COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: FOUNDATIONAL KNOWLEDGE AND APPLIED THEORIES

10.1 – Understand Career Development Theories and Models

Purpose & Context

Career Development Professionals (CDPs) draw from a wide variety of traditional and emerging career development theories, models, frameworks and approaches. A strong theoretical foundation enables CDPs to understand a client's situation and choose relevant approaches and interventions.

CDPs also use theoretical models to generate knowledge, stimulate thinking, and provide direction for research on the field of practice.

Effective Performance

Competent career development professionals must be able to:

P1. Describe career development theories, models, frameworks and approaches, i.e. recognize the unique body of literature, research and evidence informing the practice of CDPs

P2. Distinguish between evidence-based theoretical foundations and other approaches:

- Evidence-based: research-based interventions inform theory-based practice, i.e. scientific method
- Other approaches: untested but commonly recognized practices

P3. Identify traditional career development theories, for example:

- Trait-factor theories, e.g. Holland's person-environment fit
- Developmental, e.g. Super's theory of lifespan/life space career development

P4. Identify key components of contemporary and emerging career development theories, for example:

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- Responding to the unexpected, e.g. chaos theory of careers, happenstance learning theory
- Collaborative meaning making, e.g. cognitive information processing, life design counselling, narrative and socio-dynamic counselling
- Systems, e.g. career engagement, holistic, life roles, social justice, sociological, systems theory framework and 4s model of life transitions
- Psychology, e.g. Maslow's Hierarchy of Needs
- Cultural complexity, e.g. career counseling with under-served populations, culture-infused service delivery, cultural accommodation

P5. Identify theories from other professions that are applicable to career development, for example:

- Human development, e.g. Erikson's developmental stages, Skinner's behaviourism
- Change and transition, e.g. Bridges' transition model, Prochaska and Diclemente's stages of change model/transtheoretical model
- Human resource development, e.g. theory of work adjustment
- Education, e.g. Vygotsky's zone of proximal development
- Mental health/optimal experience, e.g. Csikszentmihalyi's flow, Keyes' mental health continuum

P6. Keep up-to-date with latest developments in career development theory, models, frameworks, approaches and research, for example:

- Seek information from reliable sources
- Consult colleagues
- Participate in professional development and learning

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Theories, models, frameworks and approaches specific to the field of career development

K2. Theories, models, frameworks and approaches from related fields relevant to career development practice

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Theoretical models may need to be adapted based on client characteristics.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Theory:** An idea that has gained enough evidence to be accepted as true through observed or measured phenomenon.

— **Model:** Simplified representation of something complex.

Information Sources and Resources for Consideration

— Arthur, N., Neault, R., & McMahon, M. (Eds.). Career theories and models at work: Ideas for practice. Toronto, ON: CERIC, 2019.

— Neault, R. A. Theoretical foundations of career development (pp. 129-152). In B. C. Shepard, & P. S. Mani (Eds.), Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribed

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: FOUNDATIONAL KNOWLEDGE AND APPLIED THEORIES

10.2 – Apply Career Development Theories and Models

Purpose & Context

Career Development Professionals (CDPs) apply relevant theories, models, frameworks and approaches to understand, analyze, and meet clients' career development needs.

CDPs also use theories to inform program development, implementation and evaluation. By understanding the benefits of programs or services available to different client groups, the services can be adjusted to increase effectiveness.

Effective Performance

Competent career development professionals must be able to:

P1. Identify theories, models, frameworks and approaches that support understanding a client's presenting concern, i.e. case conceptualization:

- Identify career development theories, models, frameworks and approaches
- Consider own context, culture and biases
- Recognize historical and cultural influences on theories, models, frameworks and approaches

P2. Collect qualitative and quantitative data on client's career challenges:

- Review client characteristics, e.g. values, interests, personal style, skills, motivation, and readiness for change
- Review culture and context, e.g. personal worldview, organizational culture, economic influences
- Identify factors that contribute to client's career challenges

P3. Select theoretically grounded interventions to address client needs, for example:

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- Use Prochaska and DiClemente's "Stages of Change" model to identify client's readiness for change
- Use a narrative approach to understand client's life story and co-construct next steps

P4. Revise programs or services based on theory, for example:

- Review program objectives or goals
- Revise instructional strategies
- Select client assessment tools
- Formulate program evaluation tools

P5. Reflect on practice:

- Reflect on self, e.g. worldview, culture, context, values, relationships, assumptions
- Guard against stereotypes
- Reflect on practice, e.g. engage in mindfulness, self-monitor, learn from clients, examine power relations, plan interventions

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Theoretical foundations and evidence base for selected interventions

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Case conceptualization:** CDP's understanding of the client's problems based on the application of relevant theories and supported by a body of research; this enables the CDP to synthesize multiple pieces of information into a coherent narrative.

Information Sources and Resources for Consideration

— Arthur, N., Neault, R., & McMahon, M. (Eds.). Career theories and models at work: Ideas for practice. Toronto, ON: CERIC, 2019.

— Neault, R. A. Theoretical foundations of career development (pp. 129-152). In B. C. Shepard, & P. S. Mani (Eds.), Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** or **as part of a team**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribed

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.1 – Conduct Intake Interview

Purpose & Context

Career Development Professionals (CDPs) conduct intake interviews as a guided conversation aimed at gathering information from the client to determine the types of programs, services or other interventions required. This preliminary screening of client needs enables CDPs to direct a client to appropriate services or determine the need for a more extensive employability assessment.

Intake interviews are usually semi-structured. Career Development Professionals (CDPs) use an interview guide to ensure essential and standardized information is collected, while seeking to probe and expand on the client's responses. The quality of the data depends upon the CDP's ability to establish rapport with the client, and adapting an interview style that works for the client. Building on the responses, CDPs recommend next steps to address identified needs.

Effective Performance

Competent career development professionals must be able to:

P1. Build rapport:

- Convey helpful, friendly tone
- Put client at ease, e.g. provide reassurance
- Define own role
- Explain client rights
- Remain open and adaptable

P2. Establish reason(s) for client to seek services, for example:

- Seek information
- Goal clarification

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- Explore education or employment options, e.g. post-secondary application, trade school certification
- Seek referral to training or education program
- Gain employment, e.g. job search techniques and strategies, job readiness, job transition
- Maintain employment, e.g. professional development, mentorship
- Advance career, e.g. pursue promotion

P3. Obtain informed consent for collection, use and disclosure of information

P4. Collect required statistical information on client, for example:

- Demographic characteristics, e.g. gender, age, marital status
- Education and employment history
- Current or past access to social assistance

P5. Initiate interview:

- Explain purpose of the interview
- Explain format of the interview
- Ask client if they have questions before commencing

P6. Summarize understanding of discussion

P7. Determine eligibility for existing programs, services or referrals

P8. Determine capacity to access resources independently, for example:

- Discuss online research client has undertaken
- Review client's current resume to determine level of assistance required

P9. Explore service options, based on, for example:

- Pre-employability challenges
- Client expectations

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- Capacity for independent progress

P10. Seek agreement on action items, for example:

- Referral to third-party for services beyond scope of CDP, e.g. housing support
- Direct to sources of information or tools
- Enrolment in workshop(s), e.g. job seeking skills, interview skills
- Schedule employability assessment meeting

P11. Prepare post-intake interview records, i.e. document interaction

- Review and expand on notes, e.g. clarify details
- Write down observations made during the interview, e.g. client behaviour, items for follow up
- Record lessons, conclusions
- Store information in client file

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Career development theories/models

- Types of interview questions and purpose:
- Open-ended, e.g. “How do you see the future?”, “What did you think about that?”
- Closed/fixed response e.g. “What level of education have you completed?”, “What day did that happen?”

K2. Follow-up/probing: e.g. “Can you tell me more about… ?”

- Well-considered use of questions, for example:
- Avoid leading questions
- Use wording free of bias or implied judgment

K3. Follow logical order or sequence, e.g. broad and general questions before asking more detailed questions, seeking information on facts before probing for questions about feelings or conclusions

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Intake interviews may be conducted via telephone or through virtual sessions, and their length and complexity may vary depending on client needs and organizational protocols.
- Steps taken may differ when dealing with multiple clients at once, e.g. use of questionnaires, ability for clients to discuss items together.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Inter-personal:** between people.

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Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become proficient in administering intake interviews, a career development professional requires a minimum experience of working with 20 clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.2 – Conduct Employability Assessment

Purpose & Context

Career Development Professionals (CDPs) meet with clients for a collaborative assessment of the reasons for seeking career services and their employability strengths and needs. Building on the responses, CDPs and clients work collaboratively to identify initial goals and actions to address identified needs.

Employability assessments are usually semi-structured. Career Development Professionals (CDPs) generally use an interview guide to ensure essential and standardized information is collected, while seeking to probe and expand on the client's responses.

Establishing and sustaining a working alliance is a prerequisite to effectively perform this competency.

Effective Performance

Competent career development professionals must be able to:

P1. Prepare for interview, e.g. review client file

P2. Create a comfortable interview setting:

- Welcome client by name
- Introduce self by name
- Reduce noise and eliminate distractions

P3. Build rapport:

- Convey helpful, friendly tone
- Put client at ease, e.g. provide reassurance

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- Define roles of self and client
- Explain client rights
- Outline services available to the client
- Remain open and adaptable

P4. Obtain informed consent for collection, use and disclosure of information

P5. Initiate interview:

- Explain purpose of the interview
- Explain format of the interview
- Ask client if they have questions before commencing

P6. Probe reason(s) for client to seek services as identified in intake interview, for example:

- Goal clarification
- Explore education or employment options, e.g. post-secondary application, trade school certification
- Seek referral to training or education program

P7. Identify client strengths, for example:

- Educational background
- Work experience
- Motivation
- Demonstrated skills, e.g. perseverance, negotiation, emotional intelligence
- Access to transportation

P8. Identify urgent pre-employability challenges, e.g. inadequate housing, mental health concerns

P9. Discuss barriers faced by client:

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- Intra-personal, e.g. learning disabilities, mental health concerns
- Inter-personal, e.g. family issues
- External, e.g. systemic discrimination

P10. Guide conversation using varied approaches, for example:

- Encourage responses, e.g. nod, use of verbal cues such as “uh huh”, “yes”
- Restate phrases to ensure information or meaning is understood
- Ask questions to seek clarity

P11. Use active listening, e.g. provide undivided attention

P12. Monitor client’s level of discomfort or anxiety, e.g. face colour, body language, dryness of mouth, excessive perspiration, misguided eye contact, lack of engagement

P13. Adjust approach to help client feel more comfortable, for example:

- Slow pace and ask questions on how they feel
- Reframe conversation by asking more or different questions
- Refocus the discussion by talking about the client’s goals and expectations

P14. Summarize understanding of discussion

- Identify additional information needs, as required

P15. Determine eligibility for existing programs, services or referrals

P16. Develop goals and action plans with client:

- Schedule meeting, as required

P17. Prepare post-interview records, i.e. document interaction

- Review and expand on notes, e.g. clarify details
- Write down observations made during the interview, e.g. client behaviour, items for follow up

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- Record lessons, conclusions
- Store information in client file

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Career development theories/models

K2. Types of interview questions and purpose:

K3. Open-ended, e.g. “How do you see the future?”, “What did you think about that?”

K4. Closed/fixed response e.g. “Have you tried online learning?”, “What day did that happen?”

K5. Follow-up/probing: e.g. “Can you tell me more about… ?”, “Can you describe how you handled that problem?”

K6. Well-considered use of questions, for example:

K7. Avoiding use of leading questions

K8. Use wording free of bias or implied judgment

K9. Follow logical order or sequence, e.g. broad and general questions before asking more detailed questions, seeking information on facts before probing for questions about feelings or conclusions

K10. Reasons for client anxiety or discomfort, for example:

- Reluctance to seek service
- Client’s mental health condition
- Previous bad experience with career services
- Discomfort with CDP
- History of trauma
- Trust issues
- Fear of judgment
- Discomfort with environment

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- Cultural or religious norms, i.e. person may not feel they can talk about their feelings or challenges

K11. Significant issues commonly faced by clients, e.g. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, mental health challenges, addiction, limited education/training

K12. Communication strategies

K13. Legislation and procedures regarding confidentiality and privacy, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Very hard or challenging

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become proficient in administering intake interviews, a career development professional requires a minimum experience of working with 20 clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.3 – Help Client Develop Goals and Action Plans

Purpose & Context

Career Development Professionals (CDPs) meet with clients regularly to help them to articulate meaningful goals and action plans based on their aspirations, preferences, and employability strengths and needs.

CDPs work collaboratively with clients to help make career choices and develop goals and action plans. This helps ensure clients are engaged and making informed decisions.

Effective Performance

Competent career development professionals must be able to:

P1. Prepare for interview, e.g. review employability assessment notes

P2. Obtain informed consent for collection, use and disclosure of information

P3. Confirm outcomes of previous meeting, where applicable

P4. Outline methods of exploring career options, for example:

- Access labour market information
- Explore sectors of activities
- Conduct information interviews with employers, employees, students, family members and/or support network contacts
- Explore education and training options

P5. Relate findings to career choices, for example:

- Assess suitability of options

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- Articulate an initial goal, recognizing it may change as more information is gathered
- Establish a plan of action
- Evaluate as needed

P6. Articulate career goals with client:

- Prioritize goals with client
- Verify goals reflect client needs and abilities, e.g. achievable, meaningful, tangible

P7. Explore possible actions to achieve goals, e.g. self-guided activities, CDP interventions, community programs

P8. Develop action plan with client:

- Reiterate career goals
- Select actions
- List actions identified to achieve each goal
- Prioritize actions
- Break down actions into tasks
- Identify potential challenges and possible solutions
- Identify resources and support required for each task
- Agree on timelines and milestones

P9. Track progress and results, e.g. contacts gained, activities undertaken, job applications submitted, interviews attended

P10. Revisit goals and action plan regularly

P11. Evaluate outcomes

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of action planning, e.g. breaking down steps, ensuring adequate time and supports, monitoring and acknowledging progress, adjusting as needed

K2. External factors that affect education and employment, e.g. economic forecasts, local labour market

K3. Significant issues commonly faced by clients, e.g. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, mental health challenges, addiction, limited education/training

K4. Occupational information sources, support services, training, and educational options

K5. Legislation and regulations relating to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs must accommodate clients who may have difficulty communicating their strengths and needs and/or understanding the information presented, either because of language used or other factors that might limit communication/cognitive function.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Informed consent**: client's right to be informed, understand, and agree to the services to be provided, roles and responsibilities of the service providers and how information collected during the process will released to others and for what purpose. Signed consent is required as proof of consent. Informed consent is obtained at the beginning of a process and may be required again if the nature of the services provided are later updated or revised.

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Information Sources and Resources for Consideration

— Canadian Career Development Foundation, PRIME 2.0 (Performance Recording Instrument for Meaningful Evaluation) tool, 2019 Edition

— Shepard, B. C., & Mani, P.S. (Eds.). Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.

— Zunker, Vernon G. Career Counselling: A Holistic Approach. 9th Edition. Boston: MA: Cengage Learning, 2016. ISBN 13: 978-1-305-08728-6

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.4 – Select and Monitor Interventions

Purpose & Context

Career Development Professionals (CDPs) work with clients to select the most appropriate interventions to support achievement of client goals and action plans, based on their aspirations, preferences, employability needs and strengths, and opportunities in the labour market.

Effective Performance

Competent career development professionals must be able to:

P1. Review client file, e.g. employability assessment, action plans

P2. Identify type of goals, e.g. pre-employability, attitudes and attributes, career exploration and decision making, skill enhancement, work search, work maintenance, career growth

P3. Identify possible interventions to meet client needs

P4. Reach agreement with client on which intervention to pursue first:

- Discuss identified intervention options
- Select intervention

P5. Monitor the impact of intervention with client:

- Verify progress to desired outcomes

P6. Revisit and update intervention plan regularly, e.g. changes in employability strengths and needs, progress on action plan, changes in personal life

P7. Evaluate client outcomes

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Key elements required to build a working alliance

K2. CDP scope of practice

K3. Significant issues commonly faced by clients, i.e. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, mental health challenges, addiction, limited education/training

K4. Areas of client needs within scope of practice for CDPs:

- Pre-employment challenges, e.g. housing, addiction
- Attitudes and attributes, e.g. self-agency, openness to change, motivation Career exploration, e.g. self-awareness, career decision-making
- Skills enhancement, e.g. formal training, voluntary activities
- Job search, e.g. résumé writing, employment interviews
- Job maintenance, e.g. teamwork, acting on feedback

K5. Interventions to address types of client needs:

- For employability/job readiness, for example:
  - Arrange professional referrals
  - Advocate on behalf of client to address wellness needs
  - Help client build support network
  - Promote mental health
- For attitudes and attributes, for example:
  - Build self-agency
  - Engage reluctant or resistant clients
- For career exploration and decision-making, for example:

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        - Use assessment tools and approaches
        - Help client develop goals and action plans
        - Increase client's labour market awareness
    - For skills enhancement, for example:
        - Develop learning readiness skills
        - Develop job readiness skills
    - For work search, for example:
        - Develop résumés
        - Prepare for employment interviews
        - Build a professional network
    - For work maintenance, for example:
        - Build self-agency
        - Help clients address and prevent conflict
    - For career growth, for example:
        - Support employee mobility within organizations
        - Work with employers to create job opportunities

K6. External factors that affect education and employment, e.g. economic forecasts

K7. Occupational information sources, support services, training, and educational options

K8. Legislation and regulations relating to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs must accommodate clients who may have difficulty communicating their strengths and needs and/or understanding the information presented, either because of language used or other factors that might limit communication/cognitive function.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- Canadian Career Development Foundation, PRIME 2.0 (Performance Recording Instrument for Meaningful Evaluation) tool, 2019 Edition
- Shepard, B. C., & Mani, P.S. (Eds.). Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.
- Zunker, Vernon G. Career Counselling: A Holistic Approach. 9th Edition. Boston: MA: Cengage Learning, 2016. ISBN 13: 978-1-305-08728-6

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.5 – Help Client Build Support Network

Purpose & Context

Career Development Professionals (CDPs) coach and assist clients to build a support network consisting of personal and professional contacts. This enables clients to overcome challenges, find practical solutions to issues they are facing, and achieve their career goals.

Effective Performance

Competent career development professionals must be able to:

P1. Identify the type of assistance that might be needed:

- Support in goal clarification
- Advice for overcoming challenges in job search, e.g. using online application systems
- Practical assistance, e.g. childcare, transportation
- Emotional support, e.g. share worries, offer encouragement

P2. Identify person(s) best suited for type of assistance needed, e.g. family member, friend, teacher, Elder or community leader, interest group, health care professional

P3. Help client develop a strategy to engage identified person, for example:

- Prepare a list of items to discuss
- Communicate with person, e.g. phone call, email
- Introduce self and explain specific reason for reaching out
- Describe expectations, e.g. provide advice, help find solutions, share experiences, provide mutual support

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- Seek agreement to support goals
- Set meeting schedule convenient to both parties
- Seek opportunities to reciprocate support
- Express appreciation for support

P4. Monitor client progress in establishing a support network

P5. Amend strategy, as required

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Value of support networks

K2. Strategies to build support networks

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients will already have varying degrees of support networks, requiring a tailored approach for each client.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Support network**: people who will provide personal and professional support to a client at all phases of the career development process, by providing constructive feedback and encouragement, celebrating successes, acting as a sounding board, facilitating access to information and people, informing on emerging trends, and offering new connections and ideas.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.6 – Manage Caseload

Purpose & Context

Career Development Professionals (CDPs) manage a caseload of clients to achieve optimal outcomes and maintain progress from intake interview to case closure.

Caseload management is used to manage several cases and includes establishing a structured time allocation process, coordinating referrals and follow-up with other providers, documenting type and duration of services delivered, and evaluating outcomes.

Effective Performance

Competent career development professionals must be able to:

P1. Select target number of total cases in caseload, considering:

- Time available
- Type of services delivered
- Duration of each service
- Expected outcomes
- Time required for administrative activities
- Time allocated for unexpected events

P2. Schedule activities, considering:

- Frequency of meetings required for each client
- Priority and interdependency of activities

P3. Share schedule with other service providers, as required

P4. Record schedule and services delivered in case management information system

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P5. Review monthly caseload reports on key performance measures:

- Link findings to performance objectives
- Identify causes of underperformance, as required
- Identify additional training, intervention advice, or support needed to improve outcomes
- Make recommendations to resolve organizational issues, e.g. staffing, funding, accountability

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Caseload management policies and procedures

K2. Program and funding sources available to clients

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Labour market trends may impact the amount of time required to meet client needs and achieve outcomes, e.g. finding and keeping a job.
- A number of decisions may be outside of a CDP's control, e.g. funder prescribing case numbers or timeframes.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Caseload:** the number of active cases with which a CDP is concerned at a specific point in time.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: LEARNING AND JOB READINESS

12.1 – Explore Learning and Employment Possibilities

Purpose & Context

Career Development Professionals (CDPs) guide the exploration of learning and/or employment possibilities. CDPs identify activities and sources of information to help clients clarify career objectives.

Effective Performance

Competent career development professionals must be able to:

P1. Recommend resources and information to explore career interests, for example:

- Occupational profiles, e.g. duties, expected salary, work settings, education and training required
- Labour market information, e.g. local economic forecasts
- Education and learning options, for example:
  - Traditional academic settings
  - Open educational resources, e.g. text, media, and other digital assets
  - Community programs, e.g. language courses for new residents
  - Non-traditional learning options, e.g. evening STEM programs for women
  - Apprenticeships, skilled trade programs
- Self-employment guidance, e.g. websites on how to start a business, employment centre programming

P2. Recommend active participation in activities, for example:

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- Talk to friends, family, teachers, members of the community about career choices
- Conduct information interviews with faculty members, alumni, and students currently enrolled in learning programs of interest
- Conduct information interviews with employers and employees, family, community contacts in fields of interest
- Learn about occupation of choice, e.g. volunteer in field of choice, speak with owner of business, talk to incumbents about career path, seek part-time working opportunities
- Attend networking opportunities, e.g. career fairs, mentoring program events, events held by professional associations

P3. Develop an action plan with timelines

P4. Support the client during the exploration activities

P5. Discuss progress regularly, for example:

- Help process information
- Reflect on career needs
- Assist in redefining career goals to align with aspirations

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Labour market information

K2. Economic, political, and global issues that affect education and employment

K3. Occupational information sources, support services, training and educational options

K4. Legislation and regulations related to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Diverse client populations will have complex needs.

— Opportunities for learning and employment may be limited based on location.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **STEM:** Science, technology, engineering and mathematics.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Labour market research tools and resources, e.g. occupational profiles

— Learning and educational resources, e.g. websites, services providers

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: LEARNING AND JOB READINESS

12.2 – Develop Learning and Employment Possibilities

Purpose & Context

Career Development Professionals (CDPs) identify client learning needs and assist clients in the development of skills that will enable them to meet their learning needs.

Effective Performance

Competent career development professionals must be able to:

P1. Identify client needs, for example:

- Accessing financial support, e.g. grants, loans, scholarships, bursaries, subsidies
- Researching educational and training options, e.g. formal education, apprenticeships, on the job training, upgrading
- Contrasting educational and training options, e.g. eligibility requirements, location, reputation of training or education provider, job prospects after completion
- Selecting options aligned with career goals
- Applying to programs

P2. Formulate strategy to meet needs, e.g. job coaching, workshops, individual assignments

P3. Develop action plan to achieve learning goals

P4. Monitor progress

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Educational and training programs available to clients

K2. Funding options, e.g. grants, governmental incentives

K3. Educational and training trends

K4. Resources listing educational and training options, e.g. Directory of Educational Institutions in Canada, Skills Canada

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Diverse client population will likely present with a varying complexity of learning readiness needs.

— Individual clients' preferred educational options may require additional support, e.g. online learning, studying abroad.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Website identifying accredited universities in Canada: https://www.univcan.ca/universities/member-universities/

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, meeting records, career development action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: LEARNING AND JOB READINESS

12.3 – Develop Learning and Job Readiness Skills

Purpose & Context

Career Development Professionals (CDPs) help clients prepare for seeking employment by identifying which skills are required and helping them improve on these to aid their job search.

Effective Performance

Competent career development professionals must be able to:

P1. Identify job readiness needs, for example:

- Conducting a job search, e.g. identify advertised jobs, build professional network, contact employers directly
- Preparing a résumé, e.g. select format (chronological, functional, competency-based), tailor résumé to job requirements, seek feedback on draft
- Completing job applications
- Writing cover letters
- Preparing for interviews, e.g. understand job, research organization, identify past experiences demonstrating job requirements, practice interviewing, choose attire, know location of interview, plan travel
- Understanding workplace expectations, e.g. work hours, dress code, travel requirements, rights and responsibilities of employees and employers, Canadian workplace culture
- Acquiring life skills, e.g. basic self-care, dealing with stress, self-esteem, substance abuse prevention, health and nutrition, wellness

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- Participating in job skills training directly related to employment, e.g. use of digital technology, project management, communication, collaboration, innovation and creativity, self-awareness
- Maintaining a job, e.g. arrive on time, follow directions, confirm understanding, ask questions when in doubt, manage conflict, solve problems, commit to learning new tasks, help other team members meet deadlines

P2. Develop strategy to meet needs, e.g. job coaching, workshops, individual assignments, collaboration with other service providers to access resources

P3. Implement strategy, e.g. deliver training session on how to complete a job application, how to prepare for an interview

P4. Develop action plan with the client

P5. Monitor progress

P6. Document interaction

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Job search strategies

K2. Like skills training resources

K3. Resources to support client goals, e.g. industry-specific job banks

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Diverse client populations will likely present with a varying complexity of job readiness needs.
- Depending on client needs, support in accessing unadvertised roles may be required.
- Individual client's preferred occupation may require additional support, e.g. relocation.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Life skills training:** programs addressing social, psychological and attitudinal factors to enhance basic life skills such as self-care, accommodation, public transportation, healthy coping strategies, mental wellness, substance abuse/sexual violence prevention. Programs can be tailored to the needs of targeted groups, e.g. newly arrived refugees, youth, school age children, temporary foreign workers, international students.

Information Sources and Resources for Consideration

- The Canadian Life Skills Program. https://www.peianc.com/en/canadian-life-skills-program Accessed January 6th, 2020

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, plan of action, meeting records

— Resources required to address job readiness need, e.g. self-directed, compendium of training courses (online, in-person)

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.1 – Work with Indigenous Clients

Purpose & Context

Career Development Professionals (CDPs) recognize that a person's values and beliefs may be aligned or different to those associated with their cultural background. CDPs reflect on their own values, beliefs and biases and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare to work with Indigenous clients, CDPs develop an understanding of the diverse histories, languages, cultural practices and spiritual beliefs of Indigenous peoples (First Nations, Métis, and Inuit Peoples), and reflect on how these may impact their expectations regarding work, education and training. CDPs gather information on barriers and challenges the client may be experiencing and identify relevant resources. Career Development Professionals (CDPs) help clients prepare for seeking employment by identifying which skills are required and helping them improve on these to aid their job search.

Effective Performance

Competent career development professionals must be able to:

P1. Reflect on values the client may share with own cultural background, for example:

- Importance of language and traditional customs
- Sustainability for future generations
- Respect for the teachings of Elders and Knowledge keepers
- Importance of listening

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- Interconnectedness of all living things
- Importance of family and community

P2. Identify challenges and barriers Indigenous clients may be facing, on-reserve and off-reserve, for example:

- Language barriers
- Literacy barriers
- Lack of local resources for education, training, or community services
- Racism and discrimination
- Poverty
- Limited work experience
- Health conditions
- Child and/or Elder care responsibilities
- Distance between work and community
- Transition from on-reserve to off-reserve setting
- Inadequate housing
- Intergenerational trauma
- Social isolation
- Lack of access to IT
- Lack of trust in social systems
- Underrepresentation of Indigenous persons working as service providers
- Disconnect from culture

P3. Select potential tools and resources designed for Indigenous people that might be useful to support the process, e.g. employment-focused resources, community services and programs, associations, service providers, employers, mentors

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P4. Reflect on how the career development approach might be tailored to meet client's needs, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Identify client's support networks, e.g. family, community
- Use culturally relevant approaches, e.g. life stories, guiding circles, life mapping, possible selves, dependable strengths
- Identify strategies to support employers in the recruitment, selection and retention of Indigenous people, e.g. revise hiring process to eliminate barriers to full participation in all aspects of employment
- Develop Indigenous mentor programs to support clients
- Develop training programs and retention strategies with Indigenous communities and leaders
- Identify educational programs to address educational needs, e.g. alternative education program
- Identify job maintenance strategies, e.g. encourage employer to engage elders to review on-boarding process, build aboriginal awareness within workplace, develop cultural leave policy
- Develop a community engagement outreach program

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Histories, languages, cultural practices and spiritual beliefs of First Nations, Métis and Inuit populations

K2. Historical impact of Canadian policies on Indigenous people

K3. Impact of residential schools, e.g. cycle of trauma, intergenerational trauma

K4. Truth and Reconciliation Commission of Canada's Calls to Action

K5. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

K6. Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls

K7. Legislation impacting Indigenous clients, e.g. Canadian Human Rights Act

K8. Current Indigenous issues, e.g. land claims

K9. Benefits of employing Indigenous workers

K10. Benefits of diversity in the workplace

K11. Labour market information specific to Indigenous people

K12. Local programs to support Indigenous training and development

K13. The impact of cultural background on career development

K14. Strategies to boost recruitment and selection of Indigenous employees:

- Review work to identify or create job opportunities
- Identify possible key barriers to employment specific to the organization
- Review job description to identify essential requirements for selection and non-essential requirements for training and development
- Develop pre-employment or on-boarding strategies to address barriers, e.g. driver's license, on-the-job training, partnering with educational institutions to improve literacy and numeracy

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- Develop training programs and recruitment strategies with Indigenous communities and leaders

K15. Retention strategies to employers:

- Develop diversity and inclusion human resources policies
- Accommodate Indigenous traditional and community/family obligations
- Deliver Indigenous cultural awareness training
- Develop employee assistance programs to meet unique challenges

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **First Nations:** term that includes status and non-status Indigenous people (excluding Métis and Inuit) and can also refer to bands.
- **Indigenous:** term used in Canada to collectively describe Inuit, First Nations, and Métis
- **Inuit:** Indigenous people living in northern Canada
- **Métis:** distinct, self-defining Indigenous people who posess both First Nations and Euro-Settler ancestry.
- **Truth and Reconciliation Commission of Canada Calls to Action:** recommendations for Indigenous and non-Indigenous Canadians to redress the legacy of residential schools and to create a reconciled relationship.

Information Sources and Resources for Consideration

- Through an Aboriginal Lens: Exploring Career Development and Planning in Canada. Career Development Practice in Canada. Perspectives, principles, and professionalism. Chapter thirteen, pp 297-330. Natasha Caverley, Suzanne Stewart, Blythe C. Shepard. CERIC Canadian Education and Research Institute for Counselling. Toronto, Canada, 2014.
- Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.
- Canadian Geographic. Indigenous Peoples Atlas of Canada. Royal Canadian Geographic Society. Ottawa, Canada, 2018.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including Indigenous clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.2 – Work with Immigrant Clients

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

Career Development Practitioners (CDPs) prepare themselves to work with clients who have recently moved to Canada on a temporary or permanent basis. They understand Canada's immigration programs, and are aware of the diverse languages, values and beliefs of the immigrant client population which may impact expectations regarding work, education and training. CDPs gather information on barriers and challenges the client may be experiencing and identify relevant resources to build a successful intervention.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers, for example:

- Acculturation and adaptation
- Language barriers
- Lack of Canadian work experience
- Foreign credential recognition
- Unemployment and underemployment

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- Inadequate housing
- Racism and discrimination
- Need for employment accommodation, e.g. for religious beliefs or practices

P2. Identify resources and tools to overcome potential barriers, for example:

- Resources designed specifically for immigrant clients, e.g. settlement services, language and credential evaluation, career mentoring, internships, employment-focused programs and resources, Government of Canada website
- General information about living in Canada, e.g., healthcare, education, cost of living, finding a place to live, buying or renting a home, utilities, labour market, finding a job, tax and child benefit, cultural values

P3. Reflect on how the career development approach may be tailored to meet the client's needs, for example:

- Explain legal protections relevant to the client, e.g. Immigration and Refugee Protection Act
- Use culturally relevant approaches, e.g. storytelling, community approach
- Partner with communities and service providers to deliver integrated support programs
- Support adjustment to Canada, e.g. communicate regularly to discover issues or challenges being faced that can be resolved
- Help navigate various systems, e.g. medical, taxation, education, childcare, financial, legal, healthcare
- Work with employers to build inclusive HR practices

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation impacting immigrant clients, e.g. Immigration and Refugee Protection Act

K2. Canada's immigration programs:

- Economic and family immigration programs, for example:
  - Federal Skilled Worker Program
  - Federal Skilled Trades Program
  - Provincial nominee program
  - Start-up visa program
  - Caregiver program
- Refugee resettlement
- Temporary programs, such as:
  - Temporary foreign worker program
  - International mobility program
  - International Experience Canada

K3. Programs and services for immigrants to Canada, e.g. provincial and territorial specific programs

K4. Resources and services, e.g. associations, service providers

K5. Application of public policies and programs as they apply to new Canadians:

- Healthcare
- Education
- Legal
- Financial

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- Tax System

K6. Labour market information

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Acculturation:** cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture.

Information Sources and Resources for Consideration

- Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.
- Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including immigrant clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.3 – Work with LGBTQ2+ Clients

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare for working with LGBTQ2+ clients, CDPs must develop an understanding of the challenges and barriers LGBTQ2+ clients face and how this may impact expectations regarding work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers, LGBTQ2+ clients may be facing:

- Hostile learning and working environments
- Discrimination/stereotypes
- Workplace issues, e.g. limited career advancements, heterosexism
- Limited access to specific occupations, fields, or growth opportunities
- Homophobia
- Biphobia
- Transphobia

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- Physical and psychological violence
- Identity issues and self-criticism
- Rejection/Isolation
- Poverty

P2. Identify documents, tools, and resources to overcome potential barriers, for example:

- Local support networks, organizations and schools with sexual orientation and gender identity in their non-discrimination policies
- LGBTQ2+ mentors and role models
- List of LGBTQ2+ friendly work environments
- LGBTQ2+ associations and interest groups, e.g. Canadian Gay and Lesbian Chamber of Commerce, Out & Equal, Egale Canada, Parents and Friends of Lesbians and Gays Canada (PFLAG)

P3. Tailor services to meet the client's needs, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Use gender-neutral, non-heteronormative language
- Provide effective coping techniques for different types of oppression
- Adopt self-esteem interventions, positive self-talk, reframing, forgiveness
- Develop advice and guidance for employers, e.g. legislative requirements, HR policies and practices that support diversity and inclusion, workplace sensitivity training, employee assistance programs, recruitment strategies, benefits of inclusive workplaces

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code 2017, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected from discrimination)

K2. Models of identify formation

K3. Transition process, e.g. physical appearance, medical concerns, psychological adjustment, legal issues

K4. Development of gender identities

K5. Development of self-concept

K6. Language sensitive to LGBTQ2+ people

K7. Culturally different views on sexual orientation and gender identity

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **LGBTQ2:** acronym to identify lesbian, gay, bisexual, transgendered, queer and two-spirited persons.
- **Bisexuality:** attraction to both male-identified and female-identified persons.
- **Biphobia:** fear or hatred of bisexual persons or bisexuality.
- **Cisgender:** a person whose sense of personal identity and gender corresponds with their birth sex.
- **Coming out:** process of becoming aware of one's sexual orientation and sharing with others.
- **Gay:** person who is attracted to someone of same sex or gender.
- **Gender role:** stereotypical expectations of an individual based on gender.
- **Gender identity:** person's sense of own gender, which need not correlate to assigned sex at birth.
- **Heterosexuality:** attraction to persons of opposite sex.
- **Heterosexism:** form of oppression that targets people who are gay, lesbian and bisexual.
- **Homosexuality:** attraction to persons of same sex.
- **Homophobia:** fear or hatred of homosexuals.
- **Lesbian:** a female identified person who is attracted to female-identified persons.
- **Straight:** term used to refer to a person who identifies as heterosexual.
- **Trans:** term used to represent range of gender identities.
- **Transgender:** umbrella term to identify a person who transcends traditional gender roles e.g., transsexuals, Two Spirit people.

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— **Two Spirit:** a modern umbrella term used by some Indigenous North Americans to describe Aboriginal people who fulfill a traditional third-gender (or other gender-variant) ceremonial role within their culture.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including LGBTQ2+ clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

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Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.4 – Work with Youth at Risk

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare for working with youth at risk, CDPs develop an understanding of the challenges and barriers this client population faces and how this may impact expectations regarding work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers youth at risk may experience, for example:

- Low-wage and low-skilled work
- Poverty
- Experience with child welfare services
- Experience with the youth justice system
- Lack of support system
- Lack of work experience
- Limited education

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- Homelessness or inadequate housing
- Mental health issues, e.g. substance abuse
- Lack of role models
- Lack of permanent address
- Financial pressures
- Limited access to social programming due to age limits
- Low self-esteem
- Dysfunctional family dynamics
- Bullying

P2. Identify documents, tools and resources to overcome potential barriers, for example:

- Employment programs for at-risk youth, e.g. paid pre-employment training, job matching and paid job placements, mentorship opportunities, education and work transition support, entrepreneurship centres, youth centers
- Data on trends, changes, gaps and emerging opportunities in labour market to identify future job opportunities, e.g. apprenticeship in the trades
- Professional service providers specialized in delivery of services for this client population

P3. Reflect on how the career development approach may be tailored, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Deliver training to support job search activities, e.g., résumé writing, employment interviews, life skills, literacy (digital, financial, numeracy, language)
- Access to short-term work experience
- Access to mentoring initiatives
- Access to volunteer opportunities

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- Access to paid and unpaid apprenticeships, co-op placements and internships
- Build networking opportunities
- Increase employer awareness of programs and incentives to assist them in hiring youth
- Communicate benefits gained by employers who hire youth
- Communicate with respect to build trust
- Use of informal, rather than formal, assessment tools

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation impacting youth at risk, e.g. Canadian Human Rights Act

K2. Sources for tailored support for youth facing barriers

K3. Alternative service providers that may meet client needs exceeding CDP's competency and capacity, e.g. community supports, emergency and transition housing

K4. Factors that create inequalities for youth, e.g. social systems, socio-economic factors

K5. Work development for youth at risk research, e.g. prevention research programs, policy driven research, theoretical perspectives and intervention approaches, evidence-based educational and employment focused programs

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Youth at risk:** youth exposed to conditions that may impact their ability to successfully achieve educational and employment outcomes, e.g. homelessness, physical and emotional abuse or neglect, hostile school environment, alcohol and drug abuse, mental health issues.

Information Sources and Resources for Consideration

- Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

- Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including youth at risk.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.5 – Work with Clients Affected by Work Disruption

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that will negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare for working with clients affected by work disruption, CDPs must develop an understanding of the challenges and barriers clients face and how this may impact expectations regarding work, education and training. CDPs must look for solutions that combine the needs of local employers and job seekers.

Work disruption can occur due to multiple factors, including automation, globalization, artificial intelligence, and economic conditions.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers clients face when seeking employment as a result of work disruption, for example:

- Psychological effects of job loss, e.g. loss of self-confidence, feeling of insecurity, stress about providing for family
- Discrimination, e.g. ageism

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- Loss of social support
- Outdated skills and training
- Inability to access retraining
- Limited recognition of skills
- Unstable employment
- Poverty
- Mobility constraints
- Lack of ability, or willingness, to consider new roles

P2. Identify documents, tools and resources to overcome potential barriers, for example:

- Techniques to cope with stress
- Opportunities to develop new skills
- Professional support services, e.g. health care professionals, financial advisors, business strategists, industry experts, elders, cultural advisors
- Resources to stimulate and support career exploration
- Career pathways for current, and similar, industries
- Local labour market information

P3. Reflect on how the career development approach can be tailored, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Ensure health and well-being of client, e.g. facilitate access to support
- Identify current skillset
- Identify local employer needs to fill positions in occupations that require a skillset similar to that of client

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- Determine desirability of selected potential occupations, e.g. salary, benefits, hours of work, projected growth of employment, time required to achieve credential and experience requirements
- Identify skills gaps and develop strategies to close gap, e.g. formal training, self-directed learning
- Meet with potential employers to explore work opportunities

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of career transitions (anticipated and unanticipated) and their implications to career development interventions

K2. Causes of unemployment and their implications to career development interventions, e.g. outsourcing, advances in technology, relocation, redundancies, termination

K3. Legislation impacting people affected by work disruption, e.g. Canadian Human Rights Act

K4. Use of labour market information to support transition to another industry, i.e. data on trends, changes, gaps

K5. Occupations in high demand in local area

K6. Funding available to support workers in transitioning to high-demand occupations

K7. How job loss as a result of work disruption may impact physical, mental, emotional and spiritual wellness

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Work disruption:** trends that significantly affect labour markets, e.g. globalization, technological innovations.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times in a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of work disruption situations.

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Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.6 – Work with Clients Living in Poverty

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and biases and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of a career development intervention They know that poverty in Canada is experienced across race, gender, sexual orientation, citizenship status in all regions of the country.

In preparation to working with clients living in poverty, CDPs must be knowledgeable about the unique challenges and barriers of this client population to develop realistic and attainable career development interventions. CDPs recognize that meeting basic needs is critical to career development outcomes.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers individuals experiencing poverty may be facing:

- Homelessness or inadequate housing
- Inability to pay for transportation
- Inability to pay for housing, food, childcare, health care, and education
- Lack of access to IT
- Health conditions, e.g. physical health, mental health, substance abuse

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- Discrimination/stereotypes
- Social isolation
- Difficulty accessing resources, e.g. primary health care, food bank, social system
- Lack of official identification and information, e.g. photo ID, health care card, proof of income, proof of address
- Fear of losing benefits when accessing social assistance
- Lack of professional attire

P2. Identify possible solutions to overcome potential barriers, for example:

- Explain legal protections relevant to the client, e.g. Canadian Charter of Rights and Freedoms
- Facilitate access to resources, e.g. local community services for basic needs, emergency financial assistance, social assistance programs, legal advice and representation
- Advocate to potential landlord, employer, educational institute, community service
- Adapt delivery of career services, e.g. create informal intake, offer flexible appointment process

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Poverty in Canada, e.g. definition, prevalence, categories of poverty, measures of poverty, causes, factors of vulnerability, impact on lives

K2. Poverty in the CDP's local area

K3. Factors contributing to poverty, such as:

- Unequal access to employment opportunities
- Systemic inequities in economy and society
- Unaffordable housing
- Decreased employment opportunities
- Diminishing government assistance
- Limited education levels
- Literacy levels
- Lack of vocational training

K4. Social resources, e.g. local community services, social assistance programs

K5. Legislation impacting people living in poverty, e.g. Canadian Charter of Rights and Freedoms

K6. National, provincial and local social justice initiatives

K7. Service providers that may meet client needs exceeding CDP's competency and capacity

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

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— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Poverty:** standard of living that prevents an individual from meeting current and future basic needs.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

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— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients experiencing poverty.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.7 – Work with Clients Post-incarceration

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

In preparation to working with clients with a criminal record and/or post-incarceration, CDPs must be knowledgeable about the unique challenges and barriers faced following a conviction, and how these may impact expectations about, and access to, work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers clients with a criminal record may be facing, for example:

- Homelessness or inadequate housing
- Discrimination
- Lack of adequate discharge planning
- Difficulty reintegrating into society
- Lack of a support network

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- Lack of training
- Gap in employment history
- Inadequate reintegration supports
- Restrictive parole or probation requirements
- Lack of knowledge of current labour market
- Disqualification from specific roles due to criminal record
- Poverty

P2. Select potential tools and resources designed to facilitate reintegration, for example:

- Reintegration services
- Lodging and financial assistance
- Addiction and harm reduction services

P3. Reflect on how the career development approach might be tailored to meet client's needs, for example:

- Explain legal protections relevant to the client as applicable in client's province/territory
- Assist client in obtaining and maintaining permanent housing, accessing food, clothing, hygiene items
- Build social support, e.g. family, community
- Continuity of care with health professionals, e.g. substance abuse treatment program, after care programming
- Ensure coordinated support services, e.g. agencies in the criminal justice and social service systems
- Engage communities in planning and delivery of reintegration
- Explore training options
- Explore reintegration services

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- Connect individual with needed supports and services
- Help build financial literacy

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Programs designed to cater to the needs and issues related to justice-involved individuals, e.g. pre-release preparation, education, and training programs

K2. Judiciary status of client, e.g. parole, statutory release, probation

K3. Legislation impacting people post-incarceration, e.g. British Columbia's Human Rights Code, Quebec's Charter of Human Rights and Freedoms, Newfoundland and Labrador's Human Rights Act

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Griffiths, Curt T., Dandurant, Yvon, Murdoch, Danielle. National Crime Prevention (NCPC). Research Report: 20017-2. The Social Reintegration of Offenders and Crime Prevention, April 2007. ISBN: 978-0-662-46888-2. Catalogue number: PS4-49/2007E

— O'Grady, Dr. William, Lafleur, Ryan, John Howard Society of Ontario. Reintegration in Ontario: Practices, priorities, and effective models. University of Guelph, 2016.

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients experiencing poverty.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.8 – Work with Clients Living with a Disability

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that may negatively affect the well-being of the client and the outcomes of career development interventions.

In preparation to working with clients living with a disability, CDPs must be knowledgeable about the unique challenges and barriers specific to living with a disability and how it may impact expectations and access to work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers people with disabilities may be facing, for example:

- Recruitment procedures, e.g. complicated application forms, online channels
- Physical accessibility issues
- Discrimination
- Inadequate housing
- Discomfort with disclosing disability
- Lack of knowledge of accommodations needed

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- Unfamiliarity with rights of persons with disabilities, e.g. employers' duty to accommodate
- Working conditions, e.g. limited flexible working or job-sharing options
- Poverty

P2. Identify documentation, tools and resources available to overcome challenges and barriers, for example:

- Resources, programs and services designed specifically for persons with a disability
- Resources designed for employers to create an inclusive workplace

P3. Reflect on how the career development approach may be tailored to meet the client's needs, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Develop list of external health and support organizations
- Develop strategies to support client, job coaching, supported training, at-work assistance
- Develop pre-employment strategies and support, e.g. transportation
- Formulate strategies to improve workplace inclusivity, e.g. outline legislative requirements, review onboarding process, explain reasonable accommodations
- Collaborate with community partners that support persons with a disability

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of disabilities, e.g. vision impairment, hearing impairment, mobility impairment, mental illness, chronic health condition

K2. Relevant legislation, e.g. Canadian Human Rights Act, Employment Equity Act, Accessible Canada Act

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K3. Onboarding process and accommodation practices relevant to persons with disabilities, e.g. use of service animal, inclusive policies and procedures, workstation modifications

K4. Reasonable workplace adjustments, e.g. role descriptions, hours or shift patterns, quieter areas of the office, print on coloured paper

K5. Accommodations in the assessment process:

- Presentation or format
- Response format
- Scheduling/timing

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Duty to accommodate:** ensuring equal employment opportunities for persons with disabilities is well-established in Canadian law and jurisprudence, it is expected that workplaces will provide accommodations, up to a point of undue hardship.

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Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients living with a disability.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

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Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.9 – Work with Clients Experiencing Racism

Purpose & Context

Career Development Professionals (CDPs) recognize and address the profound impact of racism on individuals' career journeys. CDPs engage in ongoing self-reflection, challenge their biases, and strive to understand the unique experiences of clients affected by racism. They educate themselves on historical and contemporary manifestations of racism, acknowledging the intersectionality of race with other identities. They collaborate with clients to explore and navigate the specific challenges posed by racism in their career development.

To prepare to work with clients experiencing racism, CDPs develop an understanding of the diverse history of social, economic, and political racism in Canada, and reflect on how these historical and current experiences may impact their clients' expectations regarding work, education, and training. CDPs actively seek information on barriers and challenges faced by clients and identify and use relevant resources to address these concerns. They empower individuals affected by racism to articulate their career goals, aspirations, and concerns.

Effective Performance

Competent career development professionals must be able to:

P1. Identify potential challenges and systemic barriers faced by the client, for example:

- Language barriers
- Racism and discrimination
- Stereotypes

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- Limited career advancements or growth opportunities
- Limited access to specific occupations, fields, etc.

P2. Identify tools and resources suitable to support the client in addressing challenges and barriers, for example:

- Employment-focused resources
- Community services and programs
- Associations and service providers
- Employers and mentors, etc.

P3. Develop tailored interventions based on client needs, for example:

- Share legal protections relevant to the client
- Identify the client's support networks, e.g. family, community,
- Use culturally relevant approaches.
- Identify strategies to support employers in the recruitment, selection, and retention of racialized people
- Identify job maintenance strategies, etc.

P4. Participate in learning opportunities relating to diversity, inclusion, and systemic barriers faced by clients, for example:

- Intergenerational trauma
- Unemployment and underemployment
- Need for employment accommodation, e.g. for religious beliefs or practices
- Sense of self and struggles related to self-identity, etc.

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice, anti-racism, and allyship

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K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes, the Criminal Code, Multiculturalism Act, etc.

K3. Race-based personal barriers, ways in which multiracial individuals self-identify and understanding of racial privileges

K4. Race-based systemic barriers, their historical context and their impacts on career development opportunities for individuals

K5. Community resources and other support services available to clients, including:

- Eligibility criteria for these services
- Quality of these services
- Referral process for these services

K6. Historic segregation and internment of cultural and racialized groups / Historical impact of Canadian policies on racialized individuals

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Ally:** a person who actively supports and advocates for marginalized individuals or groups, working to challenge and dismantle systems of oppression and discrimination.
- **Anti-Oppressive Practice:** a framework that aims to challenge and dismantle systems of oppression and discrimination within society that create unequal power dynamics and marginalize certain groups of people such as racism, sexism, homophobia, ableism, and classism, etc.
- **Bigotry:** intolerance or prejudice towards individuals or groups based on their beliefs, characteristics, or affiliations.
- **Racialization:** process by which social structures assign racial identities to individuals or groups, often leading to differential treatment based on perceived racial characteristics.
- **Racialized:** individuals or groups who are categorized or treated differently based on their perceived race or ethnicity within societal structures.
- **Racism:** a set of implicit or explicit beliefs, assumptions and actions based on the ideology of inherent superiority of one racial or ethnic group over another leading to oppression and discrimination, often perpetuated systematically through institutional policies and practices.
- **Worldview:** how a person perceives and interprets the world as shaped by cultural lens, individual values, and beliefs.

Information Sources and Resources for Consideration

- **TRIEC's Inclusive Workplace Competencies** (https://triec.ca/competencies/) - TRIEC's Inclusive Workplace Competencies can help understand the knowledge, skills, and behaviours that can help organizations create an inclusive workplace. The Inclusive Workplace Competencies is a research-based framework that can be incorporated into training programs and existing competencies models.
- **ONE NS Dashboard** (https://www.onens.ca/goals/goal-8-employment-rate-first-nations-and-african-nova-scotians) - Ivany Commission made 19 recommendations

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to improve the economic future of Nova Scotia including Goal 8 of levelling employment rates among racialized groups to the provincial average. The dashboard is updated as new information from Statistics Canada is received, reviewed, and compared to the current information for each goal. There are typically 3-5 updates throughout the year.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients living with a disability.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.1 – Maintain and Deliver Career Resources

Purpose & Context

Career Development Professionals (CDPs) collect and identify career resources and deliver services to support career development. CDPs ensure that these resources (virtual or physical) can be easily accessed by clients at their convenience.

Effective Performance

Competent career development professionals must be able to:

P1. Research information and resource needs, for example by:

- Using a questionnaire
- Categorizing information requests
- Conducting focus groups
- Evaluating labour market needs

P2. Select resources, considering, for example:

- Alignment with identified needs
- Cost
- Currency of information

P3. Keep up-to-date resources (virtual or physical) accessible to clients, for example:

- Assessments tools
- Career information, e.g. occupational profiles, labour market information
- Résumé guidance and samples

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- Cover letter guidance and samples
- Interview preparation guides and resources e.g. interview simulations, tutorials
- Social media training modules
- Contacts, e.g. employer brochures, industry directories, volunteer recruiters

P4. Evaluate services:

- Identify key performance indicators:
  - Usage statistics, e.g. number of appointments, attendance, assessments, online visits
  - Satisfaction data, e.g. user, employer
  - Outcomes, e.g. job offer, job acceptance, job maintenance, acceptance to education program
- Develop measurements tools
- Measure outcomes
- Analyze findings
- Recommend improvements
- Implement recommendations

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Labour market information, e.g. local, regional, national

K2. Career resources, e.g. occupational profiles, industry websites, professional associations, training materials to support job search, job search websites, career related self-assessment tools, educational programs

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Depending on the volume of information requests, CDPs may require a dedicated database in order to determine growing information needs

— Career resources may be virtual or located in a physical space where CDPs provide tailored career services

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of three months experience to acquire the skills necessary to manage career resources.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Career resources

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.2 – Maintain Current Knowledge of Labour Market

Purpose & Context

Career Development Professionals (CDPs) must remain aware of developments in the labour market both at a national level, in their local community, and within the industries their clients are likely to enter. They are also aware of key developments in society that have repercussions on labour market demands, such as political, economic, social and technological changes.

Labour Market Information describes key aspects of a labour market, such as the levels of vacancies in clients' chosen fields and what wages to expect in specific roles. Because labour markets are constantly changing, it is important to have up-to-date information to best serve clients.

CDPs use this information to meet the needs of both their clients and employers. Accurate, relevant and current information helps assist clients in developing realistic and achievable career goals. CDPs must be skilled at locating and analyzing labour market information.

Effective Performance

Competent career development professionals must be able to:

P1. Describe local, regional, national and international labour market information, including:

- Past and present trends
- Future projections
- Potential employers and training programs

P2. Appraise labour market information based on source, methodology, date of publication, cautionary note of authors

P3. Describe key societal developments influencing labour market trends:

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- Political changes, e.g. elections and policy shifts
- Economic developments, e.g. income levels, unemployment rate
- Socio-cultural shifts, e.g. age composition of population
- Technological advancement, e.g. disruptive innovations

P4. Relate current events to the labour market, e.g. announcement of new distribution centre, closure of major community employer

P5. Apply labour market information to assist client in career planning and job search:

- Interpret labour market information in the context of client's career decision-making and aspirations, skills, knowledge and needs
- Compare client's skills and abilities to those in demand in the labour market
- Explain how clients can apply labour market information to their work search
- Outline educational and training opportunities and resources
- Discuss educational requirements associated with future workforce

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. General structure of the labour market

K2. Types of labour market information

K3. Research methods to obtain labour market information

K4. Labour market trends

K5. Labour market information, e.g. impact of LMI on labour market outcomes, role of LMI in career decisions

K6. Labour market information sources:

- Internet-based databases, e.g. Google, social science research network
- Websites of organizations, e.g. Conference Board of Canada, ESDC, Institute for Research on Public Policy
- Industry-specific websites, e.g. Tourism HR Canada, Canadian skills training and employment coalition for the manufacturing labour force in Canada
- Job banks, e.g. Canada.ca Find a Job
- Job search assistance and career counseling

K7. Economic, political, and global issues that affect education and employment

K8. Information sources for societal trends, e.g. reputable news outlets and reports by think tanks

K9. Occupational information sources, support services, training and educational options

K10. Legislation and regulations related to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Occupational Health and Safety

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Job opportunities and trends in the labour market are unique to each region. CDPs must be prepared to research and establish local labour market information, including information about specific job openings, skill shortages and surpluses

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Very hard or challenging

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of six months to acquire labour market knowledge.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Internet-based resources and tools

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.3 – Use Assessment Tools and Approaches

Purpose & Context

Career Development Professionals (CPDs) guide clients in the using a range of assessment methods (self-directed and CDP facilitated) to inform career decisions. This enables the client to have clarity on their traits such as strengths, interests, and values, explore learning and work options, and make informed decisions about career goals.

Career Development Professionals will determine what assessment methods are appropriate based on the evaluation of client needs.

Effective Performance

Competent career development professionals must be able to:

P1. Formulate assessment options aligned with client's objectives, considering:

- Socio-economic context
- Career choices and career determinants
- Current and future labour market conditions

P2. Explain the purpose of assessment methods, for example:

- Gain insights into own values, beliefs, and work preferences
- Identify strengths and areas of improvement
- Identify career options and possibilities not yet considered

P3. Present assessment approach options, such as:

- Self-assessments, e.g. workbook

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- Standardized assessment tools and inventories, e.g. career interest, personality inventory
- Informal assessments, e.g. dependable strengths, pattern identification exercise, mapping

P4. Select proposed assessment strategy with the client:

- Describe the selected assessment(s)
- Inform client how results will be used

P5. Obtain informed consent, as required, e.g. standardized tests

P6. Implement assessment strategies, e.g. facilitate guiding circle, administer assessment method, provide self-assessment tools and resources

P7. Review assessment findings with client

P8. Identify next steps with client, e.g. set a career goal

P9. Document interaction

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Career development theories and models underpinning assessment methods

K2. Categories of assessment methods, for example:

- Personality inventories
- Interest assessments
- Abilities and skills assessments
- Self-directed questionnaires and inventories
- Narrative story telling
- Structured activities, e.g. pattern identification exercises, creating mini self-portraits

K3. Standardized/formal assessment versus non-standardized/informal assessment

K4. Norms and sampling in standardized assessment

K5. Prediction and discrimination in standardized assessment

K6. Testing principles and ethical use of tests

K7. Cautions and limitations in the use of assessment

K8. Appropriate purpose/uses of assessment

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients who present with complex barriers or issues may require the support of a career development professional throughout the assessment process.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None.

Information Sources and Resources for Consideration

- Standards of Educational and Psychological Testing. American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014. ISBN 978-0-935302-35-6 Washington DC

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Self-assessment tools

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.4 – Deliver Services Using Technology

Purpose & Context

Career Development Professionals (CDPs) use technology and social media to deliver career development services. Technology provides opportunities to meet virtually with a client and facilitates interactive training and experiential learning through online portals. It optimizes successful outcomes using job-search technology, social media strategies, mobile technologies and internet-based applications. Technology also supports self-guidance and promotes empowerment.

CDPs adhere to legal and ethical requirements when using technology. This includes protecting confidentiality, securing information and ensuring equality of access.

Effective Performance

Competent career development professionals must be able to:

P1. Identify technologies available to support career services

P2. Select technologies, considering:

- Ease of use
- Availability
- Accessibility
- Language
- Technical requirements for user
- Cost

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- Privacy, data protection, content copyright, e.g. level of protection of data and contents, data and content ownership, data and content backup and storage options

P3. Adhere to copyright requirements

P4. Maintain up-to-date content:

- Verify electronic links are working
- Verify validity and reliability of information being accessed

P5. Determine client readiness for career services supported by technology:

- Verify understanding of purpose of proposed tools and resources
- Verify that the client can use the technology, i.e. digital literacy
- Verify that client has access to technology, e.g. no financial or practical limitations

P6. Obtain informed consent of client to use technology-based career services:

- Present benefits and limitations
- Identify alternative solutions
- Explain confidentiality of electronic records and transmissions
- Explain privacy and security measures, e.g. encryption

P7. Verify client identity when using technology and social media to interact with client, e.g. password

P8. Resolve issues with technology, if required

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Technology tools and resources to deliver career services, e.g. social media, online career games, virtual career centres, web-based career resources

K2. Ethical considerations in delivering career services using technology, e.g. informed consent, confidentiality, privacy and security of data

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Client readiness to use technology to access career services will vary, requiring CDPs to choose a type of service delivery most appropriate to client needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Technology tools and resources to deliver career services

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.1 – Work with Clients to Develop Résumés

Purpose & Context

Career Development Professionals (CDPs) assist clients in developing and updating résumés to present marketable skills. Clients use their résumé at multiple stages of the career development and work search process.

Clients may need different versions of their résumé to market their value proposition effectively to recruiters, employers, and other contacts to meet the needs and preferences of the recipient.

Effective Performance

Competent career development professionals must be able to:

P1. Gather documents to inform résumé:

- Current and previous versions of résumé
- Documents related to education, e.g. transcripts, degrees, professional certification
- Documents related to experience, e.g. job descriptions, performance reviews
- Documents related to desired role, e.g. sample job posting

P2. Review collected information to identify information gaps or inconsistencies

P3. Itemize résumé information:

- Knowledge, skills and abilities
- Employment and volunteer work
- Education

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- Training and development
- Accomplishments
- Extracurricular, community involvement
- Research, teaching, publications

P4. Describe commonly used components of the résumé, e.g. contact information, headline, competencies, experience, education, accomplishments

P5. Explain how résumés are screened by employers, e.g. Applicant Tracking Systems

P6. Offer guidance on writing résumé, for example:

- Select format suited to opportunity, e.g. chronological, functional, competency-based
- Represent information truthfully
- Focus content on target market, e.g. position, company, industry
- Incorporate components of value proposition:
  - Qualifications, skills, knowledge, and abilities relevant to the target position
  - Specific examples of accomplishments
- Exclude personal information, e.g. photo, age, marital status, gender, religion, political affiliation
- Minimize the impact of elements that might be perceived negatively, e.g. employment gaps, short employment terms, incomplete education, limited Canadian experience

P7. Review final draft for grammar and spelling, accuracy, and layout

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Written comprehension, written expression, and oral proficiency

K2. Current knowledge of expectations relevant to job search documentation, e.g. format, social media

K3. Legislation, e.g. human rights legislation, employment standards

K4. Types of résumés: chronological, functional, competency-based

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Clients may present with significant barriers and challenges requiring mitigation in the résumé.

— Résumé style required varies between sectors, e.g. government, private.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.

— **Applicant Tracking System (ATS):** software application that recruiters and employers use to manage the recruiting and hiring process. Organizes and analyzes résumés and tracks candidates through the hiring process.

Information Sources and Resources for Consideration

— Graham, Sharon. The Canadian Résumé Strategist 2020 Edition: Certified Résumé Strategist Study Guide. 7th edition. Career Professionals of Canada, Milton, Ontario, 2020.

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— Graham, Sharon. Best Canadian Résumés: 130+ Best Canadian-Format Résumés. 4th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.2 – Work with Clients to Write Communications

Purpose & Context

Career Development Professionals (CDPs) help clients write communications. This commonly includes a cover letter to introduce the résumé and value proposition, which may be required at multiple stages of the career development and work search process.

Effective Performance

Competent career development professionals must be able to:

P1. Outline various types of written communications, e.g. cover letter, informational interview request, follow-up letter, confirmation letter, reference page, online profile

P2. Collect information required to write communications, e.g. performance reviews, educational transcripts, job posting

P3. Explain how to write communications:

- Focus on a specific target market, e.g. job, company, or industry
- Explain reason for communication, e.g. job advertisement, referral
- Use appropriate tone, e.g. conversational, professional
- Write original material, e.g. do not copy directly from résumé or job posting
- Represent facts truthfully
- Present consistent value proposition
- Relate skills and accomplishments to the prospective employer's needs, e.g. job posting requirements

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- Exclude personal information, e.g. age, marital status, gender, religion, political affiliation
- Mitigate issues related to challenges or barriers, e.g. employment gaps, short employment terms, incomplete education, limited experience, terminated from position, older candidate

P4. Give advice to client on design of communications:

- Match design and formatting of the document with the résumé, when appropriate
- Use font effects sparingly to make certain content stand out, e.g. underline, bold, italics
- Structure design elements consistently, e.g. section headings, bullets, line and character spacing, margins, paragraph justification

P5. Proofread communications:

- Use a Canadian dictionary and style guide
- Address errors in format, content, grammar, and spelling
- Resolve inconsistent design

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Client's background, target market and submission process.

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Depending on the type of practice, CDPs might write communications or provide guidance to clients.
- CDPs may work with a broad range of clients or a specific demographic, e.g. new immigrants, and clients may present with significant barriers and challenges requiring mitigation.
- The application process differs based on sector e.g. government, private.
- CDPs may refer to specialists for complex materials, e.g. marketing presentations, business proposals, business cases.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Résumé Strategist 2020 Edition: Certified Résumé Strategist Study Guide*. 7th edition. Career Professionals of Canada, Milton, Ontario, 2020.
- Graham, Sharon. *Best Canadian Résumés: 130+ Best Canadian-Format Résumés.* 4th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

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Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.3 – Work with Clients to Assemble Portfolios

Purpose & Context

Career Development Professionals (CDPs) guide clients to collect a portfolio of career development documents. Clients use this portfolio to present evidence of their qualifications for various applications, e.g. employment opportunities, educational credentials.

CDPs review portfolios of evidence that may be compiled in paper or digital format to give constructive feedback on how to make improvements. Clients use these documents in different ways at different points during the career development and work search process to assist in self-management and self-promotion.

Effective Performance

Competent career development professionals must be able to:

P1. Explain benefits of creating a portfolio of evidence, for example:

- Market qualifications
- Provide recognition of prior learning, e.g. credit towards academic programs
- Demonstrate competence in a specific skill area
- Promote oneself online, e.g. social media, website
- Ease the process of creating targeted communications

P2. Advise clients to collect types of evidence, for example:

- Personal evidence, e.g. current résumé
- Education evidence, e.g. certificates of completion, transcripts

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- Work evidence, e.g. job descriptions, performance reviews, committee membership listings
- Endorsement evidence, e.g. reference letters, letters of recommendation, letters of commendation, LinkedIn endorsements
- Work samples, e.g. minutes of meetings, external correspondence, project outlines, artwork, photographs
- Related evidence, e.g. newspaper articles, blog posts, websites

P3. Work with client to review sufficiency, authenticity and relevance of evidence:

- Sufficient evidence, e.g. enough evidence to support the portfolio's purpose
- Authentic evidence, e.g. substantiate works produced by the client
- Relevant evidence, e.g. appropriate for the application, relates clearly to the client's objective

P4. Describe how to assemble a portfolio of evidence:

- Prepare list of documents or other evidence of prior experience
- Exclude inappropriate items, e.g. confidential, proprietary, unsuitable
- Organize the evidence, e.g. create categories, present in logical order

P5. Explain process for creating an online portfolio, for example:

- Creating digital copies
- Uploading evidence to an online platform, e.g. social media, website

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. How to develop a digital portfolio, e.g. convert paper files to digital format

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs may work with a broad range of clients or a specific demographic, e.g. new immigrants, women, and the application of the portfolio may differ based on client needs and application.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.
- **Prior Learning Assessment and Recognition (PLAR):** a process that educational and training institutions use to evaluate a candidate’s suitability for academic credit.
- **Portfolio of Evidence:** a collection of material that helps to substantiate proof of qualifications related to career development and work search processes.

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Employment Strategist 2020 Edition: Certified Employment Strategist Study Guide*. 3rd edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribedn

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.4 – Work with Clients to Develop Value Proposition

Purpose & Context

Career Development Professionals (CDPs) assist clients in developing a holistic value proposition, which helps them gain confidence, improve self-esteem, better understand their strengths, and communicate a consistent message across work search activities.

CDPs ensure that clients have accurate information about themselves as well as the target market. This requires both introspection and research. CDPs guide clients to identify personal attributes and take steps towards their professional development and work development goals. CDPs enable clients to apply their value proposition in various contexts, e.g. résumé, communications, interviews, networking.

The value proposition evolves throughout the career development lifespan. CDPs must enable clients to become self-sufficient in defining and refining value propositions on an ongoing basis.

Effective Performance

Competent career development professionals must be able to:

P1. Explain benefits of creating a value proposition, for example:

- Articulate personal and professional strengths and values
- Gain a better understanding of what they have to offer employers
- Focus on the needs of their target market
- Present authentic portrayal of themselves
- Differentiate themselves from other candidates
- Gain confidence and alleviate anxiety about work search
- Guide their career development

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P2. Explain the components of the value proposition:

- Employer's reasons for hiring the candidate, e.g. generate revenue, save time and money, solve a problem
- Client's qualifications that support the employer's needs, e.g. credentials, experience
- Client's qualifications that distinguish them from other candidates, e.g. special skills, unique attributes and experiences

P3. Help client identify knowledge, skills, abilities, interests, values and beliefs, qualifications, education and experience, for example:

- Skills developed in school, on the job, through volunteer experiences
- Education
- Qualifications, e.g. work, leisure, and community accomplishments

P4. Guide clients to identify professional goals:

- Research opportunities, e.g. available jobs of interest
- Match skills and relevant experiences to identified opportunity
- Provide evidence of past relevant accomplishments
- Document daily plans, activities, and tasks
- Monitor activities to ensure that self-marketing is performed proactively and regularly

P5. Help clients define goals:

- Ask questions, for example:
  - Vision: What does the client see as possible in their future?
  - Purpose: What role will the client play in achieving that vision?
  - Values: What does the client believe in? What, then, are the client's values?

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  - Passions: What excites/angers the client? How can the client use these passions?

- Administer assessment tools, where relevant

P6. Describe information to research on target market, for example:

- Industry, e.g. sectors, career field, historical and current trends, future forecast
- Company, e.g. products, mission, values, culture, interviewer, supervisor
- Work, e.g. position, objectives, responsibilities, requirements

P7. Guide the client to identify supporting qualifications, for example:

- Area of expertise, e.g. specialty, level, stature
- Background, e.g. education, experience, accomplishments
- Style, e.g. personality, individuality, goals
- Exclusivity, e.g. unique offerings, special strengths

P8. Confirm that the value proposition is:

- Authentic, e.g. speaks in the client's voice
- Truthful, e.g. honest, legitimate, ethical
- Compelling, e.g. attracts recruiters, employers, and networking contacts
- Consistent, e.g. represented in the client's work, consistent with the client's brand identity
- Operative, e.g. client can articulate it, client uses it in many career scenarios

  Applied, e.g. in self-marketing documents, social media platforms, interviews, and networking

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Components of value propositions

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.

Information Sources and Resources for Consideration

— Graham, Sharon. *The Canadian Employment Strategist 2020 Edition: Certified Employment Strategist Study Guide*. 3rd edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribed

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.6 – Work with Clients to Develop References

Purpose & Context

Career Development Professionals (CDPs) guide clients in developing references to support their job search. Clients need to secure referees and manage their reputation effectively. CDPs inform clients of the importance of representing themselves truthfully, and that employers often verify information supplied by clients to inform a final hiring decision.

Effective Performance

Competent career development professionals must be able to:

P1. Describe criteria for referees, for example:

- Worked with client in a professional, educational, or volunteer setting
- Has personal knowledge of client, e.g. character, skills, accomplishments
- Speaks the language of the prospective employer

P2. Identify list of referees

- Seek agreement from referees to be contacted by prospective employers
- Add new referees when appropriate, e.g. direct supervisor when leaving a role
- Ensure contact information is current

P3. Explain how to prepare referees, for example:

- Describe the opportunity requiring references
- Ask for permission to use their information

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- Provide a current résumé to the referee
- Indicate experience and accomplishments to be emphasized
- Confirm availability

P4. Collect letters of recommendation from varied sources, e.g. previous employers, teachers, colleagues, clients

P5. Research professional reputation, for example:

- Evaluate internet and social media search results of client's name
- Present professional image throughout job search and career development activities

P6. Formulate strategies to resolve a poor reputation, for example:

- Resolve concerns with former employers, supervisors, or colleagues
- Volunteer, e.g. for an industry association, not-for-profit group, as a mentor
- Seek out individuals or groups aligned with interests
- Create a website, blog, or new social media profile
- Request endorsements from employers and colleagues
- Seek professional help, where needed, e.g. legal advice, reputation management firm

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Reference development strategies

K2. Reputation management strategies

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients may present with complex barriers or issues, which can add complexity to reference and reputation management, e.g. newcomers to Canada.
- Some Canadian employers have an internal policy of not giving references and limiting verbal references to confirming dates of employment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Referee**: a person that a recruiter or potential employer can email, call or contact to verify specific components of a client's background.
- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered "the product" and the employer "the buyer".

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Interview Strategist Study Guide*. 5th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.6 – Work with Clients to Prepare for Employment Interviews

Purpose & Context

Career Development Professionals (CDPs) prepare clients for employment interviews to increase the client's confidence, ability to articulate their value proposition, and ability to respond to behavioural and situational interview questions.

CDPs inform clients that interviewers are not legally allowed to asks questions about country of origin and citizenship status (unless there is a legal requirement for citizenship for the particular job), religion, faith or creed, age, gender or sexual orientation, race or ethnicity, family status, marital status, or mental and physical disabilities. All employment questions must be relevant to the work that needs to be performed to ensure the hiring decision is non-discriminatory.

CDPs perform mock interviews in person, online, or by phone, and coach clients to help them gain confidence and mitigate any concerns that employers may have.

Effective Performance

Competent career development professionals must be able to:

P1. Describe purpose and format of different employment interviews, such as:

- Networking meeting
- Screening interview
- Hiring interview
- Group interview

P2. Explain how to perform research prior to the interview, e.g. industry, company, job

P3. Explain types of questions asked during interviews, for example:

- Situational questions, e.g. "If –, then –?"

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- Behavioural questions, e.g. “Tell me about a time when you…?”
- Illegal questions, e.g. “How old are you? Are you married? Do you have any children?”
- Open-ended questions, e.g. “Tell me about yourself.”
- Closed-ended questions, e.g. “Have you ever used a computer?”

P4. Formulate interview strategy:

- Present answer format, e.g. situation, tasks, action, results (STAR)
- Provide samples of responses
- Recommend answers relevant to the requirements of the job posting
- Review formulated answers
- Address client’s concerns, e.g. perceived barriers

P5. Describe how to present for an interview, e.g. attire, personal hygiene

P6. Conduct mock interview:

- Prepare interview questions based on job posting, résumé and cover letter
- Help client prepare responses, e.g. how to handle inappropriate or illegal questions
- Practice interview skills with client:
  - Record audio and video
  - Replay and assess videos with client
- Practice client’s delivery, e.g. tone, flow, level of comfort

P7. Prepare clients to negotiate compensation, for example:

- Conduct research to:
  - Identify appropriate compensation for the position, company, and industry

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        - Identify the client's own compensation requirements
    - Consider aspects of compensation, e.g. salary, perquisites, benefits
    - Prepare to phrase expected salary, if asked:
        - State expectation based on market rate, salary range, or grade level
    - Request offer in writing
    - Negotiate a mutually acceptable compromise

P8. Discuss performance after interview:

    - Identify what went well and areas of improvements
    - Select follow-up strategies, e.g. letter, phone call

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Competency-based selection interview best practices

K2. Human rights issues that often present in interviews, e.g. illegal questions

K3. Canadian human rights legislation and relevant human rights codes, e.g. human rights in the workplace

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients may present with significant barriers or issues, which can require unique interview strategies.
- Clients must be trained and educated on human rights legislation and be prepared to identify any question that could potentially lead to discrimination, harassment and barriers to advancement and be prepared to respond effectively e.g. questions that contravene human rights legislation

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.
- **Candidate**: a person who is selected or nominated for screening, e.g. job, contract, credit

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Interview Strategist Study Guide.* 5th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Occasionally, e.g. generally several times in a month

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.7 – Work with Clients to Build a Professional Network

Purpose & Context

Career Development Professionals (CDPs) increase client visibility to employers, recruiters, and other contacts by helping clients develop a professional network to generate career development opportunities.

Effective Performance

Competent career development professionals must be able to:

P1. Assess client's current network:

- List current contacts
- Analyze quality of contacts, e.g. relevance of experience, level of influence
- Identify gaps
- Formulate strategies to grow network, e.g. professional associations, past co-workers/supervisors, colleagues, social contacts

P2. Plan development of an online presence, for example:

- Select online technology tools aligned with client's needs and technical competence, for example:
  - Social networking sites, e.g. LinkedIn, Twitter, Facebook, Instagram
  - Social media tools, e.g. lead generation, analytics, content curation, news filtering
  - Employment information websites, e.g. potential employers, recruiters and search firms, job boards, industry bodies

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- Design social networking account, as appropriate, for example:
  - Create a profile, e.g. contact information, headshot, credentials
  - Set confidentiality and privacy settings
- Explain how to establish relationships online, for example:
  - Reach out to target market, e.g. industry, company, job
  - Accept invitations of valuable individuals
  - Connect with existing contacts, e.g. former colleagues
  - Comment on posts
  - Join groups of interest
  - Respond promptly to messages
- Explain the potential impact of personal posts on reputation and employment prospects
- Explain how to use online tools to achieve in-person meetings, for example:
  - Identify events and activities online, e.g. Meetup, Facebook
  - Arrange in-person meetings with online connections

P3. Formulate strategy to connect with others in-person, for example:

- Conduct research about people and organizations of interest before reaching out
- List topic areas about self, the person and the industry to address when meeting in person, e.g. career goals, key challenges, relevant experience, career path

P4. Select techniques to establish relationships, for example:

- Join a networking group
- Join a professional association
- Meet with recruiters

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- Attend conferences, industry events, trade shows
- Meet with potential employers to find out about career paths

P5. Explain importance of keeping in touch, e.g. send congratulations on accomplishments, meet for coffee, share information

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Networking best practices

K2. Social networking sites e.g. LinkedIn, Twitter, Facebook, Instagram

K3. Social media tools, e.g. lead generation, analytics, content curation, news filtering

K4. Employment information websites, e.g. potential employers, recruiters and search firms, job boards, industry bodies

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Communicating in a professional manner online is essential to prevent reputational damage, e.g. client with weak writing skills, posting inappropriate content.
- CDPs must be aware of advances related to online social networking and associated sites in order to give clients current work search and career development support.
- Clients may require additional support or resources, e.g. computer access, technological guidance, adaptive equipment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Social networking:** process of conducting research and connecting with others over the internet.
- **Social media:** internet tools, resources, and websites that clients can use to develop an online presence.

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Employment Strategist 2020 Edition: Certified Employment Strategist Study Guide*. 3rd edition. Career Professionals of Canada, Milton, Ontario, 2020

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

— Industry related professional associations and employer of choice

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: REFERRALS TO PROFESSIONAL SERVICES

16.1 – Maintain Network of Referral Services

Purpose & Context

Career Development Professionals (CDPs) develop and maintain a network of service providers and agencies that can meet client needs when these go beyond the CDP's scope of practice.

CDPs respect the integrity, and promote the welfare, of their clients. Even when clients' needs are within the career development practitioner's boundaries of expertise, there may be situations where the practitioner will refer the clients to others whose approach would benefit the client more.

Effective Performance

Competent career development professionals must be able to:

P1. Create inventory of partners for referrals, for example:

- Service providers, for example:
  - Occupational therapists
  - Physiotherapists
  - Psychologists
  - Psychiatrists
  - Community nurses
  - Social workers
  - Physicians
  - Parole Officers

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- Agencies, for example:
  - Rehabilitation Centres
  - Educational centres
  - Mental health centres

P2. Obtain information about referral resources:

- Name of organization/service provider
- Contact information, e.g. website address, phone number
- Operating hours, e.g. days/hours of service
- Types of services offered
- Area served
- Clients served
- Languages served
- Cost of services
- Waiting list
- Referral process, e.g. data quality and use, data security, client confidentiality

P3. Verify partners for referrals meet requirements, including:

- Client confidentiality
- Data security
- Qualifications
- Reporting frequency, as applicable

P4. Develop agreement with service providers, as appropriate

P5. Monitor quality of service delivered to inform future referrals

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Support services available to clients from community partners and other agencies

K2. Referral system, e.g. inventory network, referral process, assessment and monitoring

K3. Evaluation methods, e.g. indicators to monitor referral system performance

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— The range of services available to clients may vary depending on the CDP's location and client needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times in a month

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with referrals for at least 20 different clients, representing a broad range of referral needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Inventory of referrals resources

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: REFERRALS TO PROFESSIONAL SERVICES

16.2 – Arrange Professional Referrals

Purpose & Context

Career Development Professionals (CDPs) arrange referrals with other professionals when client needs go beyond the CDP's scope of practice. To ensure that client needs are met, CDPs work collaboratively with clients to make decisions and facilitate the referral process.

External providers and agencies provide a range of support, and may include shelters, area support groups, specialized education programs, substance abuse programs, mental health services, and youth groups.

Effective Performance

Competent career development professionals must be able to:

P1. Identify when client's needs exceed capacity, competency, or scope of practice of CDP

P2. Identify referral service providers

P3. Assess client's eligibility for service

P4. Involve client in referral process:

- Discuss recommended service(s) with client
- Seek agreement on service provider
- Explain the referral process and impact on client's development
- Obtain written consent for referral and transfer of confidential information

P5. Complete documentation, e.g. External Referral Resources Process Form, Client Consent Forms

P6. Communicate with service provider:

- Write briefing, i.e. instructions and summary of case

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- Outline case management responsibilities following referral
- Review the agreed upon services to be delivered
- Transfer client files in compliance with confidentiality and data protection regulations
- Agree communication protocols

P7. Prepare client for the transition of support:

- Explain roles and responsibilities following referral
- Answer client questions

P8. Follow-up with clients referred to other professionals, as appropriate, for example:

- Ask about progress
- Monitor results
- Solicit feedback on service provider
- Make additional referrals, where appropriate

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Community resources and other support services available to clients from community partners and other agencies, including:

- Eligibility criteria of these services
- Quality of these services
- Referral process for these services

K2. Channels to maintain communication post-referral, e.g. through service provider, directly with (former) client

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- The range of services available to clients will vary based on the CDP's location and client needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None.

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Occasionally, e.g. generally several times in a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

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— A competent career development professional requires a minimum of one year of experience with referrals for at least 20 different clients, representing a broad range of referral needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Inventory of referrals resources

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