



.Thinklounge Research



# Qualitative & Quantitative Research Into IEMLT Opinions On Alternate Careers

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## 1. EXECUTIVE SUMMARY

### ***There Are Positive Feelings Towards Alternate Careers Once The Concept And Benefits Are Fully Explained.***

The main result of this study shows that once IEMLT's understand the concept of alternate careers, they will have positive feelings about being shown areas of potential employment outside of the MLT field. Specifically, IEMLT's need to be told that alternate careers will make use of their skills, that the career can be something to pursue instead of becoming an MLT or an option to support themselves through the process. IEMLT's also need to be reassured that alternate careers are "real" opportunities and that investigating an alternate career does not impact one's chance of becoming an MLT. Along with this, they need to hear that CSMLS takes all IEMLT applications seriously. These concepts can be summed up in the words "choice", "hope" and "productively using MLT skills" as they seek full employment in Canada.

In the focus groups, opinion was somewhat negative towards alternate careers until two concepts were explained. The first is that alternate careers allow people to better plan for their employment while overseas – and participants agreed quite strongly that planning for their employment in Canada while in their home countries was a very prudent action to take. The second clarification that improved opinion towards alternate careers is that they are not "job postings" or "help wanted ads" of any kind but rather information that IEMLT's can use to plan how they should proceed with attaining gainful employment in Canada.

The quantitative findings show a similar a similar pattern:

- Initially just under four in ten (37%) expressed strong interest in knowing about alternate careers when presented without any sort of explanation. In fact, two in ten (19%) had no interest in alternate careers at all. Respondents indicated in open ended question that they do not want to be distracted from their main goal of being an MLT.
- Once alternate careers were explained fully in the quantitative survey, 66% felt that it would be very useful for immigrants to research alternate careers, with 89% feeling that it is useful overall to do so (a combination of those who said "Very Useful" and "Somewhat Useful").
- Similar feelings are expressed towards CSMLS for offering alternate career information. That is to say, when placed in the proper context respondents generally feel that it is a positive for CSMLS to offer information on alternate careers.

Both the qualitative and quantitative studies did uncover some participants and respondents who firmly believe that CSMLS should only focus on processing applications efficiently and making becoming an MLT in Canada as easy as possible. These individuals



also tended to say that alternate careers would distract IEMLT's from their main goal of being an MLT. However, these opinions tended to be in the minority, and tended to shift a bit when the concept of alternate careers was fully explained. More specifically, participants in the focus groups that viewed offering alternate careers positively felt that CSMLS was being honest and that it is simply prudent planning to know of other career opportunities when immigrating to a new country. Some felt that having career information in one place was a positive as well and felt that CSMLS was being efficient in offering other career information on its website.

Along with the view of CSMLS being open and honest about providing alternate career information, some participants and respondents wanted CSMLS also to indicate how long it would take to be an MLT in Canada, and provide some sort of indication of the likelihood of success. Individuals felt that this information is part of the full picture of being an MLT in Canada, and if CSMLS is going to be honest and frank in offering alternate career information, it should also give people a sense of what is really involved in the IEMLT process. Overall 75% on the quantitative survey agreed that this kind of information should be provided hand-in-hand with alternate career information.

### ***Results Provide Further Insight Into Providing Alternate Career Information***

#### Timing Of Alternate Career Information

For the most part, respondents want to know about alternate career information as soon as possible in their home country (45% felt this was the best time to offer alternate career information). This relates to the idea of prudent planning for one's future career in Canada. However, there was a fairly strong minority opinion that alternate career information should only be provided once an individual knew with more certainty how long it would take them to be an MLT in Canada. That is to say, some wanted it only after a credential evaluation was complete (17% felt this was the best time to offer alternate career information) or after an unsuccessful exam (24% felt this was the best time).

#### Career Areas Of Interest

Respondents have a strong interest in staying in the medical field. Over seven in ten (72%) say they are very interested in alternate careers within the medical field. However, careers in science in general also interest respondents. While only 46% are very interested in careers in science in general, 73% have at least some interest in careers in science. The focus groups indicated that participants like having an impact on people's lives that can be found in health care. However, participants also were not as aware of careers within the general science community, and once they were made aware of them, their interest was piqued enough to investigate or find out more. In terms of specific careers, those in "the lab" maintain the most interest. Overall participants are very interested in careers in the biotech industry (49% giving a 10/10 interest rating), MLA (46%), pathology assistant (45%) and biological technician (35%). There is interest in other career areas, but interest in those areas (e.g. sales, IT) tends to be more driven based on personality (i.e. is one's



personality suited for a certain career) and willingness to try new things as opposed to training and passion.

### Fact Sheets & Communications About Alternate Careers

Individuals in the research provided a priority order of information that they had in their minds about alternate careers. First, they wanted to know if the field was of interest to them. Second, they wanted to know the likelihood of employment and whether it was stable employment. Third, they wanted to know the kinds of skills needed, retraining initiatives and whether the field would welcome immigrants. Fourth, they wanted to know the salary and whether the field is regulated. Overall, participants felt that getting a job of interest was their first priority, with all other considerations being secondary. However, when participants examined their options further, they really wanted to know whether the field would employ immigrants and how accepting it was of them. Within the focus groups for example, some participants looked at the alternate career fields and felt that they would encounter the same issues in those fields that they did with MLT, whether it be a long certification process, a lack of jobs and a resistance to immigrants among employers.

Individuals in the research felt that receiving information on a website was the best way to find out about alternate careers.

To the above point, participants in the focus groups generally had very positive feedback for the sample fact sheets. Participants felt that they contained enough information for them to investigate or consider the alternative career, though there is one piece of information participants felt was missing. Some participants wanted the fact sheets to give sense of what kinds of initiatives were aimed at immigrants to help them secure employment in their field. Participants appreciated the salary ranges, but at the same time though remuneration information was not rated initially as being an important factor for individuals to consider when looking at an alternate career.

### “Related Careers” Is The Preferred Term

Participants and respondents were asked to evaluate a number of names for the concept of Alternate Careers. Just about half of all respondents (47%) indicated that they preferred the term “Related Careers” to describe other areas that may offer employment to IEMLT’s. Just under four in ten (36%) preferred the terms “Career Options”. Interestingly only about one in ten (12%) preferred the term “Alternative Careers”, and the term used in the survey – “Alternate Careers” had only 4% rating it the preferred term.



## 2. OBJECTIVES & METHODOLOGY

### *Objectives*

There are four main objectives to this research:

**Objective #1 - Perception of alternative careers among IEMLT's & when information is best presented.** Had IEMLT's considered alternative careers prior to the groups? At what point in the process had they considered them? At what points would they like to have them presented? How do they view alternative careers as a reflection on them? How do they view CSMLS for suggesting alternative careers? Are alternative careers "lesser" in general? What are opinions towards careers outside of healthcare? Are non health-care careers perceived as "lesser"? Would participants consider "lesser" careers if there was a better chance of employment and good remuneration?

**Objective #2 – Types Of Alternate Careers** Broadly, what types of alternate careers are of interest to participants? What types would they outright reject? Would careers outside healthcare be a consideration? Under what conditions? Do they have to be science-related? What is the perception of careers outside of health care and how are they perceived? What factors would make a career appealing – is it the kind of work, the amount of retraining, the pay, etc...

**Objective #3 – Information About Alternate Careers And How It Should Be Presented** What kind of information do IEMLT's want about alternative careers? How detailed does it have to be? What questions should it answer? What sources should it come from? How should it be presented? How would the information help them choose a career? What information is most important to them?

**Objective #4 – Basic Understanding Of The IEMLT Application Process** Key Questions – How is the process of becoming an IEMLT going? Are there any difficulties and challenges? How long is it taking? Are there setbacks? What forms of support are you using? Are you considering any other options instead of being an MLT?

The methodology and research instruments used in this study were approved by CSMLS' Research Ethics Board.

### *Methodology*

#### Focus Groups

Eight focus groups were conducted in the last week of April, 2014. Six in-person groups were conducted with two in each of Toronto, Winnipeg and Vancouver, and two on-line groups were held. Between six to eight participants were invited to each group, and about 5-7 actually participated in each group. Participants were paid \$75 to participate. The focus groups lasted for two hours and participants conducted a pre-group exercise and



were then lead through a discussion by a moderator who followed a guide, but also allowed for a free-flowing discussion among participants.

Participants were initiatlly made aware of the focus groups through postings made in CSMLS's e-Blast newsletter. Individuals were told that CSMLS was looking for IEMLT's to participate in a focus group. Interested individuasl clicked through to a Thinklounge website, where they were told more about the focus groups, and were asked to provide contact information to be invited to the focus groups. When group locations were decided, participants were recruited by telephone interviewers to the focus groups. Participants were screened to be IEMLT's who were either in the process of becoming certified with CSMLS or had worked in the field for under three years. Both sets of participants were combined in the same groups.

### Online Survey

The focus groups helped provide input into a quantitaitive survey instrument. The survey was implemented on-line between June 12 and June 27, 2014. Respondents were invited via email and sent two additional reminders during the period the survey was open. Participants could complete the study in English or French. The survey took approximately 10-12 minutes to complete. Respondents accessed the survey through a link in the email invitations telling them about the research. Respondents could return to the survey from the same device they started it on to finish it. Of particular note, the survey contained a detailed explanation of alternate careers so that respondents all were working from the same definition of what the term means.

Participants were screened in the survey to ensure that they were internationally educated and that they were either still in the IEMLT process, or had been certified for under three years. This ensured that those who have an interest in the process and those with recent experience provide opinions on alternate careers

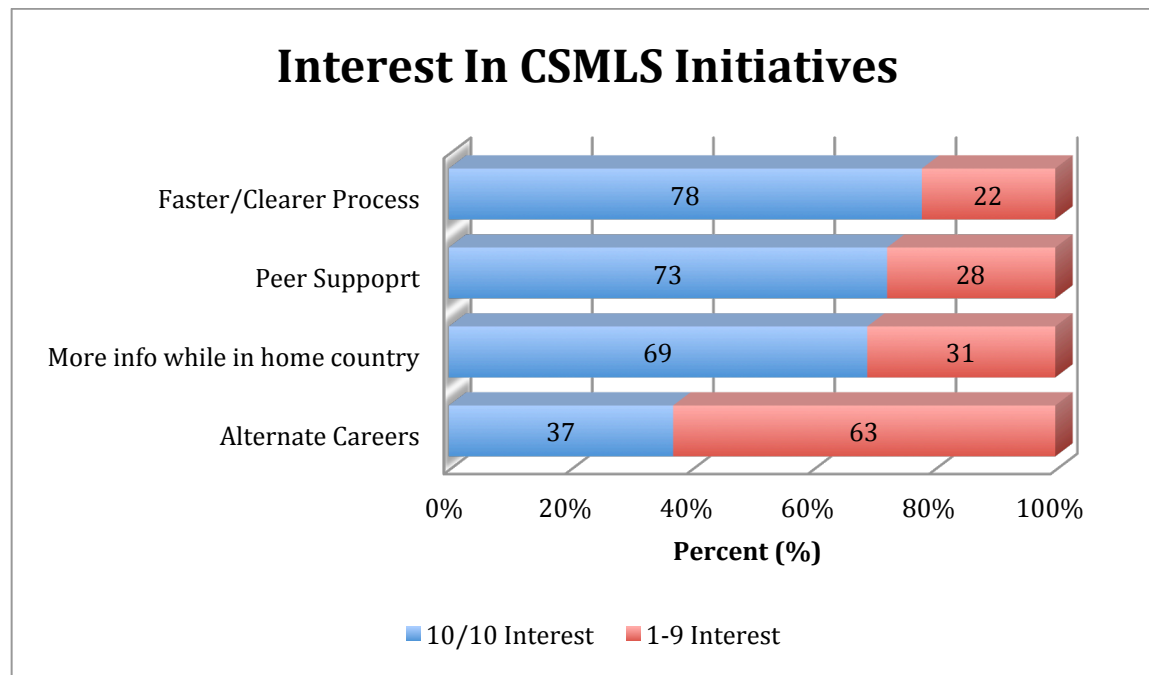
In terms of key numbers for the survey:

- A total of 2,829 individuals were sent email invitations. This represented email addresses for all PLA applicants and those who had written the exam since May 2011. With tracking email clicks, a total of 36% of those receiving the email opened it on any one of the three occasions they were sent a notice.
- A total of 570 individuals attempted the survey, with a total of 252 completing it from start to finish. The data in this report are based solely on the 252 completed responses, as opposed to those who broke-off and only partially completed the survey.
- A sample of 252 individuals out of a population of 2,829 individuals has a margin of error at the 95% confidence interval of  $\pm 5.89\%$ .



### 3. OVERALL INTEREST IN ALTERNATE CAREERS

#### *Initial Interest In Alternate Career Advice From CSMLS Is Fairly Low...*



"How interested would you be in each of the following while becoming an MLT in Canada?" 1-10 Likert Scale, with 10="Very Interested" and 1="Not Interested At All". Base is approximately 250 individuals.

Respondents were asked to rate their interest in a number of initiatives in which CSMLS could engage that relate to IEMLT's. The purpose of the question is to investigate interest in alternate career suggestions relative to other activities that could be perceived as useful to IEMLT's during the application process. It is important to note that the items in the question were rotated so that no order bias occurred in the responses.

Overall, as the chart shows, there is fairly high interest in all activities, except alternate careers. While about seven-in-ten individuals express strong interest (defined as a rating of 10 on a 10-point scale where 10 is "Very Interested") in a better application process, peer support and getting more information while in one's home country, only 37% are "very interested" in information regarding alternate careers. The frequency distribution of responses for interest in alternate career information, relative to other initiatives shows that 19% rated their interest at a 1 out of 10, the lowest possible interest in such an initiative.

This is not to say that interest in alternate careers from the outset is low. The fact that four-in-ten (37%) do give a 10/10 interest rating to it suggests that there is a fairly significant minority that wants to know more about alternate careers and is willing to listen to more information about them. This quantitative result reflects findings from the focus groups. The qualitative research showed the process of becoming an MLT is viewed

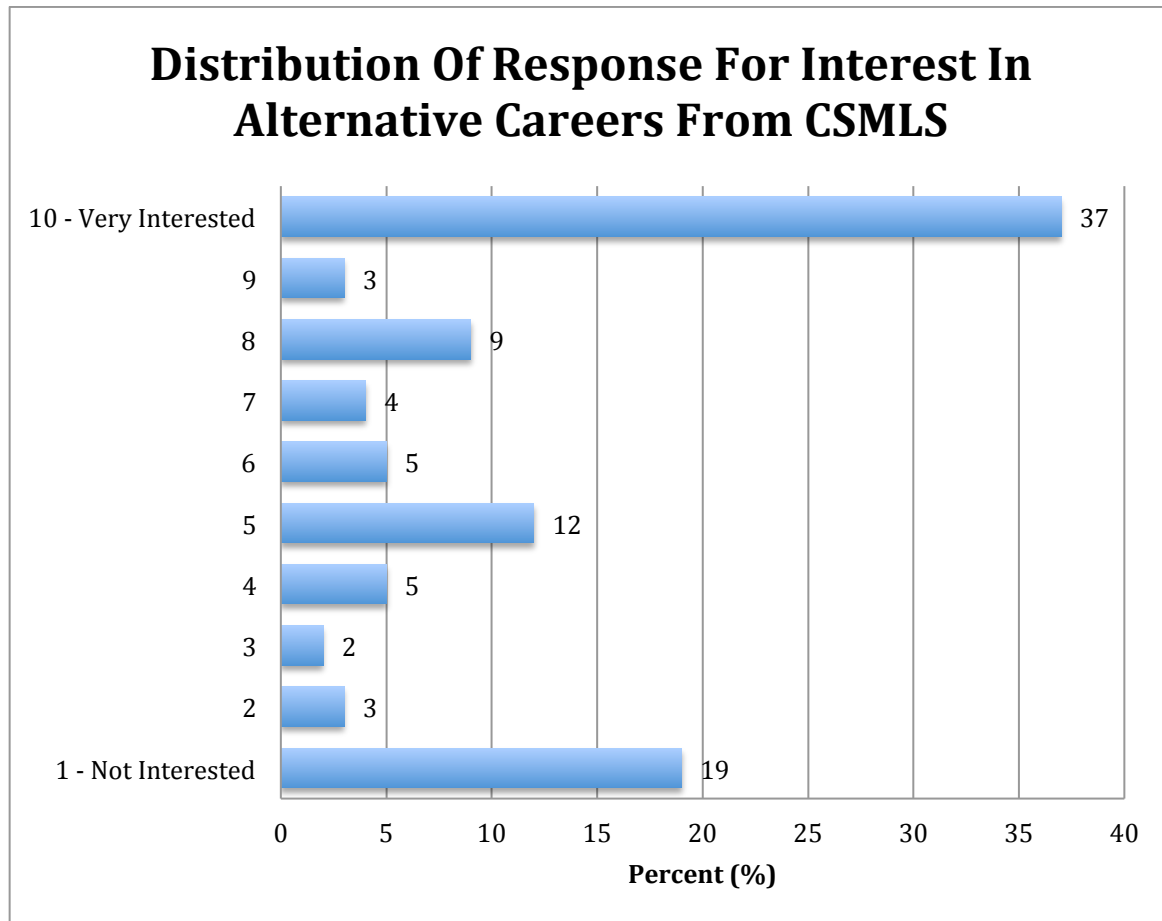




as difficult, challenging, expensive and time-consuming and despite these challenges few have considered an alternate career. Those that did consider alternate careers, did so for practical reasons, saying it was prudent planning for their lives. Alternate careers considered include MLA, nursing and IT/Computers. Many say that being an MLT is their goal, and do not want their attention taken away from it. However, many take-on part time jobs to support themselves in the MLT process and they do wonder about the viability of being an MLT, even though it is their dream.

Along with rating their interest in alternate careers on a 1-10 scale, participants were asked why they gave the rating they did. In total:

- 39% indicated that they do not want to change careers and that they love being an MLT. This certainly reflects an attitude that being distracted from the main goal of being an MLT will be of concern to some individuals, unless the concept of alternate careers is not explained properly (this is covered in the next section).
- 22% indicated they liked the fact that alternate careers allow for some sort of planning and keeping one's options open in case being an MLT does not work out.
- Just over one in ten indicated that an alternative career would be a temporary job until they became an MLT (85), that other careers would be of interest so that they could put their skills to work (5%) and that MLT jobs are scarce so it pays to have information about other careers (5%)



"How interested would you be in each of the following while becoming an MLT in Canada... Information regarding alternate careers that you could consider instead of being an MLT?" 1-10 Likert Scale, with 10="Very Interested" and 1="Not Interested At All". Base is 250 individuals.

### ***... However, Interest Improves Fairly Significantly When Alternate Career Information Is Put Into Context***

The results from the qualitative research indicated that opinion regarding alternate careers improved when the concept was put into context for IEMLT's. Participants in the groups responded very well to the fact that receiving alternate career information while in one's home country is perceived as "good planning" for one's employment prospects in Canada. Respondents on the questionnaire were also told the following relevant information about alternate careers prior to answering questions about them:

- Alternate careers would make use of an immigrant's skills and experience as an MLT
- Alternate careers could be used to support one's self while pursuing an MLT designation, or could be a full career change for an IEMLT.

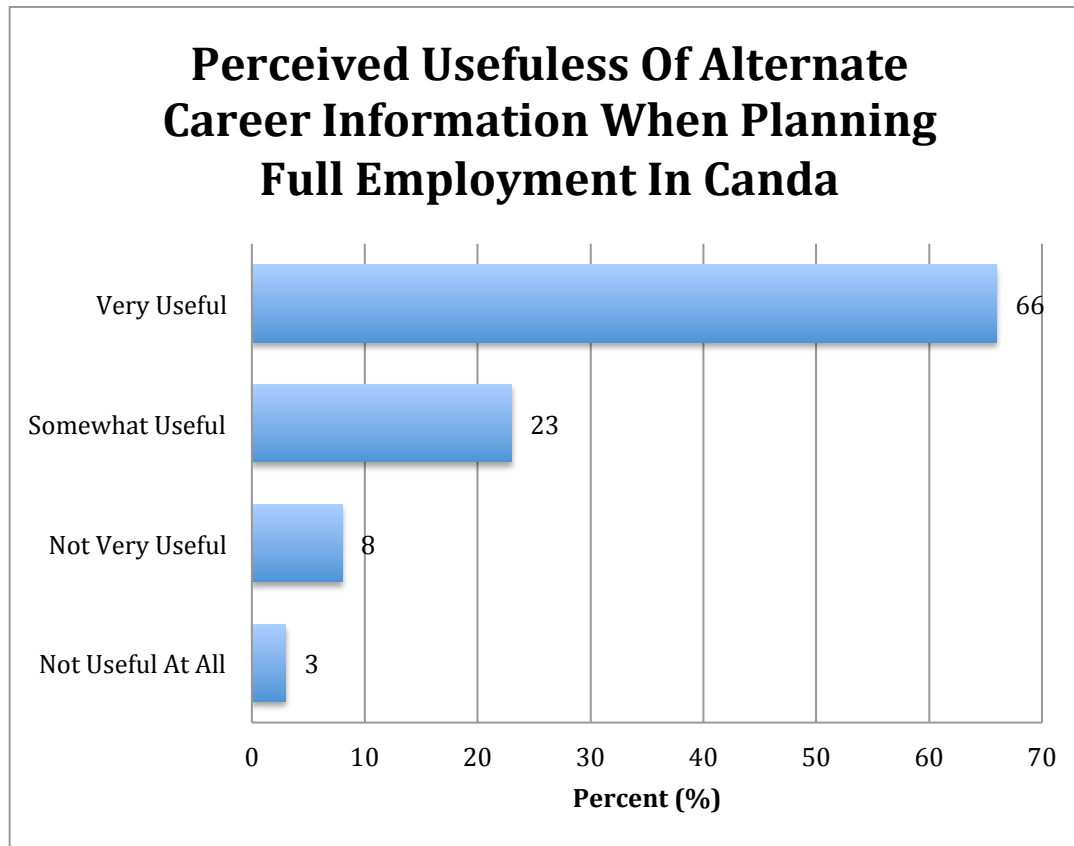


- Alternate careers require little or no upgrading, provision of a professional or semi-professional salary and opportunity for advancement.
- Alternate career information is not “job postings” for other actual job openings. Rather alternate career information provides details of other careers that may be of interest to IEMLT’s
- That investigating alternate careers does not impact one’s chances of becoming an MLT in Canada.

When respondents were presented with this information, they were asked how useful it would be for immigrants to research a number of career options when coming to Canada so that they can plan their route to full employment. When put in this context, 66% felt that it would be very useful for immigrants to research alternate careers, with 89% feeling that it is useful overall to do so (a combination of those who said “Very Useful” and “Somewhat Useful”).

When asked to provide a reason for their rating:

- 30% felt that it would be worthwhile just to learn about other careers that are related to MLT in Canada, to make choices easier and avoid menial work if being an MLT does not work out.
- 17% felt that alternate career information would be directly useful if one does not succeed at the MLT process
- 15% felt that an alternate career would be a “fill-in” job while pursuing MLT certification
- 7% felt that knowing more about alternate careers would be useful if one could not find a job as an MLT because competition for positions is becoming tight.
- 7% indicated that they do not want to change careers. This compares to 38% who answered this way when they were asked about their opinion towards alternate career information without being provided the context of what alternate career information means. This suggests that providing the right context for alternate career information will make IEMLT’s understand its usefulness overall.
- 5% feel CSMLS should focus on making the process easier to become an MLT instead of diverting individuals to alternate careers.



"How useful do you think it is for immigrants to Canada to research a number of career options so that they can best plan their route to full employment?" Very/Somewhat/Not Very/Not Useful at all. Base is 250 individuals.

A similar result occurs when respondents were asked whether it was positive for CSMLS to offer alternate career information to IEMLT's. With alternate career information placed into the context outlined above, 61% feel it is very positive for CSMLS to do so, while 91% feel that it is positive overall (a combination of those who said "Very Positive" and "Somewhat Positive").

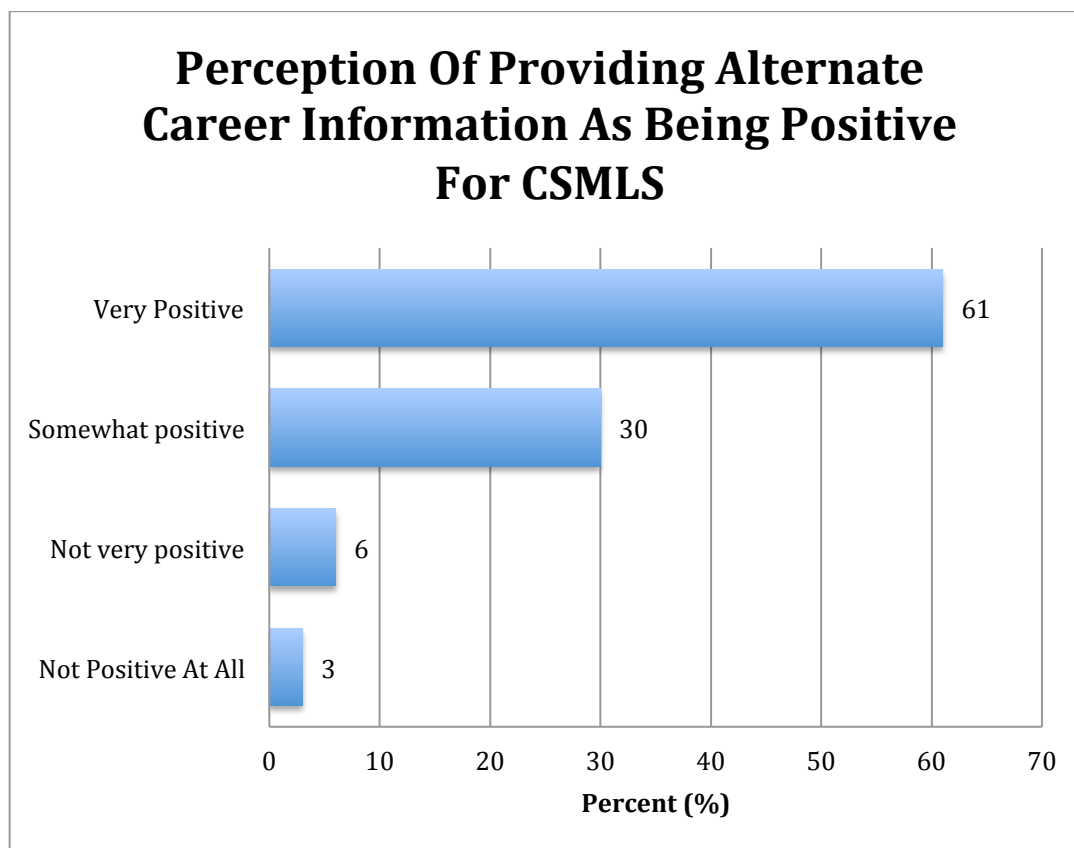
Respondents were asked why they found it positive for CSMLS to provide alternate career information to them. Overall:

- 37% feel that it is good to know about other Canadian jobs and for them to have **choice** in what they do with their careers when they get into Canada.
- 12% feel that CSMLS is discouraging applicants by offering alternate careers
- 10% feel the process takes too long and that they may not make it as an MLT so it is worthwhile to have other information, so alternate careers give individuals **hope** in finding a job.



- 10% feel that they want information about careers that allow them to **use their skills** in alternate fields.
- 8% feel that alternate careers can be used as other careers that make use of their skills careers until they qualify as MLTs and so that they can avoid getting jobs that do not suit their potential while going through the qualification process.

Note the three bolded words/phrases above – hope, choice and use their skills – were used verbatim by a number of respondents in their open-ended responses and are likely key words that can be used by CSMLS to communicate clearly and concisely with IEMLT's about the benefits of alternate careers.



“CSMLS could provide information on alternative career options on its website so that immigrants can research both being an MLT in Canada, as well as learning a bit about other career options that may be available in careers that require similar skills and interests as MLT. Do you think it is very/somewhat/not very/not positive at all for CSMLS to offer alternative career information to applicants”. Base is 252 individuals.



### ***The Focus Groups Also Found A Shift In Opinion Towards Alternate Careers When The Concept Was Explained In Detail***

The shift in opinion from an initial negative reaction to one that is more accepting (once alternate careers are explained) occurred in the focus groups as well. A number of key points from the groups include:

- The fact that CSMLS needs to avoid confusion around “alternate careers” being perceived as “help wanted” or classified listings for other jobs on its website. That confusion occurred with a number of participants.
- Opinion about CSMLS offering alternate careers shifted when participants realized it would simply be good planning for them to know about other careers that could be of interest to them when they come to Canada in case being an MLT does not work for them. With this sentiment, however, participants did want to know more about the length of time it takes to become an MLT and the likelihood of becoming an MLT. They perceive these pieces of information, along with information about alternate careers as important to help them make the best decision possible. There was a near full consensus in the groups that information about the likelihood and length of time to become an MLT in Canada be provided with information about alternate careers. Those that have a positive view of CSMLS offering alternate career information feel that CSMLS is being honest about the process of being an MLT in Canada and respected the organization for doing so. However, provision of honest information not only includes fact sheets on alternative careers, but includes a sense of how long the process takes and the likelihood of becoming an MLT.
- While there were some participants who continued to be resistant to alternate career information (this opinion was driven by the fact that CSMLS should concentrate efforts on getting people through the system as opposed to diverting them), virtually none of the participants objected to the actual fact sheets themselves. That is to say, even though there may be a hint of an ideological objection to CSMLS offering alternate career information, when presented with the actual fact sheets, few object to what CSMLS wants to do.



#### 4. HOW CSMLS SHOULD IMPLEMENT ALTERNATE CAREERS

*Once alternate careers were defined for participants, the survey asked about how CSMLS should implement discussing the topic with IEMLT's.*

***Respondents Want To Know About Alternate Career Information Early In The Process. But They Also Want A Fairly Frank Discussion Of The Likelihood Of Becoming An MLT In Canada.***

In total 74% agree that IEMLT's should be told about alternate careers as soon as possible in the application process. Along with this, roughly the same proportion (75%) want to know the likelihood of becoming an MLT in Canada when they are told about alternate careers.

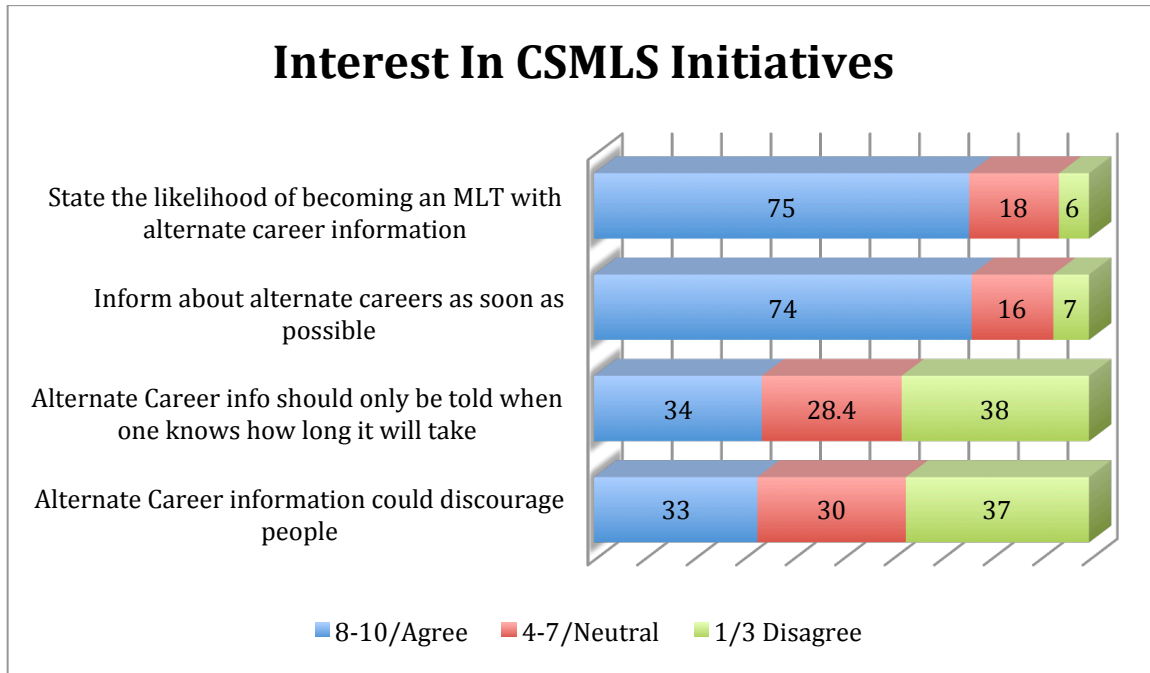
One of the main findings from the study is that providing information on alternate careers opens-up a number of questions for IEMLT's – like how long and difficult the IEMLT process will be, whether CSMLS takes all application seriously and how researching alternate careers impacts an application with CSMLS. While the previous section showed that many concerns about alternate careers can be mitigated by positioning the concept of alternate careers in a certain way, respondents also indicated that alternate career information should be provided as soon as possible in the application process and that CSMLS should state the likelihood of becoming an MLT in Canada when providing alternate career information.

Along with the high proportions that agree IEMLT's should be told about alternate careers as soon as possible, a minority – about a third of respondents (34%) - strongly agree that alternate career information should only be made available after the candidate is provided an estimate of the length of time that it would take to become an MLT in Canada. The focus groups and other sources indicated that it may be in the interest of the candidate to only provide alternate career information once someone knows exactly how long it will take for them to become an MLT. In this way, candidates are not diverted before they have a very clear picture of what is involved in the process, and that CSMLS is actually working off of real information about how long it will take, versus “averages” that do not account for every situation. However, only a relatively low proportion agree with this sentiment, suggesting that offering alternate career information as early as possible in the process is the preferred timing, along with a general sense of how long it takes to be an MLT in Canada.

Also, only low proportions agree (33%) that alternate career information can discourage a candidate. Though this is a minority opinion, the proportion agreeing seems high enough that CSMLS needs to appear to be as encouraging as possible throughout the process. A few participants in the focus groups felt awkward discussing alternate careers, feeling that the discussion itself was a not so subtle way of CSMLS telling participants to give up on a dream of being an MLT. However both the focus groups and the survey indicate that these sentiments should not discourage CSMLS from offering alternate career information to



IEMLT's. The proportion feeling this way is not high enough to curtail action on alternate careers, per-se, and as much as some participants may have been a bit concerned about discussing alternate careers, many more found the approach to be pragmatic overall.



"The following are some statements people have made about alternate careers. Please indicate how strongly you agree or disagree." Likert Scale. 10="Strongly Agree", 1="Strongly Disagree". Base is approximately 250 individuals.

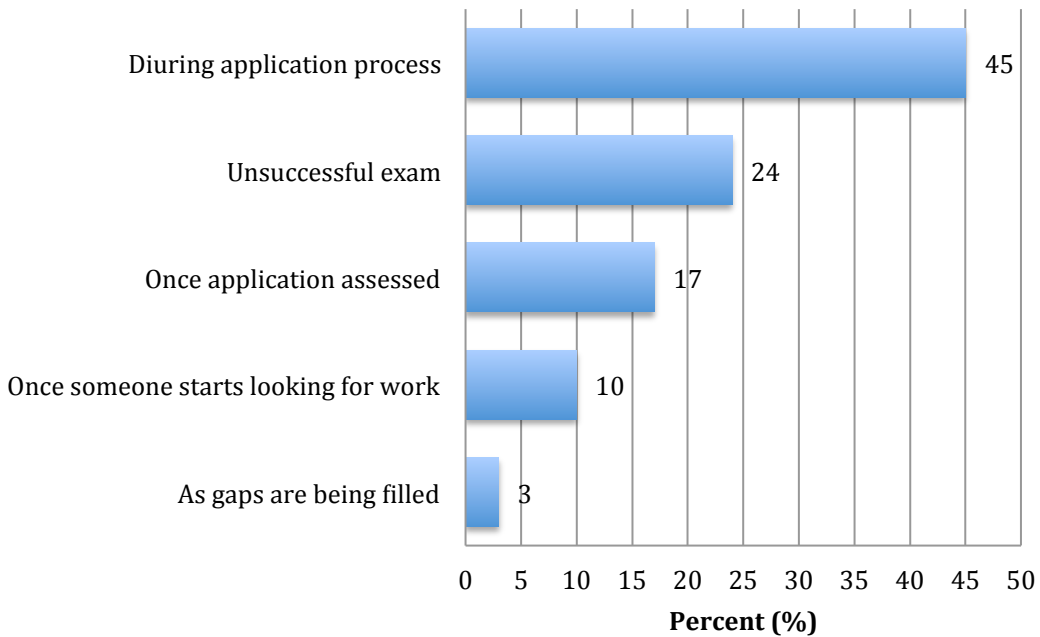
### ***Respondents Feel The Best Time To Be Informed About Alternate Careers Is During The Application Process***

Respondents were asked directly to choose one time in the IEMLT process that represents the best time to be provided with information about alternate careers. Just under half (45%) indicated that information should be provided during the application process, and about a quarter (24%) indicated that the best time is if someone is unsuccessful at the exam.





## Best Time To Be Told About Alternate Careers



"Which one of these stages is THE BEST in which to offer information about alternate careers". Base is 212 individuals. Respondents could only answer one option.



## 5. CAREER AREAS OF INTEREST TO IEMLTs

### ***Not Surprisingly, Careers In The Medical Field Are Of Interest To The Highest Proportion Of IEMLT's***

Participants were provided with a few very broad career areas of interest to them. The following table shows ratings from the 1-10 scale for various broad career areas. Over seven in ten are very interested in careers from the medical field. While about half (46%) are very interested in careers in general science, in total about three quarters (72%) rate their interest between an 8-10, suggesting that is a viable career area.

Business/finance and Information Management are not areas of significant interest. Well under a quarter show a strong interest in these fields (giving a rating of between 8-10), while 33% give a rating of 1/10 (Not interested at all) to business/finance, and 25% give a rating of 1/10 for information management.

Percent (%)	10/10 – Very Interested	8 & 9 Rating	1/10 Not Interested At All
<b>The Medical Field</b>	72	17	2
<b>Science in General</b>	46	27	4
<b>Business or Finance</b>	8	8	33
<b>Information Management</b>	10	15	25

“The following are some general career areas that may be considered for alternative careers. Please indicate how interested you are in each area by using the scale below”. 10 = “Very Interested”. 1 = “Not Interested At All”. Base is approximately 250 individuals.

### ***The Highest Proportions Of People Are Interested In MLA, Biotech Careers and Pathology Assistant Positions***

The chart on page 18 shows the proportion of individuals who give a 10/10, or “very interested” rating to particular career fields. Over four in ten are very interested in MLA (47%), biotech roles (49%) and a position as a pathology assistant (45%). About three in ten are very interested in Biological technician (35%), food science (30%), chemical technology (30%) and health information management (29%).

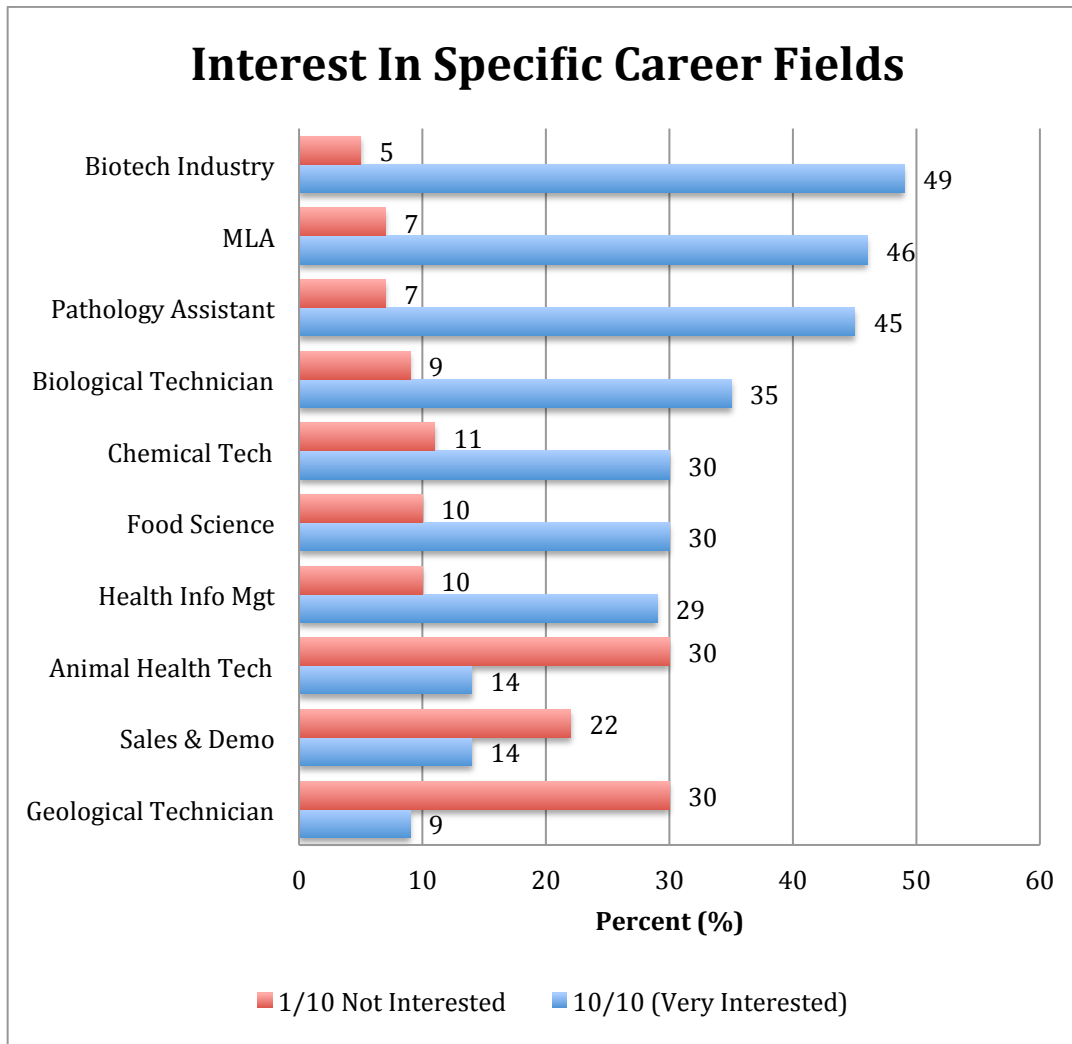
Also shown are the proportions rating the occupation a 1/10, or “not interested at all”. These are shown to indicate that significant minorities do not have an interest in Animal Health Technologist, Sales or Geological Technician. One of the findings from the focus groups regarding sales, however, is that the participants that took a liking to an alternative career in sales understood:



- It was more of a demonstration role and less of a “cold-call” or “hard-sell” approach.
- That it did fit only some individuals with a certain personality type.
- That they would expect an employer to provide soft-skills, or sales training as necessary. They recognized that they have knowledge of the equipment, the medical theory, the test to be run and lab procedures, which are all valuable to employers. Participants indicated that they would expect that sales training would be provided so that employers can make the best use of this knowledge.
- Some participants had knowledge of this career in their home country (and a few had even been in that role). Those that had knowledge seemed to have positive opinions of the role, even if they knew the role was not for them because of their personality. They knew people who made viable careers out of an equipment sales role.

The focus group results align with the quantitative data in that sentiment leans towards careers in health care – to the point where few participants could actually imagine any sort of alternative career outside of healthcare. However, when working in a food or animal care laboratory environment was raised, participants seemed pleased with these options. The main driver seems to be as long as the career is lab related.

The focus groups also revealed that participants have generally positive opinions towards MLA as a career option. Some see it as a step to becoming an MLT in Canada, while others would consider it as a full-time career instead of an MLT. Some who would do it as a full-time career are not fully accepting of this prospect, but are not significantly put-off by it either.



"The following are some more specific career fields. Please indicate how interested you are in each". 10 = "Very Interested". 1 = "Not Interested At All". Base is approximately 250 individuals.

### ***On An Attitudinal Level, Results Show There Is Some Consideration Of Careers Outside Of Healthcare***

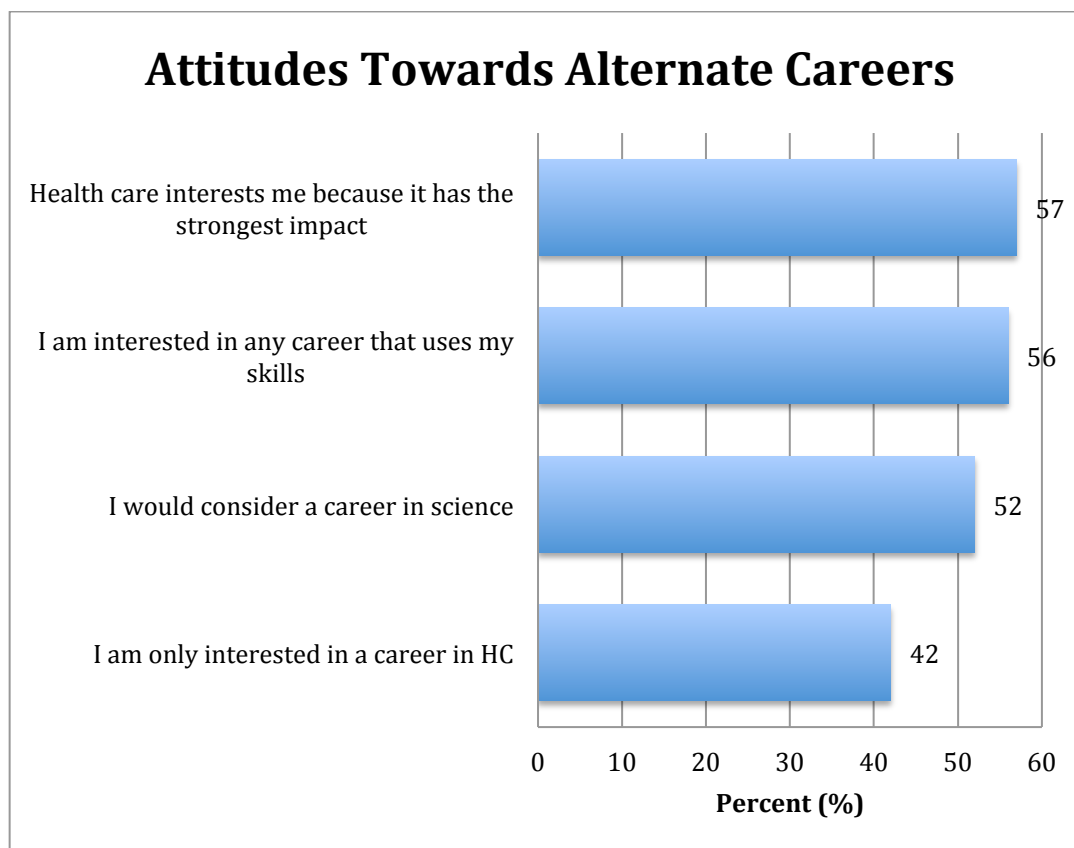
While results show that careers in healthcare seem to be the preferred career fields, attitudinally there does appear to be some consideration of other career fields. More specifically:

- 56% are very interested in any career that makes use of the skills and education possessed by the IEMLT
- 52% are very interested in considering a career in science because MLT training is well-suited for that field.



While there is some consideration of other careers outside the medical field, there is still a strong pull towards them:

- 57% are very interested in a career in healthcare because it has the strongest impact on people's lives
- Over four in ten (42%) are only interested in a career in healthcare because that is what they have trained in. This result, along with the distribution of response regarding particular careers suggests that the healthcare field is where the interests of IEMLT's lie.



"The following are some statements people have made about alternate careers. Please indicate how strongly you agree..."  
Likert Scale 10 = "Agree Strongly". 1 = "Disagree Strongly". Base is approximately 250 respondents.



## 6. COMMUNICATIONS ABOUT ALTERNATE CAREERS

Both the qualitative and quantitative studies show similar response patterns in terms of what IEMLT's want to hear about alternate careers. Broadly, speaking their interest flows in the following fashion:

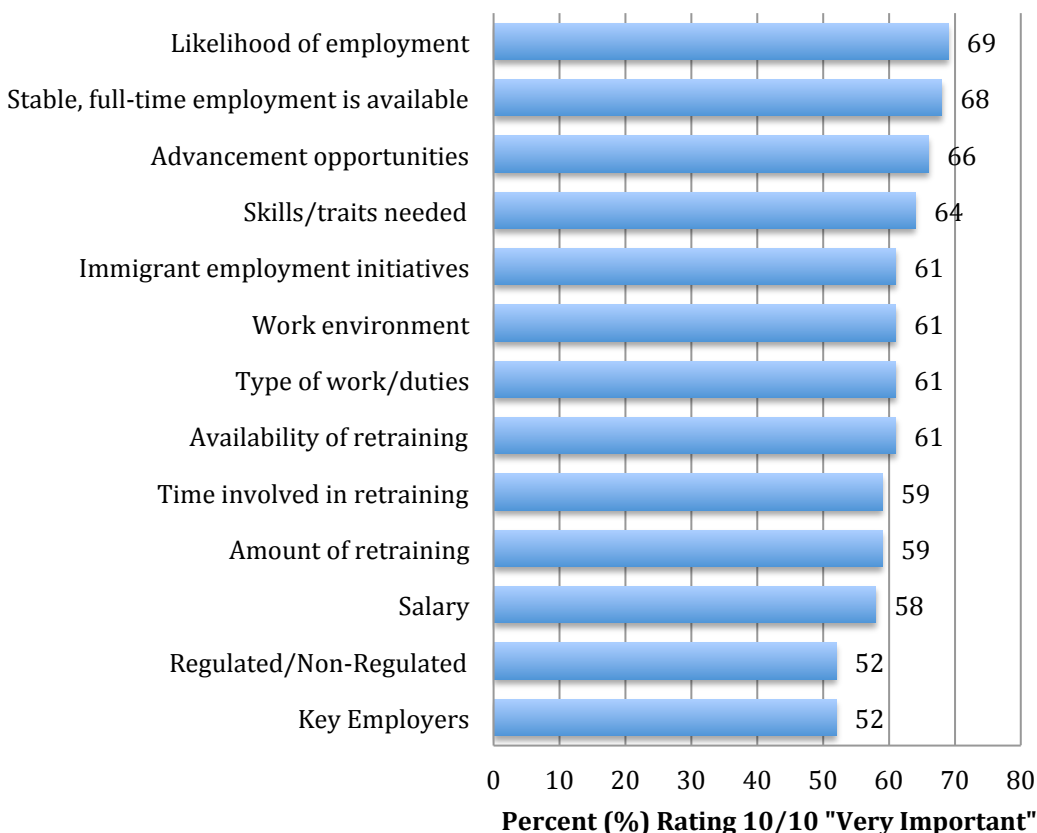
1. Is it in a field that interests me? (Medical, science, outside those two areas)
2. What is the likelihood of employment, and is that employment stable over the long term?
3. What are the skills, traits, retraining and initiatives aimed at immigrants?
4. The salary and whether the career is regulated.

More specifically, what we see is that IEMLT's do not necessarily place more or less importance on each of these attributes, but rather what happens is that they have a particular order that they want to receive information, and when they are ready to receive that information is when it becomes important. In the focus groups, participants indicated, for example that salary was important to them, but only once they knew that it was in a field that interested them, and in an area where there were jobs available. Some in the focus groups indicated that they would take a job that would pay less than what they would expect to make as an MLT.

An idea generated in the focus groups – receiving information regarding employment initiatives for immigrants - received fairly positive response from participants.



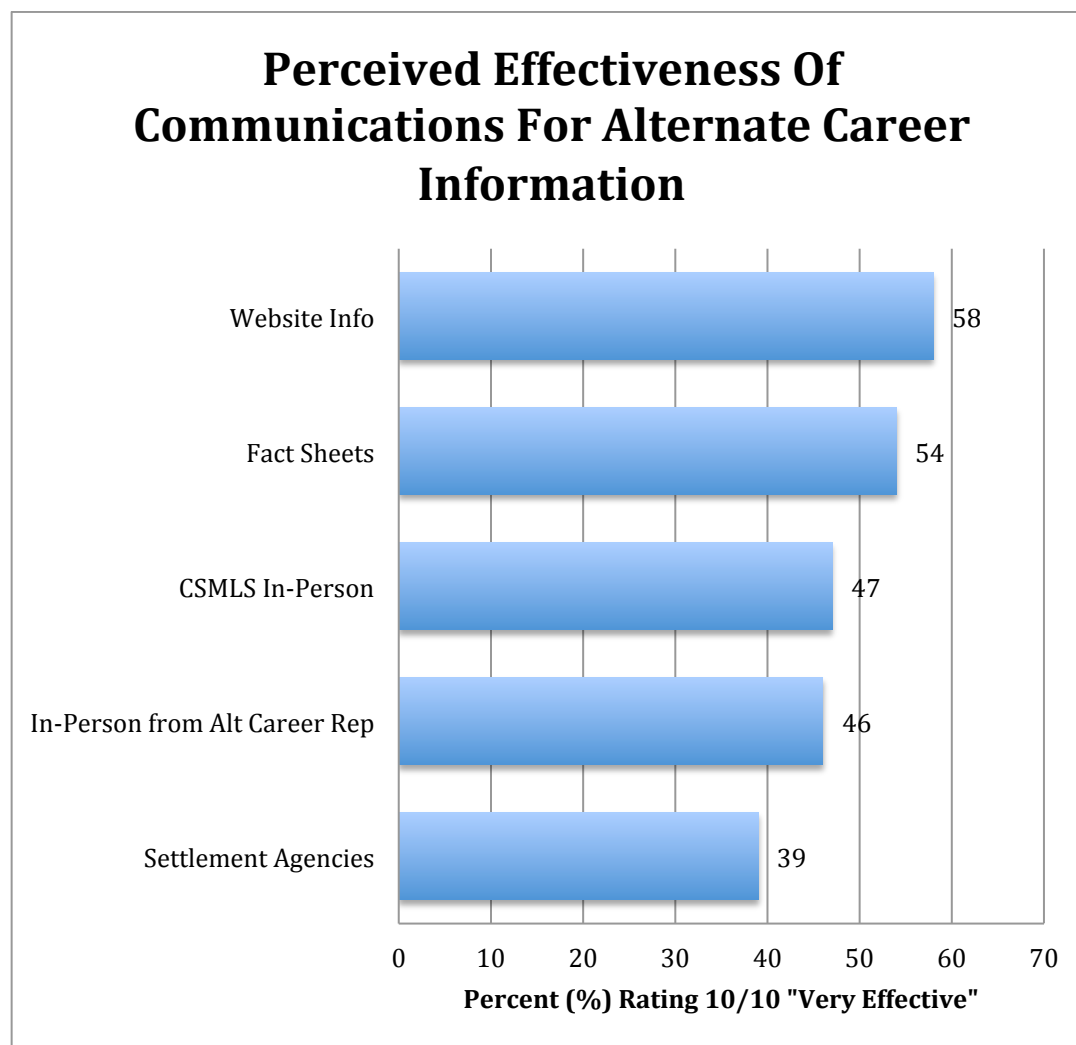
## Interest In Specific Career Information



"The following are some characteristics associated with alternate careers. Please indicate how important each are to you in considering an alternate career." Likert Scale 10 = "Very Important". 1 = "Disagree Strongly". Base is approximately 250 respondents.

### ***Electronic And Printed Materials Seem To Be Slightly Preferred To In-Person Communications About Alternate Careers***

Over half of the IEMLT's who participated in this study indicated that they feel website information would be very effective (57%), as would fact sheets explaining the career (54%). Slightly lower proportions feel that in-person information from CSMLS (47%), representatives from the alternate career itself (46%) and information from settlement agencies (39%) would be effective. The focus group results confirm the information provided in the survey in regard to how IEMLT's should hear about alternate careers.



"The following are some ways CSMLS could tell you about alternative careers. Please indicate how effective each would be as a way of communicating to you about alternate career options." Likert Scale. 10 = "Very Effective". 1 = "Not Effective At All". Base is approximately 250 responses.

### ***The Sample Fact Sheets Received Positive Feedback In The Focus Groups***

Participants in the focus groups were shown sample fact sheets. When put in the context of planning for a career in Canada, the information on them is quite well-received. Also, showing the fact sheets really helped cement the concept of what alternate careers actually meant, as the concept proved a bit difficult to explain. The first online group indicated that being shown the sheet clarified what the concept of alternate career information was about.

There were some specific comments about the sheets, particularly MLA, given that some participants are MLA's or work with MLA's or have tried for the designation. While MLA is a viable alternate career option, some participants indicated that it was still difficult to get





into as a career, or in terms of re-training. Some indicated that different provinces have different rules about whether an MLA needs to be regulated or not, and some said that the courses that are required to fulfill the MLA requirements are sparse and have their own set of hurdles that need to be passed through.

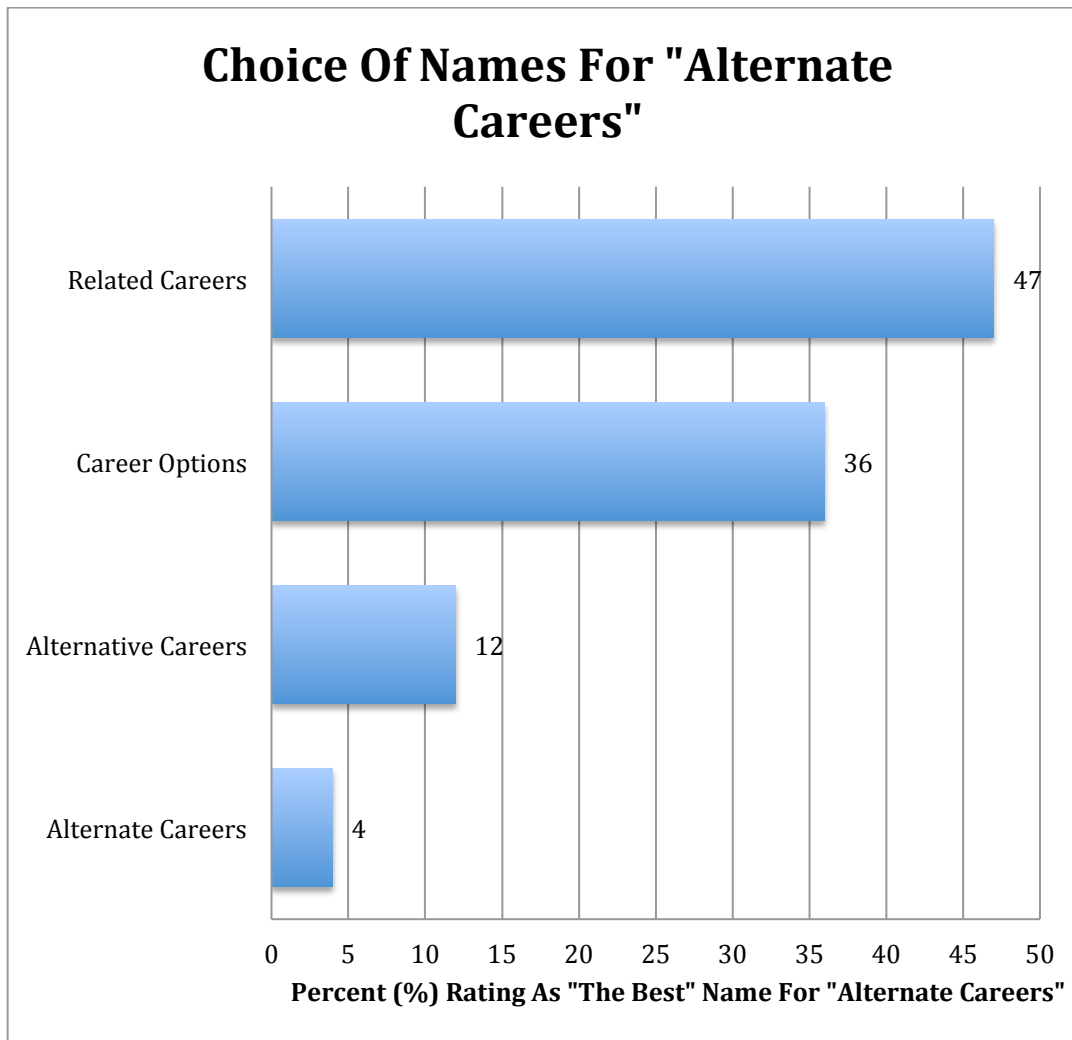
Participants did feel that Technical “Sales” did mean a sales career, and it raised concerns about whether both immigrants and lab workers could perform the duties. They wanted to know how employers would train potential hires for the job and how employers would provide the necessary skills. When the concept was explained that it would be more of a sales demonstration role, participants were more excited about the career. Many knew about the career option from their home countries and felt from that experience that it would be a viable option for them.

The bio-technology option was also generally viewed positively. It is perceived to have enough information in it, though it has less than the other two sheets.



### ***“Related Careers” Is The Preferred Term***

Participants were asked which of a number of terms they preferred for the concept of other career choices available to IEMLT’s. “Related Careers” was preferred as the best choice by nearly half of all respondents, followed by under four in ten (36%) that preferred the term “Career Options”. Of note small proportions felt that the existing terms – “Alternate Careers” and “Alternative Careers” - were the best choices.



**“The following are some names that could be used to describe alternate careers for IEMLT’s. Which one name do you prefer?” Participants chose one response only. Base is 251 responses.**



## 7. WEBSITE EVALUATION

*A website was created by CSMLS to provide information on Alternate Careers. This section provides highlights of a survey that was housed on the website. Data in this report includes visitors to the site between August 1 and August 24. IEMLT's, CEMLT's, other healthcare practitioners as well as various regulators, government agencies, immigrant serving agencies and other stakeholders were invited to view the website. The survey popped-up after users had viewed three pages, and respondents were asked to complete the survey once they finished using the site. The three-page pop-up was designed to ensure that survey respondents had enough experience on the site to answer questions about it, but at the same time data does not capture opinions of those who only visited one or two pages. Exactly 131 people answered the first question classifying what kind of visitor to the site they were. About half this number (approximately 60 or so) went on to finish the whole survey, which consisted of five questions. With responses under 100, results should be used directionally more so than being considered statistically significant.*

### ***Type of Visitor – Most were MLT's, with a majority being Canadian Educated MLT's***

Visitor Type	Percentage	Number
Canadian-Educated MLT	58.7%	76
Internationally-Educated MLT	28.2%	37
Internationally-Educated Professional in other field	4.6%	6
Educator	2.4%	3
Working for a Government organization	2.3%	3
Other	2.3%	3
Canadian-Educated Professional in other field	1.5%	2
Working for a Professional Regulator	0.8%	1
Working for an Immigrant Serving Agency	0.0%	0
<b>TOTAL</b>	<b>100%</b>	<b>131</b>

### ***Website Feedback – A Majority Rate Key Website Features As Excellent***

Metric (Percentage %)	Excellent	Good	Fair	Poor
How well the website explains Alternate Careers	57	33	8	2
Website is quick and easy to navigate	62	33	3	2
Website is easy to read and understand	62	34	3	0
Website looks professional	64	36	0	0

Base is approximately 60 individuals



### ***A Majority Feel The Website Is Very Helpful For People To Plan Their Careers In Canada***

<b>How Helpful is the site for people to plan their careers in Canada...</b>	<b>Percentage (%)</b>
Very Helpful	55
Somewhat helpful	36
Not very helpful	8
Not helpful at all	2

Base is 60 individuals

### ***About Half Are Very Likely To Consider Investigating An Alternate Career Now That They Have Viewed The Website***

Those visitors who worked in the medical field (MLT or otherwise) were asked how likely they would be to consider investigating an alternate career having visited the website.

<b>Now that you have seen information about alternate careers, how likely are you to consider investigating an alternate career</b>	<b>Percentage (%)</b>
Very Likely	49
Somewhat likely	20
Not very likely	18
Not likely at all	13

Base is 55 individuals

### ***Stakeholders Viewing The Site Would Give Alternate Careers More Consideration***

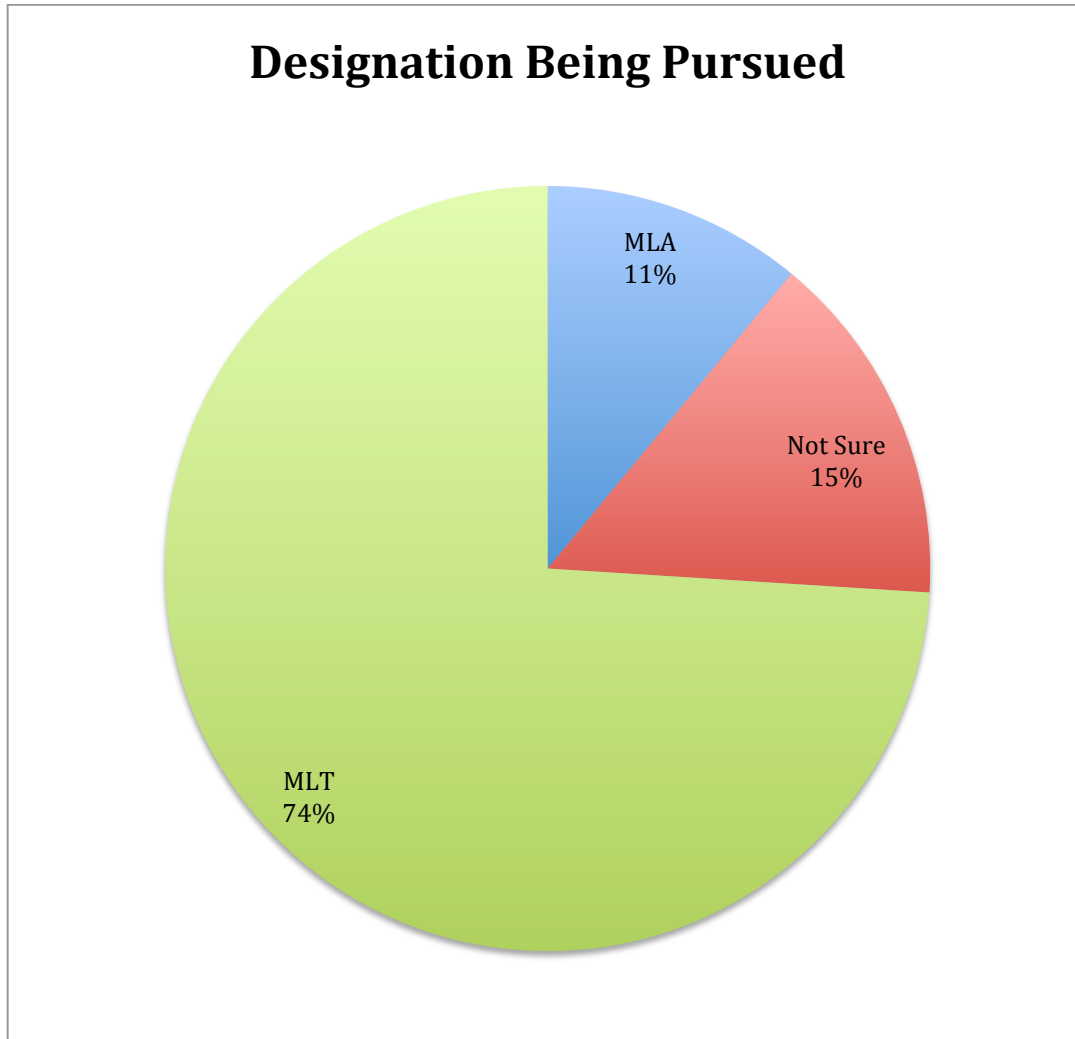
In total, there were six stakeholders (i.e. regulators, government agencies, immigrant serving agencies, educators) who answered a question about their inclination to consider an Alternate Career Program based on their viewing of the site. In total, four out of the six said they would give an Alternate Career Program “Some More” consideration.

One said their “Consideration would not change” and one also said they would give “less consideration” to an Alternate Career Program after viewing the site. None said they would give “A lot more consideration” to an Alternate Career Program.



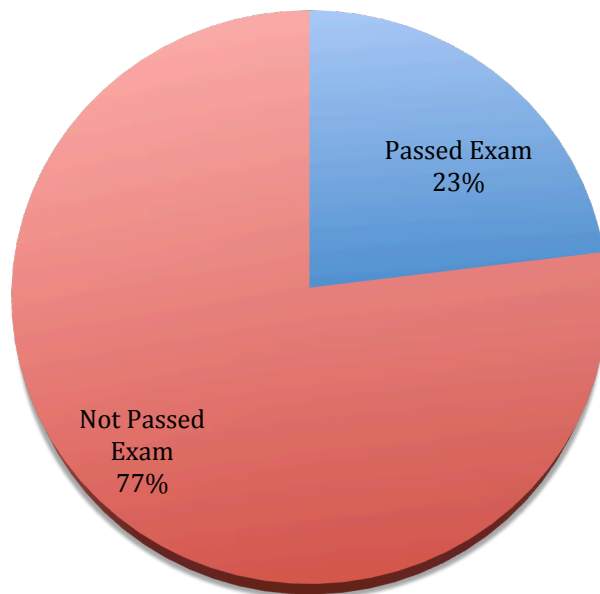
## 8. RESPONDENT PROFILES

*The following charts show the profile of the respondent base for this study.*



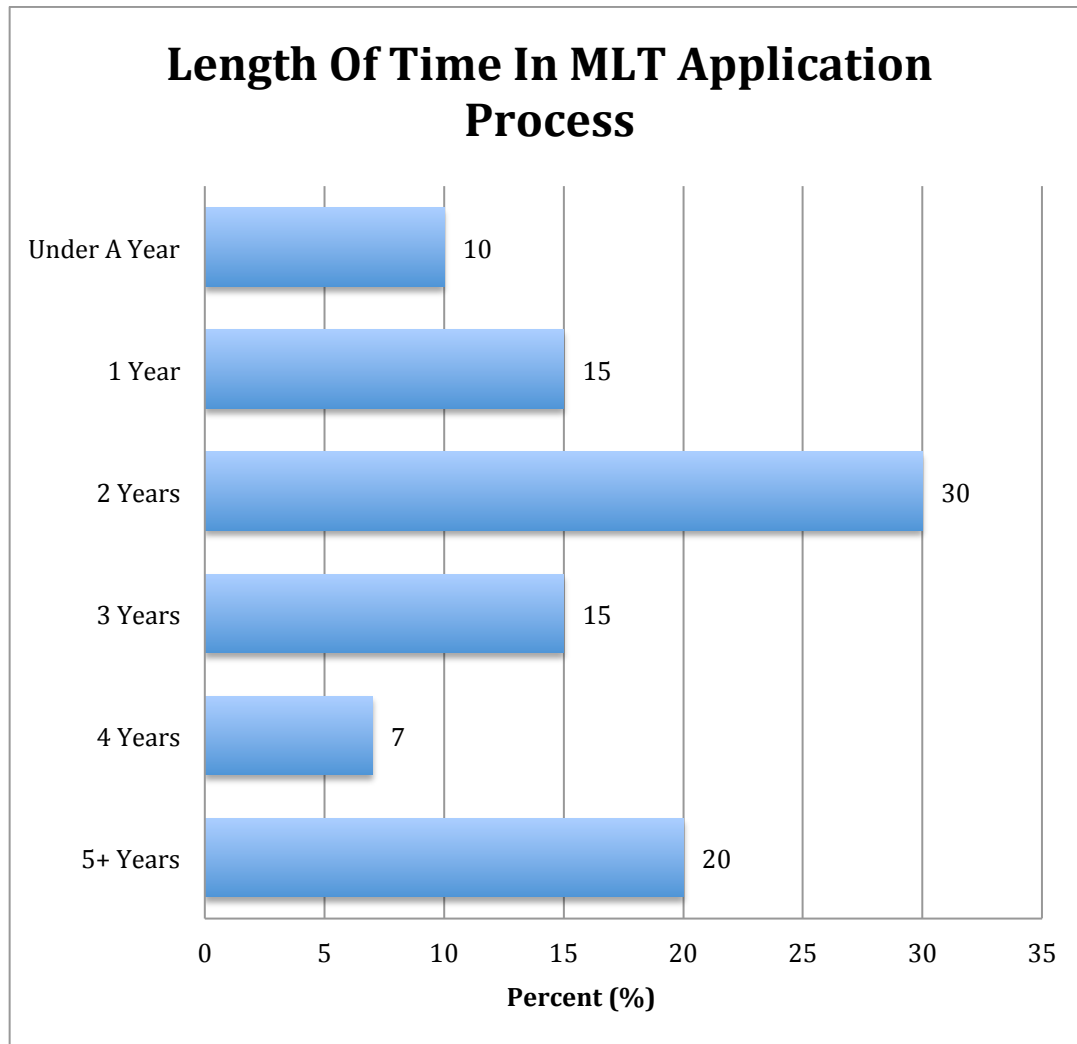


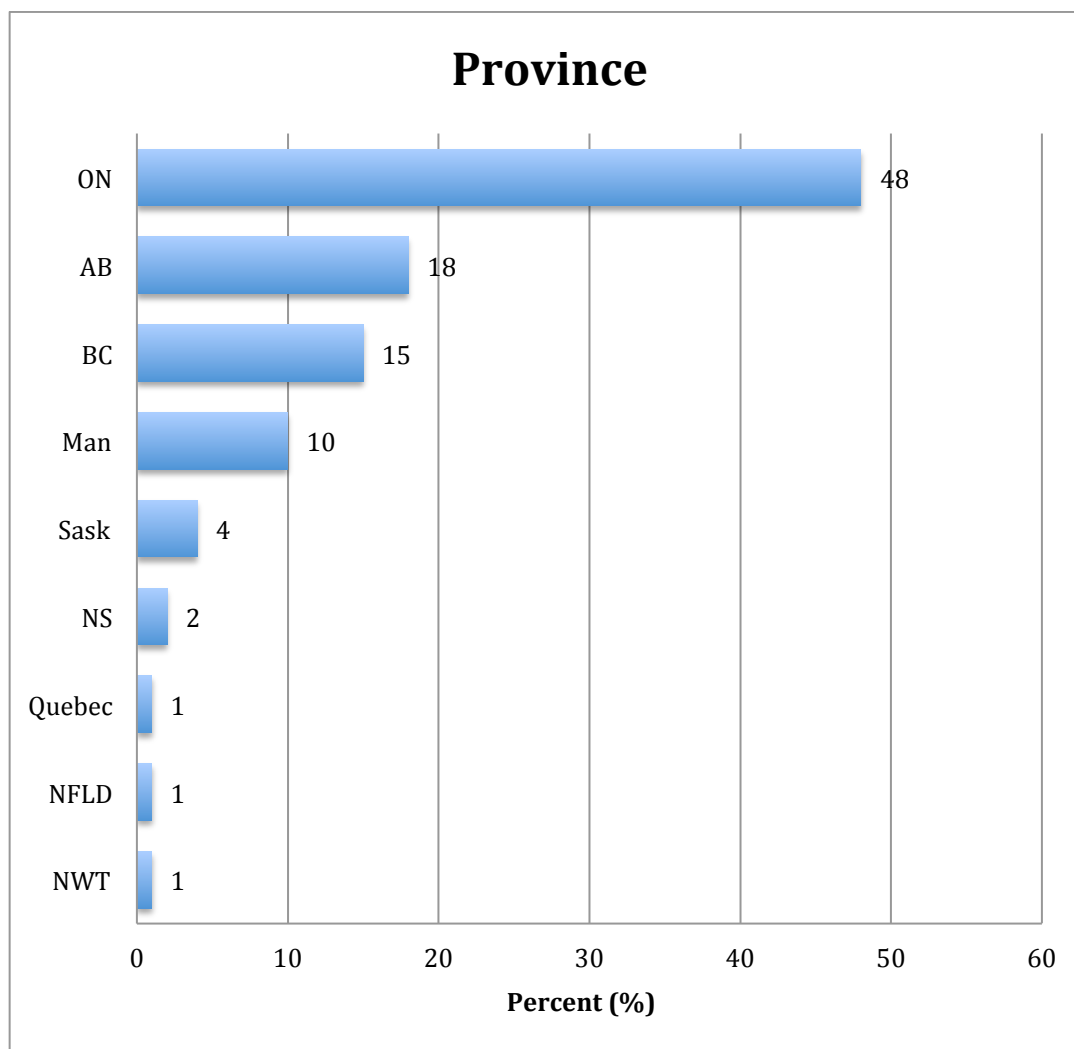
## Exam Status



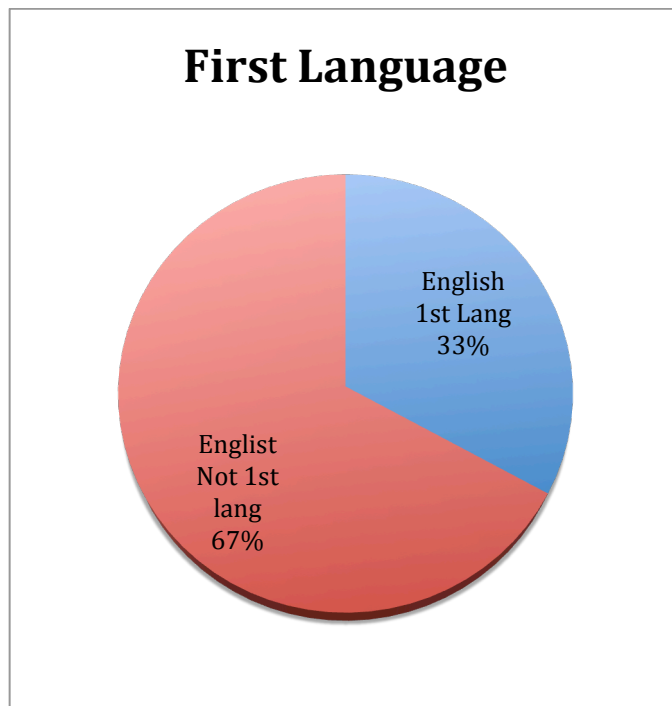
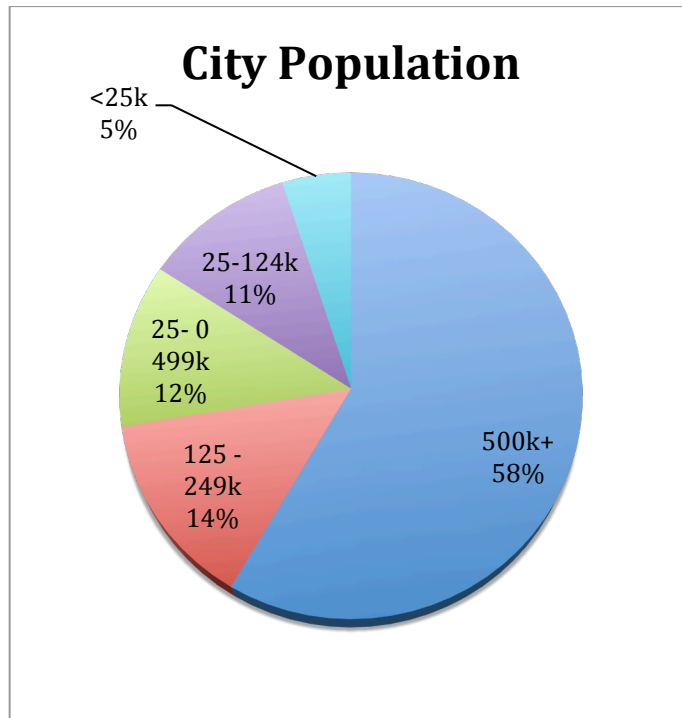
Of Those Not Passed The Exam... Percent (%)	Proportion Of Responses	Proportion Of Total Sample
Writing the exam (waiting to write, writing, re-writing)	40	31
Studying for exam	23	18
Gathering documents for review	21	16
Credentials being reviewed	16	12

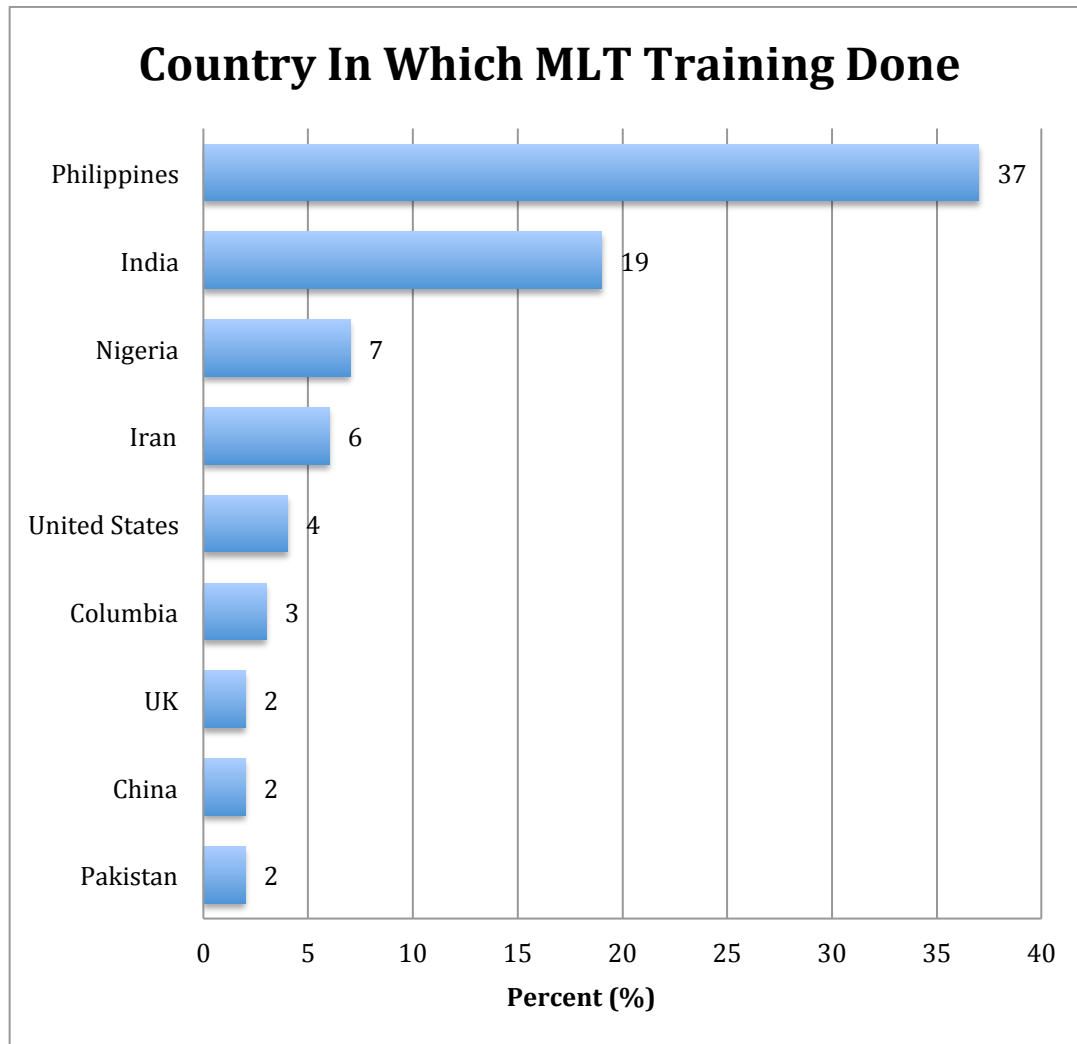
Of Those Passed The Exam... Percent (%)	Proportion Of Responses	Proportion Of Total Sample
Working As An MLT in the field	70	16
Not working in the field	30	7











## **APPENDIX – RESEARCH INSTRUMENTS**

## EMAIL INVITATIONS TO SIGN-UP FOR FOCUS GROUPS

Initial Email – to be sent on \_\_\_\_\_

Email Subject Line: Research Study With Internationally Educated MLT's & Applicants

Dear \_\_\_\_\_ **[Insert Name of Individual, if possible]**

The Canadian Society for Medical Laboratory Science (CSMLS) will be conducting focus groups with Internationally Educated Medical Laboratory Technologists who have recently been certified in the past three years and those who are still in the process of being certified. The focus groups will be held in mid-April. The purpose of the groups is to discuss the process of becoming an MLT in Canada and various alternatives available to those going through the process.

Thinklounge Research, an independent market research firm with experience in conducting similar studies, is conducting the focus groups. If you are interested in learning more and signing-up to participate, please visit [www.thinklounge.ca/qual](http://www.thinklounge.ca/qual) **AND SIGN-UP BY \_\_\_\_\_ [INSERT DEADLINE] TO ENSURE THAT YOU WILL BE INCLUDED.**

These focus groups will be conducted both in-person and on-line, so geography will not limit participation in this study, and this way we will be sure to include as many people as possible. Those who qualify and are chosen to participate will be compensated for the time and expense to attend the groups. **Anonymous results will be made available when the report for the study is finalized.**

If you have any further questions, you may contact Brian Bauman at (800) 317-5489 or [bb@thinklounge.ca](mailto:bb@thinklounge.ca) Alternately you can contact \_\_\_\_\_ (insert CSMLS contact).

Best Regards,

\_\_\_\_\_ CSMLS Contact

**Reminder Email – to be sent on \_\_\_\_\_**

Email Subject Line: Research Study With Internationally Educated MLT's & Applicants

Dear \_\_\_\_\_ **[Insert Name of Individual, if possible]**

This email is to remind you about the focus group study that will be conducted with Internationally Educated Medical Laboratory Technologists. If you are interested in signing-up please visit [www.thinklounge.ca/qual](http://www.thinklounge.ca/qual) **by the end of this week.**

We are looking to speak to internationally educated individuals who are in the process of getting licensed and individuals who have worked for about three years. The goal of the research is to discuss the process of becoming an MLT in Canada and various alternatives available to those going through the process.

Those individuals who qualify and are selected to participate in the focus groups will be compensated for the time and expense of doing so. Moreover the focus groups will be held both in-person and on-line, so anyone has the opportunity to participate. If you are interested in either signing-up or getting more information, please visit [www.thinklounge.ca/qual](http://www.thinklounge.ca/qual) **by the end of this week**, and if you have any questions, please contact Brian Bauml, the researcher for this study at [bb@thinklounge.ca](mailto:bb@thinklounge.ca) or at (800) 317-5489.

Best Regards,

\_\_\_\_\_ CSMLS Contact

***INITIAL EBLAST – April 10***

***Calling All Internationally Educated Medical Laboratory Technologists – We Want To Hear From You!***

CSMLS will be conducting in-person and on-line focus groups across Canada with internationally educated MLTs who are certified and are in the process of becoming certified in Canada. The purpose of these groups is to discuss the process of becoming an MLT in Canada and the various alternatives and options that may exist. The focus groups will be held in late April and early May, 2014.

Those who are interested in learning more and signing up should go to [https://www.surveymonkey.com/s/csmls\\_focus\\_group\\_invitation](https://www.surveymonkey.com/s/csmls_focus_group_invitation) [NB – Alternately you can insert this HTML code in the eblast if it works, <a href="https://www.surveymonkey.com/s/csmls\_focus\_group\_invitation">this link</a>] **Please sign-up by April 24 to ensure that you will be considered.**

We want to include as many people in this study as possible. Those who are chosen to participate will be compensated for time and expense to attend the groups. Anonymous results will be made available when the report for the study is finalized.

If you have any further questions, you may contact Brian Bauman the study manager at (800) 317-5489 or [bb@thinklounge.ca](mailto:bb@thinklounge.ca). You may also contact (CSMLS Contact)

**FOLLOW-UP EBLAST – April 17**

**Reminder about Focus Groups with Internationally Educated Medical Laboratory Technologists**

CSMLS wishes to invite internationally educated MLTs to in-person and on-line focus groups held across Canada in late April and early May. We are looking to invite MLTs who are certified and are in the process of becoming certified in Canada. The goal of the research is to discuss the process of becoming an MLT in Canada and the various alternatives available to those doing so.

Please visit [https://www.surveymonkey.com/s/csmls\\_focus\\_group\\_invitation](https://www.surveymonkey.com/s/csmls_focus_group_invitation) [NB – Alternately you can insert this HTML code in the eblast if it works, <a href="https://www.surveymonkey.com/s/csmls\_focus\_group\_invitation">this link</a> to sign up. **Please sign-up by the end of April.**

Those who qualify and are selected to participate will be compensated for their time, and everyone is encouraged to sign-up. Questions can be directed to the study manager, Brian Baupal at (800) 317-5489 or at [bb@thinklounge.ca](mailto:bb@thinklounge.ca)

## ONLINE RECRUITMENT FORM

**Thank You for interest in participating in the focus groups we will be holding with Internationally Educated Medical Laboratory Technologists!**

The purpose of the groups is to discuss the process of becoming an MLT in Canada and various alternatives to those going through the process. Those who qualify and are chosen for the groups will be compensated for the time **and expense** to participate.

**PLEASE NOTE THAT ALL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL, AND IS STORED SECURELY. YOUR DECISION TO PARTICIPATE OR NOT HAS NO IMPACT ON YOUR STANDING WITH CSMLS. IF YOU ATTEND THE FOCUS GROUPS, ALL COMMENTS WILL BE KEPT STRICTLY CONFIDENTIAL. ANONYMOUS RESULTS OF THE STUDY WILL BE MADE AVAILABLE WHEN THE FINAL REPORT IS READY.**

- 1) Thinking about your education in medical laboratory science, did you receive your education in medical laboratory science...

In Canada

**TERMINATE**

Outside of Canada

- 2a) Please indicate which best describes you...

I have not passed the CSMLS Natifonal Certification Examination **SKIP TO Q3**

I have passed the CSMLS National Certification Examination

- 2b) How long ago did you receive your certification to practice medical laboratory technology in Canada...

Under 1 year (1-11 months)

Between 1 and 2 Years (12-23 months)

Between 2 and 3 Years (24-35 months)

More than 3 years (36 months or more) How many years\_\_\_\_\_

- 2c) Which of the following best describes your present work situation **[CHECK ONE ONLY]**

I am presently working in the field of medical laboratory technology

I am presently working, but not in the field of medical laboratory technology

Currently I am not working

**SKIP TO QUESTION 4**



3) Are you actively pursuing your certification in Medical Laboratory technology?

Yes

No **TERMINATE**

4a) In what province/territory do you live? **[Programmer, provide list of Provinces]**

4b) In what city do you live **[Programmer, provide a list of cities based on province, and an option for "Other"]**

5) Please provide:

Your first name\_\_\_\_\_

Your last name\_\_\_\_\_

Your home phone\_\_\_\_\_

Your cell phone\_\_\_\_\_

Your email\_\_\_\_\_

**THANK YOU FOR YOUR TIME. IF YOU ARE SELECTED, WE WILL CONTACT YOU.**

If you have any questions, feel free to contact Brian Baupal, the researcher for this study, at [bb@thinklounge.ca](mailto:bb@thinklounge.ca) or at \_\_\_\_\_.

# MODERATOR'S GUIDE

## *Introduction (10 Minutes)*

- Brian Bauman, from Thinklounge Market Research
- Type of research called a focus-group – small group of people around a table discussing an issue in depth. Gives us a good sense of how people think and feel about a particular topic.
- We are going to discuss the process of becoming an MLT in Canada and specifically various alternatives and options available to you as you go through it.
- To be clear, CSMLS is the sponsor of this research. I myself am an independent market researcher. What you see me doing here is largely what I do for a living. So I don't work for CSMLS at all.
- Everything that is said in here is confidential. I don't report anything that is said in here directly to CSMLS. I do write a report stating general conclusions and observations, but I do not mention anyone by name and I don't quote anyone in my reports. Note as well that your participation today has no influence or bearing on your standing with CSMLS in any way, regardless of where you are in the process. I will also not report any results that could potentially identify a respondent. Also for confidentiality, please do not reveal or discuss anyone's responses outside of the group.
- There is a one-way mirror behind me, but it has been masked, as you can see. To be clear, there is no one behind it, and no one is observing or listening to the groups this evening. However, I am tape-recording the discussion so that I can review the proceedings to write my report. Note that I will destroy the recordings once I am done with them, in about 3 months from now.
- Note that you have the right not to answer any question or leave at any time.
- But now that I have told you about the tapes and the mirror I encourage you to be as open and honest as possible. A group like this works best when we have an open, vibrant and respectful conversation.
- Please turn off your cell phones, or turn them to vibrate. If you need to take a call or use the washroom, please excuse yourself from the room. Please help yourself to refreshments as well.

- Now let's go around the table and introduce yourself by your first name only, and tell me where you were educated in MLT, and what stage of the certification process you are in. If you are working, feel free to share what you do and where.

### ***IEMLT Process (15 Minutes)***

- Tell me briefly about some of the challenges or even frustrations you feel when becoming an MLT in Canada. **[MODERATOR – Be brief and focused]**
- When you face those challenges, what are your thoughts about continuing to pursue becoming an MLT in Canada. What makes you want to stay with the process? What makes you want to consider doing something else?
- Tell me about the length of time it takes. **[Probe – At what point is it too long a time? What would you do at that time? What are your options?]**
- What are you doing to support yourself now? What's it like having to do that? How sustainable is it for your situation?
- Do you know anyone who has stopped the process of becoming an MLT? What have they done?
- Is there anyone in here who is considering stopping the process? More generally – what thoughts have you had about stopping the process?
- What would you do if it came to that point? At present, do you feel you have enough information to make good choices about stopping? What you would consider doing?

### ***Exploring The Concept Of Alternate Careers (25 Minutes)***

- We are going to explore the concept doing something other than being an MLT in Canada for the rest of these groups, or in other words, discussing alternate careers. When you think about doing something else other than becoming an MLT, what kind of things do you think about? What other options do you want available? What does the concept of an alternate career mean to you at this time? What would you look for?
- Tell me what it is to be discussing this – like the topic . What sorts of thoughts or feelings do you have in me even addressing this kind of topic? **[Moderator, note responses regarding “Alternate Careers” on pre-group worksheets and note any differences in opinion, or ask how what they answered relates to what they are talking about now]**

- I know we briefly discussed it before, but let me get an exact show of hands. Who has considered an alternate career to being an MLT in Canada – and let me define what I mean by that. I mean that you would stop pursuing your MLT registration, so you'd stop writing the exam, looking for work in the field, etc.. and instead focus on pursuing an alternate career. Who as ever **thought** of doing that, raise your hand.
  - What specifically have you thought about? What career? When did you think about it? How did you feel? What specific point in the process have you considered an alternate career?
- How do you think pursuing an alternate career reflects on you?
- How do they view CSMLS for suggesting an alternate career? Do you think it is fair of them to do so? Should they do so? [**Probe for consensus**]
- At what point in the application process should the option of alternate careers be considered [**Probe** – pre-arrival/overseas/in your home country, with application, during assessment/PLAR, during studies, during exams, during employment search] Should it be a continuous message that CSMLS delivers to you throughout the process, or just at particular points?
- While we will talk about specific careers in a bit, I want to know whether you feel that the concept of alternate careers is somehow “lesser” or not as good as being an MLT in general.
  - Would you make a distinction between alternate careers that are outside of healthcare? Would you have a different opinion of those?
  - Would you consider a “lesser” career if there was a better chance of employment or better pay involved? What other factors would make you choose such a career?

### ***Information About Alternate Careers (20 Minutes)***

*We are going to make our way to viewing some actual alternate career information and suggestions, but before we get there, I want to ask you a number of questions about the information you would expect to see about alternate careers.*

- What kind of information do you want to see about alternate careers [**Prompt – Salary, training, responsibilities, skills, employers, likelihood of employment**]. How detailed does it have to be?
- How would this information help you choose a career? What is most important to you? How would you use the information to choose an alternate career?
- How should information about alternate careers be provided to you? How would you like to find out about them? [**If necessary probe on**]
  - Website [**What Information do you want?**]
  - Sheets
  - In-Person [**Ask – What benefits does this provide?**]
- If you are interested in an alternate career, what kind of information would you need to take action, or to pursue it further? Whose contact information would you want to have?

### ***Types Of Alternate Careers (15 minutes)***

- What types of alternate careers would be of interest to you? What fields would be of interest to you?
- What careers would you be least interested in?
- Do the careers have to be health-care related?
  - Patient interaction
  - Within science in general
- What would the alternate career have to offer you in order to get you to consider it?
- What about factors such as:
  - Salary
  - Retraining
  - Regulated
  - Employment chances
  - Responsibilities
  - Possibility of advancement
  - Something that will make you happy
  - Flexibility in work schedule

### ***Examples Of Careers And Information (35 minutes)***

	Group								
	1	2	3	4	5	6	7	8	T
Lab Assistant	1		1	2	1		1		5
Bio-Tech	2	2		1		1	2	1	6
Sales		1	2		2	2		2	5

### **HAVE PARTICIPANTS READ SHEETS.**

Ask overall:

- What is the main message
- What do you remember that is useful
- What is new or interesting on this sheet?
- What is confusing?
- What is missing? What additional questions do you have?
- What would interest you in this career?
- What would deter you from this career?
- Given what you have read, when would you want to know about this alternate career in the process? [**Probe** – pre-arrival/overseas/in your home country, with application, during assessment/PLAR, during studies, during exams, during employment search]
- Does this work as a stand-alone sheet, or does it need someone to take you through it?
- We have talked about some concerns about alternate careers. What concerns does this sheet address? What concerns still exist? Does it create any new ones?
- **GO SECTION BY SECTION ASKING WHAT INTERESTS THEM AND WHAT CONCERNS THEM IN THE SECTION. DO THE SAME FOR THE SECOND SHEET.**

### ***Alternate Names***

- We have been calling these “Alternate Careers”. Are there any other names you can think of that would best suit what they’re called?
  - Alternative careers
  - Career Options
  - Alternate Career Options



### **Pre-Group Questionnaire**

- 1a) Which of the following best describes where you are in the process of becoming an MLT? **[Circle one only]**

Submitted my application and documents  
Getting my credentials assessed  
Taking courses and or/studying for the exam  
Taking the exam  
Passed the exam and looking for work  
Passed the exam and have found work

- 1b) What is the total length of time you have spent becoming an MLT in Canada?

\_\_\_\_\_ Months/years **[Circle One]**

- 2) How interested would you be in each of the following while becoming an MLT in Canada... **[CHECK ONE ONLY]**

	<b>Very Interested</b>	<b>Somewhat Interested</b>	<b>Not Very Interested</b>	<b>Not Interested At All</b>
More information regarding the exam				
Receiving peer support from people who have gone through the certification process				
Information regarding alternate careers that you could consider instead of being an MLT				
A process that is clearer and faster for becoming an MLT				
More information about the MLT process provided to you while you are in your home country				

**PLEASE BRING THIS FORM WITH YOU INTO THE FOCUS-GROUP ROOM**

### **Addressing Concerns Regarding Alternate Careers**

- Highlight that this is a research process. Explain that all concerns will be brought to the attention of CSMLS, including if necessary the discussion that the moderator may have that addresses the concerns of participants.
- Explain that the qualitative research process is designed to be flexible and allow people to ask questions, or air concerns.
- Provide a contact at CSMLS if necessary to address any concerns **CSMLS TO PROVIDE, AND WILL BE INSERTED HERE.**
- Explain that investigating or offering alternative careers does not divert CSMLS' attention at all from helping IEMLT's become certified in the profession.
- **If in a province with a Fairness Commissioner...** Explain that independent Fairness Commissioners review the activities of regulators such as CSMLS to make sure their process is fair, and if necessary, issues can be addressed with that office **Provide Contact Information**
- Explain that throughout Canada, there is a Pan-Canadian Framework for International Credential Recognition which recommends that regulators and others involved in the immigration and credential process provide "Alternate Pathways To Related Occupations" if there is non-recognition or non-entry into a profession.
- If necessary, point to relevant areas of the moderator guide that show how the group will address concerns, and how results will be used by CSMLS.

## **FACT SHEETS USED IN FOCUS GROUPS**

### **Technical sales specialists are also called:**

- Customer support representatives – wholesale
- Manufacturer's sales representatives (reps)
- Sales persons
- Sales reps
- Technical sales reps
- Technical support specialists

The following titles are used for technical sales specialists dealing with laboratory and/or medical supplies and equipment:

- Diagnostic instrument sales representatives (reps)
- Hospital equipment sales reps
- Medical equipment and supplies salespersons
- Medical instruments sales agents
- Pharmaceutical sales reps

### **What are the roles of technical sales specialists in Canada?**

Technical sales specialists usually specialize in a particular line of goods or services, such as laboratory supplies and equipment.

Working as a technical sales rep requires knowledge of:

- their employer's business strategy and product lines
- their clients' needs
- how the products can be used and need to be maintained
- competitors' products and strategies

### **What are the main duties of technical sales specialists in Canada?**

- promote sales to existing clients
- find and approach potential clients
- assess clients' needs and resources and show how the products or services that the sales specialists represent can satisfy those needs
- develop reports and proposals for sales presentations, to illustrate benefits from use of goods or services
- make and close sales deals
- provide input about product design where goods or services must be tailored to suit clients' needs
- estimate costs of installing and maintaining equipment or service
- prepare and administer sales contracts
- talk to clients after sale to solve problems and to provide ongoing support
- solve technical problems related to equipment
- maintain and update data about their territories and accounts
- train clients' staff in the operation and maintenance of equipment

Medical equipment and supplies sales specialists use their knowledge about medical and laboratory terms, processes, and equipment to sell products and assist customers.

**What are the desired traits of technical sales specialists in Canada?**

- self-confidence, persistence, initiative and enthusiasm
- good communication and negotiating skills
- the ability to build rapport and gain trust
- the organizational skills and self-discipline required to manage their time effectively
- the ability to work independently and as part of a team
- the ability to cope with uncertainty, stress, and long hours
- good at dealing with people
- good at analyzing information to find and win new clients

**Where do technical sales specialists work?**

Technical sales specialists work for establishments that produce or provide technical goods and services such as computer services firms, communications companies, and engineering firms. Medical equipment and supplies sales specialists work for pharmaceutical and medical equipment manufacturing companies.

**What might the typical work conditions be?**

Many technical sales specialists work long hours. They spend much of their time visiting possible buyers and creating sales. Technical sales specialists are assigned specific territories that may be defined geographically (for example, Greater Toronto Area, Atlantic Canada), by market segment (for example, medical), or by type of organization (for example, government hospitals, private clinics). Some technical sales specialists have large geographic territories and travel frequently. They may be away from home for several days or weeks at a time.

Because their incomes often depend on commissions, technical sales specialists are always under pressure to keep and expand their client base.

**What qualifications are Canadian employers looking for?**

Most employers prefer to hire technical sales specialists who have a college diploma or university degree from a program related to the products and services they will be selling, plus several years of related work experience. For example, medical and lab equipment companies will seek job applicants with a diploma or degree related to medicine and a background in equipment operation or laboratory work.

### What communication skills do employers expect?

Good communication skills play an important role in the success of sales specialists. All of the duties of technical sales specialists require reading, writing, speaking, and/or listening skills.

- promote sales to existing clients
- find and approach potential clients
- assess clients' needs and resources and show how the products or services that the sales specialists represent can satisfy those needs
- develop reports and proposals as a part of sales presentations to illustrate benefits from use of goods or services
- negotiate and close sales deals
- provide input about product design where goods or services must be tailored to suit clients' needs
- estimate costs of installing and maintaining equipment or service
- prepare and administer sales contracts
- talk to clients after sale to solve problems and to provide ongoing support
- solve technical problems related to equipment
- maintain and update data about their territories and accounts
- train clients' staff in the operation and maintenance of equipment

Companies that import or export technical goods or services may require technical sales specialists to be fluent in a specific foreign language. The ability to speak and write in multiple languages can be an advantage in Canada's multicultural environment.

### What is the wage for this occupation?

Wages are affected by the workers' level of education, work experience, and job responsibilities, plus the job location, work conditions, and whether the workforce is unionized or not. The figures provided below reflect a national average for low, median (mid-point), and high wages (before taxes).

Low	Median	High
\$12/hour	\$23/hour	\$42/hour
\$24,960/year	\$47,840/year	\$87,360/year

For wage information in specific regions or cities in Canada, see Working in Canada's [Explore Careers by Wages](#).

### What opportunities for advancement are available to technical sales specialists?

Employers often offer extensive training programs for technical sales specialists that may range in length from a few weeks to several months. Sales specialists must keep up to date with technological changes affecting their customers' companies.

Advancement depends on the size and nature of the company, and the individual's sales abilities and interpersonal skills. Many companies require front line sales experience for advancement to senior level positions.

See the career advancement and change opportunities for sales reps as described in BioTalent Canada's [BioCareer Pathway](#).

### **Where can I find out more about technical sales specialists and the medical/laboratory industry in Canada?**

For general career information and job search ideas, refer to the Introductory Page.  
[layout suggestion: insert link to Introductory Page]

More details about technical sales specialists are available at:

[Canadian Professional Sales Association](#) (CPSA). The CPSA works to enhance the professionalism, effectiveness, and efficiency of the sales community. The CPSA offers a Certified Sales Professional (CSP) title as a way for competent sales people to set themselves apart. It also provides training and a job board.

Humber College offers an online [Canadian Medical Device Industry](#) certificate. This training program is designed by MEDEC.

[MEDEC](#) is the national association created by and for the Canadian medical technology industry. MEDEC is the primary source for advocacy, information, and education on the medical technology industry for members, the greater healthcare community, industry partners, and the general public.

The [Canadian Generic Pharmaceutical Association](#) (CGPA) represents manufacturers and distributors of finished generic pharmaceutical products, manufacturers and distributors of active pharmaceutical chemicals, and suppliers of other goods and services to the generic pharmaceutical industry. Check out its [Resources](#) page.

See BioTalent Canada's [Skills At-a-Glance](#) for sales rep.

**Medical laboratory technicians are also called:**

- medical laboratory (lab) assistants
- medical lab technical (tech) assistants
- lab workers
- lab assistants
- phlebotomists

**What are the roles of medical laboratory technicians (assistants) in Canada?**

Medical lab assistants receive and collect samples and work directly with patients. They sort, prepare, and process samples that will be tested and analyzed by a medical laboratory technologist or other health professional.

**What are the main duties of medical lab technicians (assistants) in Canada?**

- check information on documents that accompany specimens
- enter data into computers
- collect, label, and deliver specimens, for example, blood samples
- set up, operate, and maintain laboratory equipment
- do pre-analytical procedures on specimens from a variety of sources, for example, prepare slides of blood and other fluids for examination under a microscope
- follow lab safety protocols and procedures
- handle hazardous materials
- make chemical solutions and stocks of culture media
- plant specimens to culture bacteria
- maintain stock levels of laboratory supplies

For a complete listing of skills and duties of a medical lab assistant and to identify transferable skills from the lab assistant's education or work experience, refer to the [CSMLS Personal Competency Rating Booklet](#) to complete a self-assessment.

**What are the desired traits of medical lab technicians (assistants) in Canada?**

Medical lab assistants should be able to:

- care for and comfort patients
- pay close attention to detail and take precise readings
- work quickly and accurately
- follow instructions
- be methodical in their work
- work both alone and as part of a team
- adapt and work in a changing environment
- work well with co-workers and the public
- use scientific rules and methods to solve problems

- keep up-to-date technically and apply new knowledge

Medical lab assistants should possess:

- good fine motor skills to handle specimens and small laboratory equipment
- normal colour vision
- good communication skills
- good organizational and time management skills

### **Where do medical lab technicians (assistants) work?**

They work in the following types of organizations:

- private laboratories
- hospitals
- community health clinics
- public health facilities
- university research labs
- biotechnology companies
- specialty labs, for example, in vitro fertilization labs

Their responsibilities vary depending on the type and size of organization they work for and where it is located, for example, large city or small town.

### **What might the typical work conditions be?**

Medical lab assistants generally work in clean, bright, well-ventilated medical laboratories and facilities. During a shift, they may perform a variety of tasks, or they may repeat the same tasks throughout the day. Medical lab assistants use solutions and reagents that may cause unpleasant odours. They might have to work with infectious patients or samples or hazardous chemicals, so they must take safety precautions to reduce risks. The work requires spending a lot of time standing or sitting.

The work schedule for a medical lab assistant may be full or part time, and seasonal or year-round work. They might work regular hours, for example 8 a.m. to 5 p.m. from Monday to Friday, shift work, or on-call hours.

### **What qualifications are Canadian employers looking for?**

Canadian employers want to hire someone with a diploma from a CMA-accredited medical laboratory assistant program (or equivalent as determined by employer). The CMA or [Canadian Medical Association](#) has a list of professional bodies and accredited, registered educational programs for medical lab assistants.

Although certification is not required for medical laboratory assistants, some employers give preference to job candidates who have been certified by the Canadian Society for Medical



Laboratory Science (CSMLS). See [www.csmls.org](http://www.csmls.org) for more information about how to become certified.

### **What communication skills do employers expect?**

Employers may test for language ability because it is important for workers to understand instructions and share information to complete tasks properly and work safely.

Medical lab assistants use communication skills on the job in many ways:

- They read procedure and equipment manuals. For example, they read health and safety procedures to be followed when collecting and processing specimens. They read their organizations' policies about patients' privacy and procedures for requesting and releasing medical information. They read care and maintenance instructions and procedures in equipment manuals to make minor repairs.
- They write brief comments in patients' files and on collection lists. For example, in patient files they write notes about difficulties in accessing patients' veins and recommend types and gauges of needles to use. They write down reasons for the inability to collect specimens, such as missed attempts to access veins or patients' refusals, on collection lists.
- They give instructions and provide support to patients before, during, and after specimen collection. They explain each step of collection procedures, and comfort and reassure nervous patients. Technicians in hospitals may provide instructions for proper use of home test sampling kits and special collection procedures. Technicians in blood donor clinics give post-donation instructions to blood donors.

To review examples of how other Essential Skills are used by medical lab assistants in the workplace go to [Explore Careers by Essential Skills](#) on the Working in Canada website.

The ability to speak and write in multiple languages can be an advantage in Canada's multicultural environment.

### **What is the wage for this occupation?**

Wages are affected by workers' level of education, work experience, and job responsibilities, plus the job location, work conditions, and whether the workforce is unionized or not. The figures provided below reflect a national average for low, median (mid-point), and high wages (before taxes).

Low	Median	High
\$15.00/hour	\$24.00/hour	\$37.50/hour
\$31,200/year	\$49,920/year	\$78,000/year

For wage information in specific regions or cities in Canada, see Working in Canada's [Explore Careers by Wages](#).

### **What opportunities for advancement are available to medical lab technicians (assistants)?**

Medical lab assistants may seek work in these areas of specialization:

- biochemistry (studying chemical reactions in the body)
- cytology (studying the structure and function of cells)
- hematology (analyzing diseases of the blood and blood forming tissues)
- histopathology (examining the structure of diseased tissue)
- immunology (examining how the immune system works)
- microbiology (studying bacteria and viruses)

Experienced medical lab assistants may move into related jobs in laboratories run by industrial or manufacturing companies, pharmaceutical companies, veterinary companies, or government.

Chances for advancement depend on a medical lab assistant's abilities, experience, and education. For example, with additional education and experience, individuals may progress to work as a supervisor or instructor of medical lab assistants.

### **Where can I find out more about this occupation and the health industry in Canada?**

For general career information and job search ideas, refer to the Introductory Page.

[layout suggestion: insert link to Introductory Page]

More details about medical lab assistants are available at the web sites described below:

The [Canadian Society for Medical Laboratory Science](#) (CSMLS) is the national certifying body for medical laboratory technologists and medical laboratory assistants. It is the national society for Canada's medical laboratory professionals.

The [Canadian Medical Association](#) provides a list of professional bodies and accredited, registered educational programs for medical lab assistants.

**Health Canada** is the Canadian federal department that helps Canadians maintain and improve their health. For a description of the federal, provincial, and territorial governments' roles, see the [Health Care System Delivery](#).

Many health jobs in Canada are with provincial and territorial government health services. Some of the provincial organizations that post job openings or career opportunities are listed below:

- [Alberta Health Services Job Board](#)
- [British Columbia's Provincial Health Services Authority Career Opportunities](#)
- Manitoba's Diagnostic Services [Careers](#)
- New Brunswick's Health Networks' [Career Centre](#)
- Newfoundland's Health and Community Services [career opportunities](#)

- Northwest Territories' [Health and Social Services Careers](#)
- [Nova Scotia's District Health Authorities](#) (note: information about career opportunities is available at the regional link provided on this page)
- Nunavut's [Employment Opportunities](#) in health
- [Ontario's Local Health Integration Networks](#) (note: information about career opportunities is available at the regional link provided on this page)
- Quebec's [Agences de la santé et des services sociaux](#) (note: information about career opportunities available at the regional link provided on this page; some information in French only)
- Saskatchewan's [Health Careers](#) (note: information about career opportunities is available at the regional link provided on this page)
- Yukon's Health and Social Services [Employment](#)

Note: These websites tend to change frequently.

## Biotechnology is also called:

- Bio-economy

## What is the biotechnology industry?

The biotechnology industry is made up of the invention, development, production, and use of products and processes that use biological resources. The bio-economy is made up of four sectors: bio-health, bio-energy, bio-industrial, and agri-biotech. In 2013, 47% of biotechnology companies in Canada were in bio-health.

## What types of jobs are there in the bio-economy?

Biotechnology companies have people working in the areas of preclinical research, clinical research, research and development, manufacturing, quality control and assurance, and others. Some careers in the bio-economy, like the ones below, have similar duties and traits to medical lab technologists.

- Bio-economy **lab workers (also called biotechnology lab workers)** are employed in many types of labs, including research, quality control, and quality assurance. They do bench work and follow laboratory procedures under the supervision of laboratory technologists, laboratory researchers, research scientists, and other senior staff. They comply with good laboratory and manufacturing practices, and they may participate in the development of processes related to biotechnology. You can find more details about this occupation on the CSMLS Fact Sheet about bio-economy lab workers [layout suggestion: provide link to fact sheet] and from BioTalent Canada's Skills Profiles in the [Career Tools section](#).
- Bio-economy **research assistants** help run studies in laboratories. They have a wide range of duties that include looking up past and current research projects and results, setting up studies (including identifying financial, human, and material resources), running and reporting on experiments, recording detailed observations, analyzing data, and interpreting and communicating results. They are also responsible for preparing samples, testing equipment, and developing protocols and standard operating procedures (SOPs). They must handle samples carefully and record notes that are organized, clear, and accurate. After experiments have been completed, the research assistant stores samples in the right place and cleans the laboratory. You can find more details about this occupation from BioTalent Canada's Skills Profiles in the [Career Tools section](#).
- Bio-economy **animal care attendants** work with a variety of laboratory animals involved in research studies. They care for the animals, observe, and provide research support, all according to the regulations of the Canadian Council on Animal Care. Animal care attendants clean animal housing, empty waste matter, fill cages with fresh bedding, groom animals, and feed them according to policies, procedures, and research protocols. They may also provide routine postoperative care, administer medication, or prepare samples for laboratory examination under the supervision of veterinarians or scientists. You can find more details about this occupation on the CSMLS Fact Sheet about animal health technologist and veterinary techs [layout suggestion: provide link to fact sheet] and from BioTalent Canada's Skills Profiles in the [Career Tools section](#).

- Bio-economy **animal care technicians** also provide care, observation, and research support for laboratory animals, according to the regulations of the Canadian Council on Animal Care. They provide clinical expertise such as pre- and post-operative care, they give medication, and they prepare samples for laboratory examination under the supervision of veterinarians or scientists. They collect and test laboratory samples, provide surgical and anaesthesia support, order animals for studies, and administer drugs under the direction of a veterinarian. You can find more details about this occupation on the CSMLS Fact Sheet about animal health technologist and veterinary techs [layout suggestion: provide link to fact sheet] and from BioTalent Canada's Skills Profiles in the [Career Tools section](#).

The four occupations described above are part of the occupational groups of **biological technician and technologists (NOC 2221)** and **chemical technicians and technologists (NOC 2221)**. You can find more information about these occupational groups on the CSMLS Fact Sheets [layout suggestion: provide link to fact sheets].

#### **Where can I find more information about the bio-economy in Canada?**

More details about the bio-economy are available at [BIOTEC Canada](#) and [BioTalent Canada](#).

BioTalent Canada provides [guidelines](#) about how readers can use their Career Tools to identify skills that they could transfer to different careers in the bio-economy.

# QUANTITATIVE RESEARCH INSTRUMENT

**Initial Email – to be sent on THURSDAY JUNE 12**

Email Subject Line: Survey With Internationally Educated MLTs & New Applicants

Dear \_\_\_\_\_ **[Insert Name of Individual, if possible]**

The Canadian Society for Medical Laboratory Science (CSMLS) is conducting a survey with Internationally Educated Medical Laboratory Technologists who have recently been certified and those who are still in the process of being certified. The purpose of the survey is to seek input into various alternatives that could be available to those going through the certification process and to better understand the process overall.

To participate in the survey, click or go to <https://www.surveymonkey.com/s/6WLVHP8>

It is important that we hear from you directly, and as many IEMLTs as possible so that we can provide the best service possible to international applicants who apply to CSMLS. The questionnaire itself will take no more than 10 minutes to complete, and you can exit the study and return to complete it if you need to.

The survey will be online for approximately two weeks starting today, and we anticipate closing off responses on **Friday June 27** so it is important to go online soon. You can complete the study from any computer.

If you have any questions you may contact Brian Bauman at (888) 506-9931 or [bb@thinklounge.ca](mailto:bb@thinklounge.ca) Alternately, you can contact \_\_\_\_\_ **(insert CSMLS contact)**.

Remember - this research will play a significant role in identifying needs of IEMLTs and is an opportunity for you to help others. Results of the study will be available as part of the final report for this project. Visit <https://www.surveymonkey.com/s/6WLVHP8> to participate and for more information.

Best regards,

\_\_\_\_\_  
**CSMLS Contact**

**Reminder Email – To be sent on MONDAY JUNE 23**

Email Subject Line: Research Study With Internationally Educated MLTs & New Applicants

Dear \_\_\_\_\_ **[Insert Name of Individual, if possible]**

This email is to remind you about the survey that is being conducted with Internationally Educated Medical Laboratory Technologists (IEMLTs). If you are interested in participating please visit <https://www.surveymonkey.com/s/6WLVHP8> **by June 27.**

This survey is for new applicants and those who have been certified for the last three years. The purpose of the survey is to seek input into various alternatives that could be available to those going through the certification process and to better understand the process overall.

This research will play a significant role in identifying needs of IEMLTs and is an opportunity to help others. To participate and get more information, please visit <https://www.surveymonkey.com/s/6WLVHP8> **by June 27**, and if you have any questions, please contact Brian Bauman, the researcher for this study at [bb@thinklounge.ca](mailto:bb@thinklounge.ca) or at (888) 506-9931.

Best regards,

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**CSMLS Contact**

**WELCOME TO THE CSMLS IEMLT SURVEY**



**Canadian Society for Medical Laboratory Science  
Société canadienne de science de laboratoire médical**

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The purpose of the survey is to seek input into various alternatives that could be available to those going through the certification process. Your participation is very important to help determine how CSMLS can continue to best address the needs of international applicants. Results of this study will be available as part of the final report for this project.

The survey will take no longer than 10 minutes to complete, and if you need to, you can exit and return to the survey to complete it.

***INSTRUCTIONS***

Do not use your browser's forward or back arrows. For navigation, please use the arrows included in the study. You may exit and return to the study where you left-off as long as you use the same computer.

**CONTINUE**

**ENGLISH [CLICK HERE](#)**

**FRENCH [CLICK HERE](#)**



## **SCREENER**

S. MLT/MLA) Are you presently pursuing your MLT (Medical Laboratory Technologist) designation or your MLA (Medical Laboratory Assistant) designation?

MLT Designation

MLA Designation

Not sure at this time

S1a) Please indicate which best describes you...

I have passed the CSMLS National Certification Examination **SKIP TO S2**

I have not passed the CSMLS National Certification Examination **ASK S1B**

S1b) Which stage of the certification process are you in right now? **[Check one only...]**

I am gathering my documents for credential review

I am having my credentials reviewed now

I am studying for the exam

I am writing the exam, waiting to write the exam, or am attempting the exam again

### **Go to Question S3**

S2a) Are you presently working in the field of Medical Laboratory Science?

Yes, I am working in the field

No, I am not working in the field **[Please provide occupation\_\_\_\_\_]**

S2b) How long you have been certified as an MLT in Canada...

I have been certified under 1 year (1-11 months)

I have been certified between 1 and 2 years (12-23 months)

I have been certified between 2 and 3 years (24-35 months)

I have been certified more than 3 years (36 months or more) **TERMINATE**

S3a) MLTs require an education from a post secondary institution. Did you receive your post secondary education...

In Canada

**TERMINATE**

Outside of Canada

S3b) What is the total length of time you have spent becoming a Medical Laboratory Technologist (MLT) in Canada since you submitted your application?

\_\_\_\_\_ Months/years **[Circle One]**

S4a) In which province or territory do you presently live?

British Columbia

Alberta

Saskatchewan

Manitoba

Ontario

Quebec

New Brunswick

Nova Scotia

Prince Edward Island

Newfoundland

Northwest Territories

Yukon Territory

Nunavut

**I live outside Canada ➔ Terminate with a screen that says “Thank You for your participation. The rest of the survey must be completed by individuals who live in Canada.”**

S4b) Do you live in a...

Major Canadian City (Population over 500,000)

Urban area (Population between 250,000 - 499,999)

Large City (125,000 - 249,999)

Small City (25,000 - 124,999)

A rural or remote area (Population under 25,000)

S5) Is English your first language?

Yes

No

S6) From what country did you receive your training as a Medical Laboratory Technologist? [**INCLUDE LIST OF COUNTRIES. ADD AN "OTHER" AND "DO NOT WISH TO SAY" OPTION.**]

S7) How many years have you been in Canada?

\_\_\_\_\_ Number Of Years **DO NOT ACCEPT 0**

## **Main Questionnaire**

- 1a) How interested would you be in each of the following while becoming an MLT in Canada. Use the scale below to indicate your interest. **[ROTATE ORDER.]**

	<b>Not Interested</b>							<b>Very Interested</b>		
	1	2	3	4	5	6	7	8	9	10
Receiving peer support from people who have gone through the certification and licensing process										
Information regarding alternate careers that you could consider instead of becoming an MLT										
A process that is clearer and faster for becoming an MLT										
More information about the MLT process provided to you while you are in your home country										

- 1b) You gave a rating of \_\_\_\_\_ **[INSERT RESPONSE FROM Q1a ABOVE]** for your interest alternate careers. Please indicate why you gave that response.

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- 2a) We would like to focus more on understanding your opinions towards alternate career suggestions that could be offered to individuals who are applying to become MLT's in Canada. Alternative careers are career options that immigrants could pursue other than being an MLT but are still careers that make use of and relate to an immigrant's skills and experience as an MLT.

For some immigrants, alternative careers are sought to support themselves while pursuing licensure. For others who are unable to achieve recognition or unable to find employment in their field once qualified, the alternative career becomes a new career. In either case, alternative careers help improve an immigrants job prospects by using some or all of their previously acquired skills and experience as an MLT. Other attributes associated with alternative careers include the requirement for little or no upgrading; provision of a professional or semi-professional salary; and opportunity for advancement

CSMLS would provide information about alternate careers so that applicants could investigate other career options as they are going through the certification process. Alternate career options are descriptions of career fields. They are NOT postings for jobs or employment in other careers. Investigating alternate careers does not impact your chances of becoming an MLT in Canada, and CSMLS will always support all applications. The goal of offering alternate career information is to help applicants make better decisions to ensure a prosperous future in Canada.

2a) How useful do you think it is for immigrants to Canada to research a number of career options so that they can best plan their route to full employment when coming to Canada?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all

2b) Why do you say **[Insert response from 2a]** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2c) CSMLS could provide information on alternative career options on its website, so that immigrants can research both being an MLT in Canada, as well as learning a bit about other career options that may be available in careers that require similar skills and interests as MLT. Do you think it is very positive, somewhat positive, not very positive or not positive at all for CSMLS to offer alternative career information to applicants?

- Very positive
- Somewhat positive
- Not very positive
- Not positive at all

2d) Why do you say **[Insert response from 2c]** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How important is it that CSMLS clearly communicate each of the following? Use the scale below to indicate how important each is to communicate... **[ROTATE ORDER]**

	<b>Not Important</b>							<b>Very Important</b>		
	1	2	3	4	5	6	7	8	9	10
That CSMLS supports all applications for licensure even though it is offering alternate career information										
Investigating alternate careers does not impact the status of one's application for licensure										
That the purpose of alternate careers is to help make better decisions to ensure a prosperous future in Canada										

3) The following are some statements people have made about alternate careers. Please indicate how strongly you agree or disagree with each of the following. Use the scale below to indicate whether you agree or disagree with each of the following

	<b>Disagree Strongly</b>							<b>Agree Strongly</b>		
	1	2	3	4	5	6	7	8	9	10
CSMLS should inform applicants about alternate careers <b>as soon as possible</b> in the process so that applicants can make better decisions										
Alternate career information should only be available <b>after</b> the candidate is told how long it will take to become certified.										
Offering alternate career information could make some people feel discouraged										
If CSMLS offers alternate career information it should also clearly state the likelihood or probability of successfully becoming an MLT in Canada.										

4a) The following are some stages in which CSMLS could offer you information about alternate careers. Please indicate how interested you would be in hearing about alternate career information at each of the following steps in the process **[ROTATE]**

- 4b) Which one of these options is best, in your opinion, to offer information about alternate careers? **[CHECK ONE ONLY]**

[illegible]

- 5a) The following are some general career areas that may be considered for alternative careers. Please indicate how interested you are in each area by using the scale below **[ROTATE]**

[illegible]

- 5b) The following are some more specific career fields. Please indicate how interested you are in each by using the scale below.

[illegible]







- 9a) The following are some names that could be used to describe alternate careers for IEMLT's. Which name do you prefer? **[ROTATE AND CHECK ONE ONLY]** Which do you prefer... alt careers, alternative careers, career options, related careers?

Alternate Careers

Alternative Careers

Career Options

Related Careers

- 9b) Thank you for your time. Please feel free to provide any additional information on CSMLS and it providing alternate career options.

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**THANK YOU!**