of the Ordre des psychologues du Québec is to protect the public. To fulfill this mission, the Order:

- ensures the quality of the services provided by its members;
- promotes development of the profession;
- works to maintain accessibility to psychological services. "

Annual fees are \$490.00 plus psychologists pay a small fee to be included in the roster available to the public; there is some advertising revenue from the journal. The annual conference and training are designed to be break-even. The revenue from fees is \$2.8M; fees provide almost all of the revenue.

This is a provincial organization with regional representatives in the Bureau. Regional representatives is through election by members in each region. Committee appointments are made by the government through the office of the professions and by the Bureau. The Office of the professions contributes the legal infrastructure

As stated on the website, psychologists offer their service in different sectors: clinical, school, organizational, family, research, neuropsychological, and forensic.

The name of the professional designation is Psychologist.

#### Family Mediation Canada

FMC is a national organization with a number of provincial affiliates. Some of the provincial affiliates (Alberta, Ontario) offer their own certification. The organization was started in B.C. and was given lots of help from the BC government, which started to require certification. Most of the current members are in BC. Mediators work with families and organizations to resolve conflicts as an alternative to legal disputes.

Family Mediation Canada (FMC) is dedicated to the promotion of mediation and other forms of conflict resolution for individuals, families, workplaces and communities. Out of a total of about 700 members, there are 147 certified members. The certification is designed to upgrade and standardize the qualifications of people who are already practicing mediation

Annual fees are \$125 for members plus a \$100 certification maintenance fee.

The national organization has a long-time pool of volunteers that have served as board members; election is from the membership.

The designation is Certified Family Mediator.

All of the organization's revenue comes from membership fees. The cost of certification is break-even. They recently lost the financial capacity to have an Executive Director.

The name of the professional designation is Certified Family Mediator.

## Results

### Professional Standards

Question: On what professional standards of practice is the system based?

Q How many types of designation do you have? For example, is there a basic one and then a number of specialized ones?

Two-thirds of the organizations questioned reported the use of at least one professional designation. Several of these organizations offer more than one designation (up to four, although there is often a "primary" designation), but few offered specialized designations. For the most part these designations, and certainly the primary designations, appear to be protected by statute. One organization reported that while none of the provinces had established legislation for its profession, at least one provincial government requires its employees conducting this type of work to be certified by the organization.

Q When was the designation established?

Most of the organizations that reported use of a professional designation have been using designations for decades. One group has had professional recognition for well over 100 years and another for more than 60 years. Three organizations have less than five years of experience with professional designation.

Q Is the statute that provides for your designation federal or provincial, and if provincial, in which provinces/territories does it exist?

Federal statute protects the designations of approximately half of the designating organizations, although one of these cites U.S. trademark legislation. Most of the remaining organizations reported legal protection arising from provincial statute in some or all provinces and territories. None of the respondents listed the specific provinces and/or territories where legislation existed in only some jurisdictions. One informant was uncertain about the legal basis for his organization's designation.

Q What legal obligations does the statute impose on your organization?

Among those organizations for whom the question applies, several reported no legal obligations arising directly from statute; that is, the governing statute merely provides for the organization's existence and protects the designation. Many respondents referred to responsibilities for setting out organizational objectives, regulating admission to the organization and use of the title, establishing and maintaining standards, dispensing discipline and providing continuing education, but it is unclear if these responsibilities are set out in statute. One organization reported that they are legally obliged to set standards and regulate in the public interest, but that the processes used to ensure standards of practice, regulation, complaints investigations, rules of conduct, ethics, and standards of practice insurance are spelled out in the organization's bylaws. (This arrangement was seen as advantageous as changes to bylaws were far simpler to accomplish than changes to legislation.) Another organization cited their legal obligation to be a registered not-for-profit group.

Q What must you do to meet those obligations?

Few informants responded to this question. Those who responded referred to ensuring that the responsibilities associated with the designation were met (in unspecified ways). One respondent reported seeking legal advice to clarify the claims associated with the designation.

Q What legal powers does the statute confer on your organization?

All of the respondents who answered this question cited the protection of the designation(s) from unauthorized use. One respondent added that the statute conferred legal authority to regulate members and dispense discipline.

Q What must you do to exercise those legal powers?

Few respondents answered this question. Their answers pointed to protecting their designations from unauthorized use through legal action.

Q What legal obligations does the statute impose on people who hold your designation?

The few answers to this question refer to the requirement that designation holders meet the criteria for designation and comply with rules and standards. One respondent noted that the applicable statute governs trademarks and does not formally recognize professional status.

Q What must they do to meet those obligations?

Again, answers to this question refer to compliance with rules of conduct and standards of practice and completion of accredited courses. One respondent noted that the organization has the authority to enforce compliance through disciplinary processes such as suspension, sanction, supervision or expulsion.

Q What legal powers does the statute confer on people who hold the designation?

Respondents who answered this question identified the designation holder's legal right to use the designation or title.

Q What must they do to exercise those powers?

Again, respondents identified the right to use the designation or title. One respondent noted that the designation holder must continue to meet the organization's requirements for maintenance of the designation.

Q What changes if any have there been in the designation's legal status since its inception?

For the most part, organizations reported that there had been no major (or minor) changes in their designation's legal status since its inception. Several noted non-statutory changes to organizational objectives or certification requirements. One notable exception involved an organization that had developed a national designation (from provincial beginnings) approximately 14 years after the designation's initial inception.

Q Have you had partners in either the development or ongoing management of the designation? If so, could you say who they were and describe the roles they played? For what reasons were the partnerships established?

Most of the designating organizations identified some partnership or alliance arrangement that contributed (or contributes) to the development or ongoing management of the designation.

Several respondents described relationships with universities, colleges or other educational institutions by which the organization accredits courses offered by the institution. Completion of such courses may fulfill the organization's competency requirements or may prepare the potential member to take exams administered by the organization. Colleges or universities have also partnered with organizations in developing "entrance" exam questions. Respondents identified a large number of Canadian colleges and universities, as well as some international educational institutions.

One organization, United States of America based, referred to the National Organization for Competency Assurance (NOCA), established in 1977 to set quality standards for credentialing organizations. The National Commission for Certifying Agencies (NCCA) is the accreditation body of NOCA. Certification programs may apply and be accredited by the NCCA if they demonstrate compliance with each accreditation standard. NCCA's Standards exceed the requirements set forth by the American Psychological Association and the U.S. Equal Employment Opportunity Commission.

One informant acknowledged the support of a provincial government (by requiring certification) in developing the designation.

Two organizations referred to the use of advisory boards (at times composed of members appointed by supporting organizations) in the development of competencies and examination questions.

One organization referred to partnerships with foreign professional organizations and research bodies for research purposes.

As an aside, one respondent noted here that his organization overlooked the need to include the French translation of the designation or title within the relevant legislation.

## **Training and Professional Development**

Question:      What training and professional development options are acknowledged?  
                    Are training programs accredited by the organization?

Many of the answers to this question referred to university programs and courses accredited by the organization. In several cases, certain academic degrees (from accredited universities or colleges) are accepted as substitutes for some or all of the designation requirements. One organization requires that the recognized course or program be completed within the past five years for acceptance as credit toward designation.

A few respondents referred to training courses offered by the organization or by a group certified by the organization. One organization (K) provided a detailed description of the process they use to certify training courses in the area of evaluation.

One organization that accredits specific training programs offered some advice with respect to certification of programs: "regular reviews undertaken by the organization of the accredited program should coincide with any governmental review processes that are also in place". This would make the process, particularly pulling together of documentation, more efficient and less burdensome for the training provider.

## Grand-parenting

Question: Is/was a 'grand-parenting' system invoked for existing members at the time of system installation? How was grand-parenting structured?

Q Since the inception of the designation, has your organization had grandfathering arrangements by which the designation was automatically awarded to existing members? If so what are the conditions of those arrangements? For example, for how long must the person have been a member of your organization to qualify for grandfathering, and for how long does the grandfathered designation remain in force without the person having to meet the normal designation requirements?

The majority of organizations reported having some type of grandfathering arrangement whereby the designation was automatically awarded to existing members. In some cases that occurred when multiple organizations were merged, and, for example, an old designation was accepted as the equivalent of a new designation. One of these organizations required grandfathered members to abide by the organization's code of ethics but did not require them to meet new standards over time. (This informant expressed the view that this approach was a mistake as it "watered down" the credibility of the organization). Another organization required grandfathered members to have been members of the organization for some time (the informant could not recall how many years of membership were needed), to hold an equivalent designation or academic degree, and have some relevant experience (two years). For this organization, the grandfathered status lasted indefinitely as long as continuing professional development requirements were met and the member remained in good standing with the organization. A third organization, which awarded a new designation to existing members noted that standards hadn't changed very much and so no one had to take courses or exams to qualify. Another provided the grand-parent entry to status during a period of the first two years of the installation of their professional designation. Persons who applied at that time and who had (a) the designated education and (b) the designated years and type of experience were admitted (grand-fathered) to the certification status; after that, all applicants has to pass the defined examination process.

Four organizations did not make grandfathering arrangements. One organization reported that all members must complete the certification program regardless of experience.

## Who delivers training?

Most of the organizations rely on accredited universities, colleges, or other post-secondary institutions to deliver the training needed to qualify for the designation. Two organizations provide some courses themselves in addition to requiring completion of certain accredited university/college programs or courses. One organization relies on trainers certified by them to deliver training courses.

## Credit for Experience

Question: Are professional experience parameters acknowledged and incorporated into the credentialing system? How?

Q What are your main requirements for the original award of the designation to an individual and also for its periodic renewal? For example, for the original award, must applicants have acquired a certain amount and type of experience?

[Note: requirements other than experience are discussed in the section “Continuous learning”.]

Most of the designating organizations require some practical experience prior to awarding the designation. Examples of these requirements include:

- 24 months direct (or closely related) experience,
- 24 months practical experience in both operational and managerial contexts,
- 30 months of supervised experience in an approved training setting,
- 2 years related experience within 5 years (plus or minus) of taking the organization's entrance exam, and
- two years experience within the preceding 3 years

Several organizations accept relevant academic credentials as a substitute for a portion of the experience requirement. As one example: if the prospective member holds a specific degree, then a minimum of two years of directly related experience is required; if the prospective member holds a degree in a related field, then a minimum of four years of directly related experience is required; and, if the prospective member hold an unrelated degree, then a minimum of six years of directly related experience is required. In this case, the prospective member's sponsor must review and endorse the documentation submitted in support of the education and practical experience requirements.

Alternatively, one organization recognizes experience as a substitute for an oral examination requirement. This organization requires prospective members who have less than eight years of experience in the field, but have at least three years experience, to successfully complete an oral examination before the designation is awarded.

One organization deliberately avoids assessing experience. In their view, simple experience in the area is not a guarantee that the individual is competent in any or all areas/methods of the profession.

Q What evidence is required for claimed experience, both for the original award of the designation and for its periodic renewal?

Where experience is a requirement, the most commonly accepted evidence is the verification/certification of the claimed experience by the candidate's sponsor or supervisor or current employer.

Other methods of verifying experience, which may be in addition to the above method, include:

- submission of engagement summaries that document experience and submission of an overview of five projects (one in the past 12 months),
- submission of a log book of work experience every six months until a review committee feels sufficient experience has been gain by the candidate to pass the oral examination, and
- submission of a resume that details current and past job descriptions

## Continuous Learning

Question: Is demonstration of continuous learning required of members in order to maintain credentials? What sorts of learning experiences qualify?

Q What are your main requirements for the original award of the designation to an individual and also for its periodic renewal?

Nearly all of the organizations require the successful completion of certain programs or courses given by post-secondary institutions. In many cases, the organizations require university or college degrees.

Approximately half of the organizations require the completion of courses (some extensive and some minor) given by the organization itself in addition to post-secondary education requirements.

Nearly all of the organizations require the candidate to pass some type of knowledge and skills entrance exam prior to awarding the designation.

The majority of the organizations (three-quarters) require some form of ongoing professional development or continuing education. In most cases, the organizations established a minimum number of hours of continuing education within a specified time period. Some organizations use a point system to assign values to different forms of professional development, which can include courses of study, attendance at seminars or conferences, or work voluntary work for the organization, including development of exam questions. The range of requirements includes:

- 20 hours per year,
- 30 hours per year,
- 80 hours within 2 years,
- 120 hours within 3 years (with a minimum of 20 hours per year), and
- 65 hours over a 5 year period.

In almost all cases, the organizations do not require that members work a certain number of days per year in the profession. Many replied that once the designation was awarded the member merely had to pay his/her dues to maintain their standing (provided professional development requirements were met). The sole exception to this finding is an organization that will revoke its designation if three consecutive years pass during which the member is not active in the profession (proof of activity is provided by CV, business card, job description and position in organizational chart).

The primary criteria employed for the selection of academic programs or courses (that, if successfully completed, would meet in whole or part the requirement for the designation) is the applicability of the course content to the organizations' professional competencies. Other criteria for the accreditation of the course or program employed by some organizations include:

- The program meets provincial accreditation standards.
- Approval of the program's mission and/or goals.
- Level of achievement of the program's past graduates.
- Quality of the faculty.
- References from graduates or organization members.

Almost all of the respondents who answered reported that a body of knowledge, developed by the organization itself or by another relevant professional group, formed the basis for the assessment of the appropriateness of course content offered by an academic program or course. These bodies of knowledge took the form of established professional standards, broad delineations of professional competencies and extensive, specific definitions of core competencies for the profession.

Those respondents who provided an answer most often pointed to the use of advisory committees in the development of the professions' competencies, which are then used to assess the suitability of certain course content. Several organizations created

national committees or task forces composed of senior professionals, practitioners and academics. Some also conducted extensive literature reviews, focus groups or job analyses. One followed up the committees' work with a survey of members to validate the translation of the body of knowledge to professional competencies.

Most of the organizations that responded referred to the accreditation process they used to apply the criteria for the selection of academic programs or courses. This process often involved some form of membership committee that reviewed the course or program against the established competencies and/or conducted site visits to assess the delivery of course content. One organization has a department that administers the qualification program and establishes course content requirements.

The question relating to the availability of specialized academic courses or programs applied to few organizations. One organization requires a university degree, including a certain number of hours of prescribed university credit courses, but noted that the relevant undergraduate programs at most provincial universities are accredited. Another organization noted that the short-term, professional course was available at the organization's education centre.

Few respondents were aware of the availability of distance learning opportunities. Of those who did, there was reference to distance education courses provided by an accredited university that might be acceptable.

Few respondents indicated that their organizations reviewed their criteria for the selection of academic programs or courses or reapplied those criteria to the program or course. In one case, the academic program or course is reviewed by an investigation committee every three years and must report to the committee every year. In another case, the organization's professional competencies are reviewed periodically and reviews of the partnerships with academic institutions are "envisaged". In a third case, the organization has just completed an accreditation process and plans to review their criteria for the selection of academic programs or courses on an on-going basis (either every 3 or 5 years). This organization updates its body of knowledge every five years to adjust for changes to practice, standards, and legislation.

- Q (For organizations that provide programs or courses which, if successfully completed, will meet in whole or part the requirements for the designation)
- a) By what process did the organization decide on the content of the courses?
  - b) Do the decisions on the course content reflect a body of knowledge that the organization has developed for the profession? If so, how was this developed? On what are the examination questions based if not on a body of knowledge?
  - c) How has your organization delivered the courses (by staff, volunteers, contractors)?
  - d) Approximately how many hours of classroom work and homework are usually needed to complete each of the courses? In order for a course to satisfy the designation requirement, must a formal final examination be taken?
  - e) Does the organization periodically review the content of the courses? How often and by what means does it do this? Have such reviews resulted in significant changes in course content?

Few respondents specifically referred to the process used to decide on the content of the courses provided by the organization (which, if successfully completed, will meet in

whole or part the requirements for the designation). One organization relies on an advisory board of highly experienced professionals. Another refers to their accreditation process, the development of which involved multiple professional stakeholders. Another informant reported that while a certain amount of courses or activities are needed to maintain certification, the content of the courses (while meeting the professional development needs of the organization) are mostly decided by other agencies. In other cases, the content of courses appears to be driven by the contents of entrance examinations, in which case the staff member, or instructor who prepares the examinations may in effect be setting the course content requirements.

Of the respondents who answered, all said that the content of the courses reflects the body of knowledge developed for the profession.

Many organizations reported that their courses were delivered by contracted, certified trainers. Several offer on-line distance education. The staff of one organization delivers training.

No respondent could provide an exact number of classroom or study hours needed to complete each of the courses. Most who provided information referred to the number of credit hours or days needed to obtain the designation. Requirements ranged from 2 days, to three to four days, to 25 hours, to 180 hours, to 230 hours, to 30 days, to six months of self-directed study. To maintain the designation, one organization required approximately 75 credit hours over a five year period. Two organizations reported that the course is followed by a formal final exam and one organization reported that there is no formal final exam.

Most informants reported that the content of courses is periodically reviewed, sometimes each time the course is offered (resulting in minor "tweaking"). One organization continuously reviews the content of courses and the quality of instruction through formal and informal evaluations. This organization reports significant changes in course content (and, in some cases, course instructors) as a result of these evaluations. Other organizations review course content less frequently or when knowledge/skills competencies change (as the result, for example, of changes to legislation).

- Q (For organizations that hold their own knowledge and skill examinations as all or part of the requirement for the designation)
- a) By what process does the organization develop the questions in the organization's knowledge and skill examinations?
  - b) Do the examination questions reflect a body of knowledge that the organization has developed for the profession? If so, how was the body of knowledge developed. On what are the examination questions based, if not on a body of knowledge?
  - c) What is the total number of hours allowed for each of the examinations?
  - d) How has your organization administered the examinations (by staff, volunteers, contractors)?
  - e) Does the organization periodically review the questions in the examinations? By what process does it do this? How often are the questions reviewed and what proportion of the questions is usually changed on each occasion?

Several organizations develop the questions in their knowledge and skills examinations through the use of members who volunteer to write questions based on the organization's professional competencies. These suggested questions are then subject

to staff or member committee review for approval. One organization gives members who prepare (approved) questions credit towards the continuing professional education required for maintaining the designation. In this case, the approval process involves validity testing of the item and according to this informant the process of developing, testing and revising the questions can be very time consuming. In another organization, volunteer question writers meet regularly to receive training and guidance from oversight committee members and organization staff in item development and the competencies for which questions are needed. Some organizations initially developed the questions for their knowledge and skill examinations based on the organizations' professional competencies and then engaged in member consultation to fine tune the items.

For the most part, the examination questions reflect a body of knowledge developed by or adopted by the organization for the profession. One informant noted that there is quite a gap between the general wording of the professional competencies and a body of knowledge specific enough to leave no doubt about what the exam questions and answers should be. As a result, in practice the pool of examination questions and correct answers is the body of knowledge.

Many of the exams administered by the organizations have a three hour maximum time limit. One organization requires four exams with maximum time limits of three and one-half hours each and another administers one exam with a six hour time limit.

Often, the exam is administered (i.e., prepared and marked) centrally by organization staff or paid contractors, but delivered or supervised by local proctors (member volunteers or contractors) approved by the organization. These exams may be regularly scheduled or specially arranged by the student.

Most respondents reported that the exam questions are periodically reviewed and replaced. Some organizations create a new examination each time from a large pool of questions that are gradually replaced. One informant noted that questions need to be regularly updated to reflect changes in provincial legislation.

- Q Is the same body of knowledge used by all the people responsible
- a) for the selection of academic programs and courses,
  - b) for the development of the organization's own training programs and courses and
  - c) for the design of the organization's own examinations? If not, how do the bodies of knowledge differ?

All respondents indicated that the same body of knowledge (often the applicable professional competencies) is used for all knowledge acquisition and testing activities.

- Q What arrangements do you have in place for monitoring the behaviour of your members and disciplining them for a failure to meet the obligations that the designation imposes? How onerous is this monitoring and disciplining function?

In response to this question several informants reported that their organizations monitor the payment of membership fees and the completion of continuing education requirements only. A few organizations monitor their members professional behaviour through site inspections and if a problem is discovered it is referred for investigation. Many others described their organizations' code of professional conduct or ethics, violations of which are referred for investigation to a complaints or discipline committee or to a staff member (ethics director). Valid complaints are referred to a disciplinary committee for review or hearing.

Several respondents noted that their code of conduct requires members to report a breach of the code (if they become aware of it) and maintenance of the designation requires the member to re-affirm compliance with the code of conduct annually. Complaints are also generated by the public or clients and one informant noted that a complaint investigation can be initiated based on media reports

One informant reported that if found to have violated the organization's code of conduct, members may be subject to suspension or directed to take an ethics course (fines are not used). Another informant referred to these sanctions as well as permanent revocation of the designation and letters of admonishment (have ability to fine but do not use it).

With respect to the burden imposed by monitoring and disciplining functions, respondents whose organizations monitor member activities through inspections report that the burden is significant both in terms of staff time, volunteer time and cost. One informant noted that inspections consume almost one-third of the organization's annual operating budget. Many other respondents reported the considerable time (staff and volunteer) and expense of investigations and disciplinary reviews, but noted that there are very few cases each year. At the other end of the scale, some respondents noted that monitoring of fee payment is automatic (by computer) and poses no special burden on the organization.

Q What arrangements do you have in place for responding to people who falsely claim to possess your designation? How onerous is this function?

Only one organization reported that the false use of their designation is a serious problem. This informant estimates that in one-half of the cases where the organization is contacted by an employer seeking to verify the credentials of an employee or potential employee, the credential is falsely claimed. In these cases, the organization needs the cooperation of the employer who received the false claim to prove the case and this cooperation is rarely forthcoming. The respondent commented that the organization occasionally checks telephone book listings or newspaper advertisements for false claims but that only a few hundred such checks are done each year.

For the most part the respondents interviewed did not consider false claims to their designations to be a significant problem. Cases are infrequent and in the main satisfactorily settled through the use of warning letters threatening legal action to cease and desist. One organization reported that false claims usually arise when a former member who has failed to meet ongoing certification obligations continues to use the designation.

As a result of the low frequency of cases and the effectiveness of threatening letters from lawyers when necessary, responding to false claims is not considered an onerous task by most of the respondents interviewed.

## **Set-up Costs**

Question: What are the major set-up costs?

Q Would it be possible to obtain an approximate cost figure in both volunteer time and money for each of the following development costs (as applicable to the organization):

- a) original development of a body of knowledge,
- b) original selection of academic programs and courses,

- c) original development of the organization's own courses,
- d) development of the organization's own examinations?

Many respondents could not provide estimated costs for these tasks, which often occurred many years ago.

Some respondents provided figures of between \$150,000 and \$250,000 to develop the bodies of knowledge or competencies originally. Other respondents provided estimated costs to review/revise their organizations' professional competencies ranging from \$15,000 to \$50,000, plus large amounts of volunteer time.

Respondents could not provide a dollar figure cost associated with the original selection of academic programs and courses. Many commented that this task involved a lot of volunteer and staff time.

Two respondents each noted estimated costs of \$10,000 to develop the organizations' own courses.

Costs to develop the organization's own examinations were also largely unknown. Several respondents noted that much staff and volunteer time was devoted to this task. One respondent estimated that developing the exam cost approximately \$200,000 including (mostly) volunteer time-in-lieu of charge.

## **Maintenance Costs**

Question: What are the ongoing maintenance costs?

- Q Would it be possible to obtain an approximate cost figure (excluding any development costs) in both volunteer time and money for each of the following ongoing costs (as applicable to the organization):
- a) periodic review of the body of knowledge,
  - b) periodic review of the selection of academic programs and courses,
  - c) the periodic review and delivery of the organization's own courses,
  - d) the periodic review and administration of the organization's own examinations,
  - e) the monitoring and disciplining of members to ensure that they meet the obligations that the award of the designation imposes (of which meeting the ongoing educational and experience requirements is one example)?
  - f) action in response to people who falsely claim to possess the designation.

Few respondents could estimate the ongoing costs to the organization of periodic review of the body of knowledge. One informant reported that ongoing costs are small, the body of knowledge will likely be revised every few years, and there are few changes expected to the code of conduct. One informant estimated that \$250,000 is spent every five years for body of knowledge review. Several respondents noted the use of volunteers to fulfill this function.

A single respondent estimated the cost of periodic review of the selection of academic programs and courses at \$10,000. Another informant reported that their costs in this area are recovered from the annual renewal fees paid by members.

In relation to the costs to the organization for the periodic review and delivery of the organization's own courses, few substantive answers were given. In many cases the question did not apply to the organization. One respondent cited the use of volunteers to deliver this function and another reported that costs are recovered from course fees.

A single informant provided cost information with respect to the periodic review and administration of the organization's own examinations. According to the respondent the major administration cost is for the rental of space in which to hold exams (about \$1,500 per session).

Two organizations reported that the costs associated with monitoring and disciplining of members to ensure that they meet the obligation that the award of the designation imposes are not substantial. One of these respondents noted that monitoring to verify membership renewal is done largely by computer and that meeting ongoing education requirements is not monitored (self-report only). Another organization noted that much of this function is performed by volunteers.

Where respondents provided dollar cost figures, the cost of monitoring and disciplining members ranged from a high of \$1.2 million (of which \$360,000 is for inspections and \$811,000 is for discipline) to a low of \$50,000 per year. One informant reported that costs for this function represents 1% of that organization's annual expenses.

## System Finance

Question: How would the system be financed?

- Q For each of the following sources of revenue, would it be possible to obtain both the amount the individual academic institution or individual person pays, and the total for each source (as applicable to the organization):
- a) the fee, if any, that is charged to an academic institution for the original selection and periodic review of its programs and courses,
  - b) the fee charged to an individual for each of the organization's own courses,
  - c) the fee charged to an individual for each of the organization's examinations,
  - d) any fee (over and above (b) and (c)) charged to an individual for the original award of the designation,
  - f) the annual fee for maintaining the designation (if this is separate from the annual membership fee for designated members – see Q#6
  - g) any contribution you have received with respect to the designation from a government or non-government source?

Three organizations reported that they charged academic institutions no fees for the original selection and periodic review of their programs and courses. Two organizations charge accredited institutions \$100 per year. The remaining organizations did not answer or the question was not applicable.

There was a wide range of responses regarding the cost to individuals:

- six organization had application fees of \$50, \$97, \$400, \$500, \$775, and \$1000 for their admission or application fees.
- one organization charges (in US dollars) \$85 for members or \$110 for non-members for each of four exams in addition to initial registration fees of \$60 for members and \$75 for non-members.
- one organization states that fees are set at cost-recovery which, for it, is \$415 for the obtaining of credentials and then an annual renewal fee of \$30.
- three organizations charged \$450 for the course fee, \$650 for the exam plus additional for the cost of textbooks.
- three organizations charge no additional fees for the original designation.

Apart from annual membership dues, two organizations charge an additional fee (\$125 and \$155) for maintaining specialized designations.

Q Taking account of all ongoing costs (but excluding development costs), would it be possible to obtain an approximate figure for net earnings / net losses experienced by the organization with respect to the designation?

Q How have you financed any net dollar losses incurred in the operation of the designation program?

Three of the five respondents who provided information about the net earnings/net losses experienced by the organization with respect to ongoing designation costs indicated that revenues from designation fees exceed the expenses for administering the designation program. One respondent indicated that the organization "breaks even". Another informant reported that designation fees total about \$75,000 and annual expenses are about \$99,000, resulting in a net loss from the designation program of about \$25,000. This shortfall is covered by revenue generated from other sources.

## Benefits

Question: Are tangible benefits of the credentialing system in evidence? What are they?

Q I would now like to finish with a few questions on the impacts, good and bad, that the designation has had on your organization.

- a) What major benefits was the designation expected to provide to the organization or its members, and to what extent have each of those expectations been met? As possible examples, do clients and employers hire on the basis of the designation?
- b) Have those who have not been able to meet the requirements for the designation stopped working in the field?
- c) Has the quality of the work performed by its practitioners generally improved?
- d) Is there a greater demand for the services of those with the designation?
- e) Has the income of those with the designation increased?
- f) Has the organization's income increased?

Generally, respondents felt that the major benefit of the designation was to impose qualification standards and improve the supply and quality of trained professionals. Several informants reported that employers value the quality assurance provided by the designation, give certified candidates preference when recruiting employees, and may encourage or require that current employees obtain the designation.

For the most part respondents reported that those who do not hold the designation (who may or may not meet the requirements for designation) have not stopped working in the field. One of these organizations is currently attempting to limit the role of unlicensed practitioners by expanding the definition of services protected by the designation.

Most of the informants who responded felt that the quality of work performed by those designated by their organizations had generally improved. These opinions are either based primarily on anecdotal evidence or rely on employment preferment as evidence of improved quality. One informant credited the improvement to increased access to and support for continuing education. One informant said it is too early to make this assessment for his organization.

Most respondents reported greater demand for the services of those with the designation. Several noted that their organization had no unemployed members, that individuals seek the organization's training because there is insufficient supply to meet the demand for qualified service providers. One respondent replied that while demand has not greatly increased, the reputation of those performing the service has improved. Another informant noted that demand for the designation will increase as more provincial governments require the designation for employment.

Most organizations do not collect information on members' salaries and respondents; they could not say whether incomes for those holding the designation had increased. One noted that their organization's recent annual report showed an increase in incomes but the respondent was not sure how much of this increase could be attributed to the designation. Four respondents reported that incomes had increased for those holding the designation. Two respondents said that their members were public servants and that the designation alone does not directly influence incomes (but may speed promotions).

Of those respondents who could provide a definite answer with respect to whether the organization's income had increased, four said "yes" (although one of these said "not by much") and two said "no".

Q What steps have you taken to maximize the benefits of the designation? As an example, what have you done to inform clients and employers about your designation and to promote its use in contracting and staffing decisions?

Few interviewees provided information on this topic. Those that did respond pointed to efforts to publicize the designation and to promote image and "brand" awareness. These organizations also work on building relationships with universities, provincial governments, private sector employers, and the media. One organization reported spending approximately one million dollars each year on relationship building, branding and marketing efforts.

Q What negative impacts has the designation had on the organization or its members, and what steps have you taken to minimize them?

None of the respondents could identify any negative impacts that the designation has had on the organization or its members.

Q Have clients' expressed concerns or even taken legal action because of their dissatisfaction with the performance of people with your designation? If so, how often does this happen? What action have you taken in response? What machinery do you have in place for dealing with failed applicants?

With respect to client dissatisfaction with the performance of people holding the designation, a few respondents referred to their organizations' complaint and discipline processes to deal with the relatively small number of public complaints received by the organization. No respondents were aware of any legal action taken as a result of dissatisfaction with the performance of a designated individual.

With respect to failed applicants, one respondent noted that the universities who deliver training deal with failures; another described a process by which the failed applicant can appeal the decision to an organization review body; and another respondent reported that failed applicants have to re-take the tests.

Q Have there been major complaints, possibly coupled with legal action, from people who have tried but failed to obtain the designation? If so, how often does this happen? What action have you taken in response?

Most respondents could think of no major complaints or legal action initiated by people who have tried but failed to obtain the designation. One informant described a case where the applicant challenged the organization's requirement for relevant *Canadian* experience, which the applicant alleged was racist and which was taken before a human rights tribunal (apparently without success).

Q How many people whose grandfathered designation has ended failed to obtain the regular designation? How many cases of this type have there been, and what sort of problem have they created for the organization? What action have you taken in response?

None of the interviewees felt that this question applied to their organization; that is, they had no grandfathering clause or the grandfathered designation did not expire.

Q How many cases have come to your attention about people falsely claiming to have your designation? What action have you taken? What has been the outcome, and have you been satisfied with it?

Respondents who had this information reported very few cases of people falsely claiming to hold the designation. Warning the offender generally stops the practice and respondents were satisfied with this outcome.

Q Has the organization ever decided to withdraw its approval from a program or course, and if so, what difficulties if any has this created with the academic institution concerned?

Most organizations that accredit programs or courses have never had to withdraw their approval. One respondent noted that they do everything in their power to preserve the program; if an approval was withdrawn, it would create problems. Another respondent commented on the considerable effort involved in accrediting a course or program (implying that withdrawal of an approval would be a very rare thing).

Two informants recalled instances where approval for a program or course had been withdrawn. In the first case, withdrawals had involved individual courses, but not entire programs, and no major difficulties resulted due to the good working relationships the organization maintains with its accredited schools (issues were resolved). In the second case, withdrawal of an approval resulted in substantial difficulties for the organization (no details were provided).

Q What effect do you believe the introduction of a designation has had on the adoption by the profession of new ideas and approaches: no effect, a positive effect, a negative effect? (If a positive or negative effect) In what ways has it had a positive / negative effect?

Several respondents commented that the introduction of the designation has had a positive effect on fostering identification and examination of new ideas and approaches (often via the forum for member communication provided by the organization). Adoption of these new ideas and approaches depends, based on the information given by one interviewee, on the periodic review and update of the organization's professional competencies.

One informant was not convinced that certification had resulted in any new ideas or approaches as the organization certifies against competencies only and the standards for the designation are quite low. Therefore, the designation itself does not encourage innovation. However, this informant also acknowledged the value of communication and networking within the organization in generating new ideas.

Q Do you have any other comments about your experience with your organization's professional designation?

Not surprisingly, responses to this question varied widely and are best dealt with individually, with little summarization. Comments included:

- Important that there be high standards that are well articulated and known to be associated -- something that sets it apart from others. In terms of governance, an Act that has general provisions that allows our Council to establish processes and details by bylaw gives flexibility to the organization to allow it to be up to date. If you have a detailed statute it can take years to change it. You don't want to go to government to increase members' fees, but even on the regulatory side the elements of disciplinary process and committees are best left to bylaws as opposed to being set out in legislation.
- It's a dynamic evolving process. You may have a lot that you want, but ask yourself what the basics are and start with that. There is nirvana but then there are the requirements; sometimes you can't have your cake and eat it too.
- The designation has helped to professionalize the area; it has encouraged people to upgrade, to bring young people into the industry and have fruitful careers. The code of conduct is also a big driver of demand for the designation.
- Certification is not for every organization -- for us people are signing up for courses and are interested in getting certified. This organization has strong volunteer backing and is run on a profit basis by its Executive Director.
- Very good program, but needs to keep evolving in light of changing demands. Partnerships are very important. Regrets that the last competencies review that they did had not included participation by clients.
- Program innovation is strongly influenced by whether there is someone motivated to lead the project. Organization is very dependent on the energy of those who are motivated.

## **Organizations without Designation**

[Note: Answers to these questions were provided by a maximum of three respondents.]

Q What consideration, if any, has been given by your organization to the establishment of a designation? Who took the initiative? Was there a particular spur for this initiative?

At the initiation of the principals of one organization the possibility of establishing a designation has been discussed with their advisory board and students.

At another organization there has been no recent discussion of the issue, but it has been discussed in the past at the initiation of two influential members who felt that there was a need for a professional designation.

The third informant advised that an organization must have considerable resources, particularly volunteer resources, before considering developing a designation for its members.

Q What organizational structure and process did you create for the examination and consideration of the issue?

None of these organizations created any formal structures or processes for the examination and consideration of the topic. For one organization, the issue was raised at a few board meetings but there was no interest so the issue was not studied. The respondent for another organization indicated that the issue was considered only in passing. A third organization has used an informal consultation process.

Q What process was there for obtaining the views of the members?

None of the organizations had attempted to obtain the views of its members on this issue.

Q What were those views initially and how did they change during the consideration of the issue?

This question was not applicable.

Q Was there an explicit decision not to proceed, or did the issue simply never come to a head? If there was an explicit decision, who took it, the governing body or the membership at large? (For example, did the governing body recommend proceeding but the general membership rejected the recommendation?)

For one organization the issue was discussed by its governing body, which decided not to proceed.

Q What were the particular forms of designation that were being considered?

No information is available on this topic.

Q What goals, objectives, purposes did the proponents think the designation would achieve?

No specific information is available on this topic.

Q What were the major reasons for not proceeding? For example, was the predominant view that the goals etc. weren't worth the financial cost and the hassle, or that the designation couldn't achieve them in any case, or that they could be achieved more easily by other means (if applicable, what were those other means)?

One respondent reported that the organization's members felt that pursuing designation status would be seen as an infringement of turf by their current credentialing bodies. Certification was viewed as closely related to standard-setting, which is not the function of the organization and is a function already performed by the other credentialing bodies.

Q What were the expected costs to the organization and how were they to be borne?

There were no responses to this question.

Q What now is the general view about not proceeding?

There were no responses to this question.

Q Has there been any thought given to reconsideration of the designation?

None of the organizations is currently reconsidering designation.

Q Have the goals of AC been achieved to some extent by other means?

There were no responses to this question.

Q Do you have any other comments you would like to make about the organization's consideration of a professional designation?

There were no responses to this question.

## **Accessibility**

Q How does your organization ensure access to its professional designation?

Several respondents noted that access to the professional designation is facilitated through the publication of clearly delineated eligibility requirements, policies and fees, as well as the provision of learning aids and exams held in locations across the country. Some interviewees cited their organizations' flexibility with respect to fees, acceptance of foreign or equivalent qualifications, or accommodation of handicaps or religious requirements. One respondent noted the availability of loans to students.

Q Do you allow those who are interested and could qualify to take designated course or equivalent, take an exam, or demonstrate acquired experience ?

A slight majority of respondents (four of seven) said that their organizations allow those who are interested and could qualify to take designated course or equivalent to take an exam or demonstrate acquired experience. One of these informants clarified that professionals with work experience can write the organization's entrance exam without having to take the accredited course.

Q Is equal access to those in all regions of the country a concern for you?

For the most part, equal access to those in all regions of the country was not a concern for the respondents. Most felt that access in all regions is good with several informants noting the ready availability of learning aids (often online) and access to the entrance exams (in major population centres across the country and in one case the opportunity to write the entrance exam online). One informant did note that activities required for the maintenance of the designation may not be readily available in remote locations.

Q Is financial access an issue for any of your members? (Do you provide any forms of financial support such as scholarships, reduced rates for courses, etc.?)

Based on the few responses to this question, financial access does not appear to be a significant issue for the organizations. One informant noted that the organization provides no financial support or fee reduction arrangements and another noted that the organization does not provide scholarships. A third informant reported that the program is sponsored by employers and dues are paid by employers.

Q Is there access to those who may be outside of what is considered the "mainstream" of practice?

Most organizations allow for access to those who may be outside of what is considered the "mainstream" of practice. However, many of these organizations require a certain amount of directly related experience in the field, so that in practice access is limited to those in the mainstream.

Q Is there access for those whose main professional identity is not in the field but whose job includes responsibilities related to it?

According to the responses received, access for those individuals whose main professional identity is not in the field but whose job includes related responsibilities is

generally limited to those candidates who can fulfill all of the requirements for designation (including experience requirements) and for maintenance of the designation.

Q Is there any evidence that your mechanisms for designation have excluded individuals who may have desired and could have obtained designation? If so, which types of individuals, in what settings? What has been the impact of this on your profession?

No respondents identified any mechanisms for designation that have excluded individuals who may have desired and could have obtained designation. Several informants indicated that anyone who can fulfill the requirements will be awarded the designation. One interviewee commented that a lack of proficiency in English could limit a person's ability to obtain the designation.

## Other

Question: In your field, are there individuals whose activities or practices could ostensibly be considered part of the field coming under the designation but who are not designated?

Q What is the size of this group relative to the designated group?  
Why are these individuals not designated? (not sought it, failed to achieve it?)  
What are the impacts of this on the clientele or public served by your field?  
What are the impacts of this on the field as a whole?

Most respondents reported that many individuals whose activities or practice could ostensibly be considered part of the field encompassed by the designation are not designated.

Several informants estimated that the proportion of designated to non-designated individuals is approximately 50/50 within their organizations. Some respondents noted that it is very difficult to estimate the number of individuals outside the organization who are practicing in the field.

Individuals may choose not to become designated due to the cost and effort of obtaining the designation, because it is not required by statute, because it is not required by employers, because they are already well established and don't see the need for the designation, or, perhaps, because of a lack of qualifications and a fear of failure.

Respondents did not address the impacts non-designated individuals have on the clientele or public served by their fields. Likewise, respondents did not address the impacts non-designated individuals have on the field as a whole.

## Annex A: Interview Guide

### NOTES FOR INTERVIEWER

This is an interview guide prepared for experienced and knowledgeable interviewers. It assumes, *inter alia*, that the interviewer will realize when a question is not applicable; thus there are no skips in the existing format or other assists for the inexperienced interviewer.

There are a lot of questions and, at many organizations, this will take about an-hour-and-a-half. For those organizations, it may be best to stop after about 45 minutes and re-schedule a continuation interview.

Associated with this interview guide is an Excel workbook with a spread sheet that contains all of the questions (keyed to this Guide). Please record the information received on this sheet. It will be later transferred to a master workbook for analysis. The questions in this Guide are keyed to the same questions in the workbook.

Before the interview, the organization's web site should be examined to answer as many of the questions as possible. This approach will likely be especially useful for questions that deal with the basic characteristics of the organization (the tombstone data). The interview could then concentrate on filling any gaps or seeking clarifications.

It is important to pick up the tombstone and legal status stuff. Both are relevant to costs and benefits. The size of the organization in terms of number of members (part of the tombstone stuff) is a major consideration, for it has a large effect on the per member costs, what with the very considerable economies of scale that apply to the award and maintenance of professional designations.

A study conducted in 1997 study included a number of the organizations that are to be part of the current study. See Appendix B of the report of that study for a list of organizations interviewed (<http://evaluationcanada.ca/txt/longkishchukreport.pdf>).

Interviewers may want to briefly review the findings in that study regarding the organizations they are to interview. This, together with the examination of the website, should help in understanding the organization and may suggest supplementary probe questions.

### INTRODUCTORY STATEMENT

The initial contact should start with a statement along the following lines.

My name is.... I'm calling on behalf of the National Council of the Canadian Evaluation Society. The Canadian Evaluation Society represents the professionals who conduct evaluations of the programs carried out by governments, not-for-profit and for-profit organizations across Canada. Such evaluations assess the impacts that such programs have on Canadians, consider whether the program is still necessary, and identify the ways in which the same impacts could be achieved more economically.

Although most people who conduct program evaluations are highly trained in the field, there is at present no professional designation that certifies that a particular

Professional Designations for Evaluators  
January 22, 2007

individual is properly qualified. The Society's National Council is interested in establishing a designation of this type. Before taking a decision on this matter, the Council wants to learn about the experience that other organizations have had with professional designations. It wants to learn not only from those organizations that have put a designation in place, but also from those who have decided explicitly against doing so or who have not yet taken a decision.

### INTERVIEW GUIDE

SOW Question	Q#	Interview Question <b>Bold</b> indicates high priority question <i>Italics</i> indicates low priority question
	1	Write in the name of the professional designation?
	2	<i>What type of work do your members perform? Is there a formal statement available that describes this?</i>
	3	What are the purposes of your organization (as opposed to the type of work performed by your members)? Is there a statement setting them out?
Background	4	What is the structure for governing the organization? In particular, what governing bodies exist at each of the national, provincial/territorial and local levels, and what broad functions are performed at each of those levels? <i>(Some of the functions that respondents will mention here will be those required for the management of the designation. There is no need to get into the details at this point. There are specific questions on this matter below.)</i>
Background	5	How are appointments made to each of the governing bodies?
Background	6	How many members do you have?
Background	7	What are the annual fees required of each of your membership types (e.g. designated, associate, student, etc.)?
Background	8	How much revenue do fees provide annually?
Background	9	What are each of the other main sources of revenue and how large are they?
Background	10	How much is the organization's annual budget and what is its allocation among your main activities? Would it be possible to have a copy of the budget document?
Background	11	Could I obtain a copy of the legal document(s) establishing your organization (for example, the letters patent, the statute and any with regulations pursuant to it) that establishes your organization?
On what professional standards of practice is the system based?	12	How many types of designation do you have? For example, is there a basic one and then a number of specialized ones? <b>If there is more than one designation, the following questions will have to be asked for each designation.</b>
On what professional standards of	13	When was the designation established?
On what professional standards of	14	Is the statute that provides for your designation federal or provincial, and if provincial, in which provinces/territories does it exist?
On what professional standards of	15	What legal obligations does the statute impose on your organization?
On what professional standards of	16	What must you do to meet those obligations?

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practice is the system based?	17	What legal powers does the statute confer on your organization?
	18	What must you do to exercise those legal powers?
	19	What legal obligations does the statute impose on people who hold your designation?
	20	What must they do to meet those obligations?
	21	What legal powers does the statute confer on people who hold the designation?
	22	What must they do to exercise those powers?
	23	<b>What changes if any have there been in the designation's legal status since its inception?</b> By status, I mean the legislation providing for the designation and the obligations it imposes and the powers it confers.
	24	<b>Have you had partners in either the development or ongoing management of the designation? If so, could you say who they were and describe the roles they played? For what reasons were the partnerships established?</b>
What training and professional development options are acknowledged? Are training programs accredited by the organization?	25	<b>What training and professional development options are acknowledged?</b> <b>Are training programs accredited by the organization?</b>
Who delivers training?	26	<b>Who delivers training?</b>
Are differential levels of professional credential identified and maintained? On what basis are distinctions made?	27	Have you had partners in either the development or ongoing management of the designation? If so, could you say who they were and describe the roles they played? For what reasons were the partnerships established?
Are differential levels of professional credential identified and maintained? On what basis are distinctions made?	28	<b>What are your main requirements for the original award of the designation to an individual and also for its periodic renewal? For example, for the original award, must applicants have:</b>
	29	<b>a)</b> successfully completed certain programs or courses given by post-secondary institutions <b>and/or</b>
	30	<b>b)</b> successfully completed certain programs or courses given by your organization, <b>and/or</b>

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	31	<b>c)</b> passed knowledge and skill examinations held by your organization; <b>and/or</b>
	32	<b>d)</b> acquired a certain amount and type of experience?
	33	<b>For the periodic renewal of the designation, must holders:</b>
	34	<b>e)</b> attend a certain number of days of certain types of professional training? If so, how many? How are the approved types of training specified? What evidence is required for this?
	35	<b>f)</b> work for a certain number of days per year in the profession, and if so, how many? What evidence is required for this?
Is demonstration of continuous learning required of members in order to maintain credentials? What sorts of learning experiences qualify?	36	(For organizations that select academic programs or courses that, if successfully completed, will meet in whole or part the requirements for the designation)
	37	<b>What are your criteria for the selection of the academic programs or courses? For example, do you have criteria for the course content, for the qualifications of the instructors, or for the reputation of the academic institution?</b>
Is demonstration of continuous learning required of members in order to maintain credentials? What sorts of learning experiences qualify?	38	<b>Do the criteria for the course content reflect a body of knowledge that the organization has developed for the profession? If so, how was this body of knowledge developed, and would it be possible to obtain a copy of it? On what are the criteria for the course content based if not on a body of knowledge?</b>
	39	<b>By what process has your organization <u>developed the criteria</u> for the selection of academic programs and courses?</b> By "process" I mean for example the types of resources you have used (the staff of the organization, volunteers, contractors), the way they were structured, and the steps they took.
	40	<b>Similarly, by what process (in terms of resources, structure, etc.) has your organization <u>applied the criteria</u> for the selection of academic programs and courses?</b>
	41	<i>(For academic programs and courses that appear to be quite specialized and are thus likely not very common)</i>
	42	What institutions now provide the programs and courses, are they at the graduate or undergraduate level, and how many terms of full-time study is usually needed to complete them?
Is demonstration of continuous learning required of members in order to	43	Do these programs / courses provide for distance learning?
	44	Does the organization periodically review its criteria for the selection of academic programs or courses and/or reapply the criteria to the programs and courses? How often are such reviews held and how often are the criteria reapplied? How are these tasks performed?

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maintain credentials? What sorts of learning experiences qualify?	45	<i>(For organizations that provide programs or courses which, if successfully completed, will meet in whole or part the requirements for the designation)</i>
	46	<b>a) By what process did the organization decide on the content of the courses?</b> By "process" I mean for example the types of resources that are used (the staff of the organization, volunteers, contractors), the way they are structured, and the steps they take.
	47	b) Do the decisions on the course content reflect a body of knowledge that the organization has developed for the profession? If so, how was this developed, and would it be possible to obtain a copy of it? On what are the examination questions based if not on a body of knowledge?
	48	c) How has your organization delivered the courses (by staff, volunteers, contractors)?
	49	d) Approximately how many hours of classroom work and homework are usually needed to complete each of the courses? In order for a course to satisfy the designation requirement, must a formal final examination be taken?
	50	e) Does the organization periodically review the content of the courses? How often and by what means does it do this? Have such reviews resulted in significant changes in course content?
	51	<i>(For organizations that hold their own knowledge and skill examinations as all or part of the requirement for the designation)</i>
	52	<b>a) By what process does the organization develop the questions in the organization's knowledge and skill examinations?</b> By "process" I mean for example the types of resources that are used (the staff of the organization, volunteers, contractors), the way they are structured and the steps they take.
	53	b) Do the examination questions reflect a body of knowledge that the organization has developed for the profession? If so, how was the body of knowledge developed, and would it be possible to obtain a copy of it? On what are the examination questions based, if not on a body of knowledge?
	54	c) What is the total number of hours allowed for each of the examinations?
	55	d) How has your organization administered the examinations (by staff, volunteers, contractors)?
	56	e) Does the organization periodically review the questions in the examinations? By what process does it do this? How often are the questions reviewed and what proportion of the questions is usually changed on each occasion?

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	57	(For organizations that require a combination of (i) academic programs and courses, (ii) their own training programs and courses and (iii) their own examinations)
	58	Is the same body of knowledge used by all the people responsible (choose as applicable to the organization) (a) for the selection of academic programs and courses, (b) for the development of the organization's own training programs and courses and (c) for the design of the organization's own examinations? If not, how do the bodies of knowledge differ?
	59	What evidence is required for claimed experience, both for the original award of the designation and for its periodic renewal?
	60	What arrangements do you have in place for monitoring the behaviour of your members and disciplining them for a failure to meet the obligations that the designation imposes?
	61	How onerous is this monitoring and disciplining function?
	62	What arrangements do you have in place for responding to people who falsely claim to possess your designation?
	63	How onerous is this function?
	64	Since the inception of the designation, has your organization had grandfathering arrangements by which the designation was automatically awarded to existing members? If so what are the conditions of those arrangements? For example, for how long must the person have been a member of your organization to qualify for grandfathering, and for how long does the grandfathered designation remain in force without the person having to meet the normal designation requirements?
(Non SOW) Questions added on July 26	65	How does your organization ensure access to its professional designation
	66	a) Do you allow those who are interested and could qualify to take designated course or equivalent, take an exam, or demonstrate acquired experience ?
	67	b) Is equal access to those in all regions of the country a concern for you?
	68	c) Is financial access an issue for any of your members? (Do you provide any forms of financial support such as scholarships, reduced rates for courses, etc.?)
	69	d) Is there access to those who may be outside of what is considered the "mainstream" of practice?
	70	e) Is there access for those whose main professional identity is not in the field but who job includes responsibilities related to it?

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	71	b) Is there any evidence that your mechanisms for designation have excluded individuals who may have desired and could have obtained designation? If so, which types of individuals, in what settings? What has been the impact of this on your profession?
What are the major set-up costs?	72	Would it be possible to obtain an approximate cost figure in both volunteer time and money for each of the following <b>development costs</b> ( <i>as applicable to the organization</i> ):
	73	<b>a) original development of a body of knowledge,</b>
	74	<b>b) original selection of academic programs and courses,</b>
	75	<b>c) original development of the organization's own courses,</b>
	76	<b>d) development of the organization's own examinations?</b>
What are the ongoing maintenance costs?	77	<b>Would it be possible to obtain an approximate cost figure (excluding any development costs) in both volunteer time and money for each of the following <u>ongoing costs</u> (<i>as applicable to the organization</i>):</b>
How would the system be financed?	78	<i>a) periodic review of the body of knowledge,</i>
	79	<b>b) periodic review of the selection of academic programs and courses,</b>
	80	<b>c) the periodic review and delivery of the organization's own courses,</b>
What are the ongoing maintenance costs?	81	<b>d) the periodic review and administration of the organization's own examinations,</b>
	82	<b>e) the monitoring and disciplining of members to ensure that they meet the obligations that the award of the designation imposes (of which meeting the ongoing educational and experience requirements is one example)?</b>
How would the system be financed?	83	f) action in response to people who falsely claim to possess the designation.
	84	<b>For each of the following <u>sources of revenue</u>, would it be possible to obtain both the amount the individual academic institution or individual person pays, and the total for each source (as applicable to the organization):</b>
	85	a) the fee, if any, that is charged to an academic institution for the original selection and periodic review of its programs and courses,
	86	<b>b) the fee charged to an individual for each of the organization's own courses,</b>
	87	<b>c) the fee charged to an individual for each of the organization's examinations,</b>
	88	<b>d) any fee (<i>over and above (b) and (c)</i>) charged to an individual</b>

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		<b>for the original award of the designation,</b>
	89	<b>f) the annual fee for maintaining the designation</b> (if this is separate from the annual membership fee for designated members – see Q#6)
	90	g) any contribution you have received with respect to the designation from a government or non-government source?
	91	<b>Taking account of all ongoing costs (but excluding development costs), would it be possible to obtain an approximate figure for net earnings / net losses experienced by the organization with respect to the designation?</b> <b>Any available details on the derivation of this figure would be very helpful.</b> <b>How have you financed any net dollar losses incurred in the operation of the designation program?</b>
Are tangible benefits of the credentialing system in evidence? What are they? (There is no limit on the generality of this question. However, there are certain possible negative impacts that have been recurring concerns in past discussions about professional designation, and these need to be explicitly addressed in the interviews. These possible negative impacts are dealt with in the following group of questions. Use these	92	<b>I would now like to finish with a few questions on the impacts, good and bad, that the designation has had on your organization.</b>
	93	<b>What major benefits was the designation expected to provide to the organization or its members, and to what extent have each of those expectations been met?</b> As possible examples, do clients and employers hire on the basis of the designation?
	94	Have those who have not been able to meet the requirements for the designation stopped working in the field?
	95	Has the quality of the work performed by its practitioners generally improved?
	96	<b>Is there a greater demand for the services of those with the designation?</b>
	97	Has the income of those with the designation increased?
	98	Has the organization's income increased?
	99	What steps have you taken to maximize the benefits of the designation? As an example, what have you done to inform clients and employers about your designation and to promote its use in contracting and staffing decisions?
	100	<b>What negative impacts has the designation had on the organization or its members, and what steps have you taken to minimize them?</b>
	101	<b>Have clients' expressed concerns or even taken legal action because of their dissatisfaction with the performance of people with your designation?</b> If so, how often does this happen? What action have you taken in response? What machinery do you have in place for dealing with failed applicants?

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<p>questions as needed if the impacts they address have not already been dealt with.)</p> <p>Are tangible benefits of the credentialing system in evidence? What are they? (There is no limit on the generality of this question. However, there are certain possible negative impacts that have been recurring concerns in past discussions about professional designation, and these need to be explicitly addressed in the interviews. These possible negative impacts are dealt with in the following group of questions. Use these questions as needed if the impacts they address have</p>	102	<p><b>Have there been major complaints, possibly coupled with legal action, from people who have tried but failed to obtain the designation?</b> If so, how often does this happen? What action have you taken in response?</p>
	103	<p>How many people whose grandfathered designation has ended failed to obtain the regular designation? How many cases of this type have there been, and what sort of problem have they created for the organization? What action have you taken in response?</p>
	104	<p>How many cases have come to your attention about people falsely claiming to have your designation? What action have you taken? What has been the outcome, and have you been satisfied with it?</p>
	105	<p>Has the organization ever decided to withdraw its approval from a program or course, and if so, what difficulties if any has this created with the academic institution concerned?</p>
	106	<p>What effect do you believe the introduction of a designation has had on the adoption by the profession of new ideas and approaches: no effect, a positive effect, a negative effect? (If a positive or negative effect) In what ways has it had a positive / negative effect?</p>
	107	<p>Do you have any other comments about your experience with your organization's professional designation?</p>
	108	<p>What consideration, if any, has been given by your organization to the establishment of a designation? Who took the initiative? Was there a particular spur for this initiative?</p>
	109	<p>What organizational structure and process did you create for the examination and consideration of the issue?</p>
	110	<p>What process was there for obtaining the views of the members?</p>
	111	<p>What were those views initially and how did they change during the consideration of the issue?</p>
	112	<p>Was there an explicit decision not to proceed, or did the issue simply never come to a head?</p>
	113	<p>If there was an explicit decision, who took it, the governing body or the membership at large? (For example, did the governing body recommend proceeding but the general membership rejected the recommendation?)</p>
	114	<p><b>What were the particular forms of designation that were being considered?</b></p>
115	<p>What goals, objectives, purposes did the proponents think the designation would achieve?</p>	

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not already been dealt with.)	116	<b>What were the major reasons for not proceeding?</b> For example, was the predominant view that the goals etc. weren't worth the financial cost and the hassle, or that the designation couldn't achieve them in any case, or that they could be achieved more easily by other means (if applicable, what were those other means)?
	117	<b>What were the expected costs to the organization and how were they to be borne?</b>
	118	What now is the general view about not proceeding?
	119	Has there been any thought given to reconsideration of the designation? Have the goals of AC been achieved to some extent by other means? Do you have any other comments you would like to make about the organization's consideration of a professional designation?
(Non SOW) Questions added on July 26	120	In your field, are there individuals whose activities or practices could ostensibly be considered part of the field coming under the designation but who are not designated? What is the size of this group relative to the designated group? Why are these individuals not designated? (not sought it, failed to achieve it?) What are the impacts of this on the clientele or public served by your field? What are the impacts of this on the field as a whole?