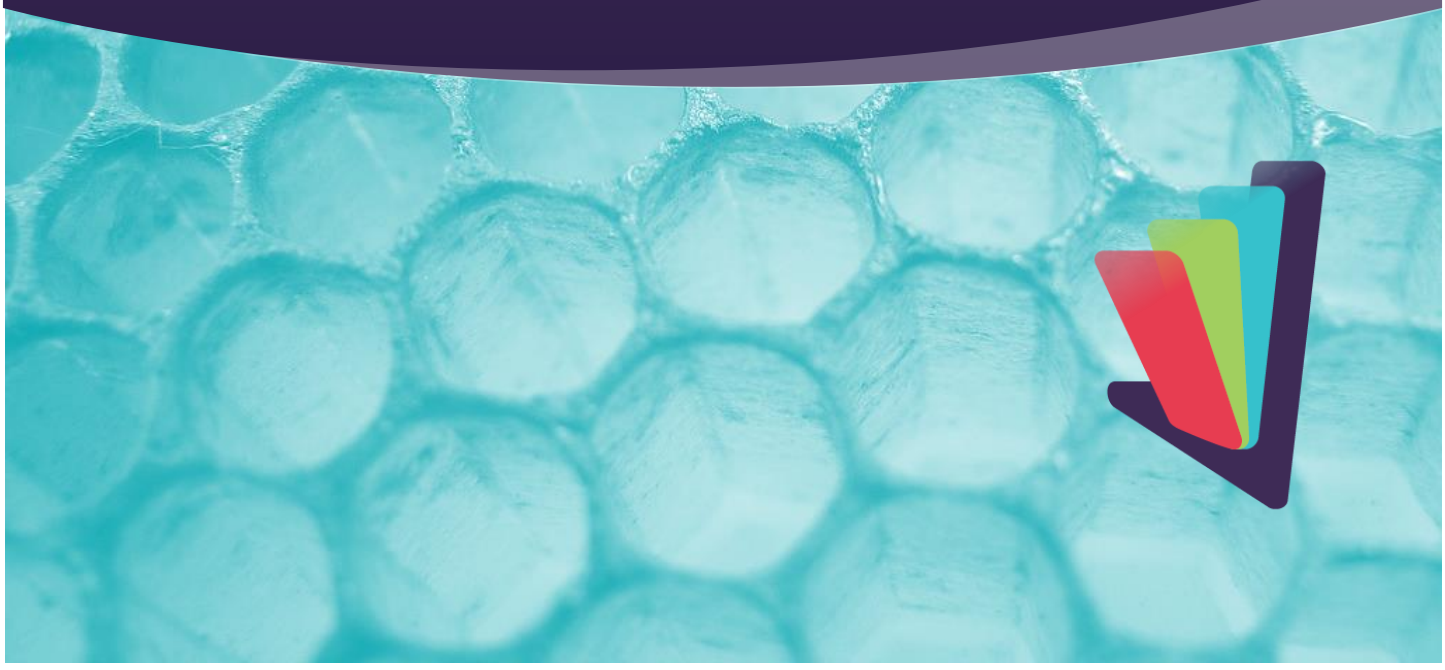
2021

The National Competency Profile for Career Development Professionals



Copyright © 2021 by the Canadian Career Development Foundation (CCDF)

All rights reserved.

2021 - The Canadian Career Development Foundation, The National Competency Profile for Career Development Professionals

The Canadian Career Development Foundation
119 Ross Ave Suite 202
Ottawa, Ontario K1Y 0N6 Canada
Toll-Free: 1-877-729-6164
Tel: 613 729-6164 Fax: 613 729-3515
E-mail: information@ccdf.ca
www.ccdf.ca

Funded by the Government of Canada's Sectoral Initiatives Program

The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

The National Competency Profile for Career Development Professionals



The National Competency Profile for Career Development Professionals (National Profile) is a curation of competencies from the Pan-Canadian Competency Framework for Career Development Professionals (Competency Framework) that details and describes effective performance, knowledge, understanding and abilities for Career Development Professionals (CDPs).

The National Profile can be used by:

- The public to better understand the value of CDPs
- Employers of CDPs to inform recruitment, selection, performance appraisal and training
- Training providers to develop and design course curriculum and professional programs, tools or training for CDPs
- Current CDPs to validate their knowledge, skills and abilities as a generalist
- Future CDPs to help them understand the knowledge, skills and abilities of a generalist

The National Profile is specific to the work of a client-facing generalist who delivers service in a range of contexts to diverse clientele. Once a national certification program is launched, the National Profile will also underpin the requirements associated with the national Certified Career Development Professional (CCDP) designation.

Career Development Professionals and Services

Career Development Professionals help individuals navigate learning and employment transitions across the lifespan. They help individuals to manage learning and employment, acquire and enhance skills, seek and create employment, and access community services that support personal and professional growth in an increasingly complex, interdependent and changing world.

Career Development services are dependent on several things including, scope of practice, level of training, and workplace requirements. Career Development services include collaborating with individuals, employers, education and training providers, community-based services, and other private and public institutions to promote positive health, and the social and economic outcomes of individuals, institutions, and communities.

Development of the National Competency Profile for Career Development Professionals

The National Profile was developed through a process of research, consultation and validation with stakeholders and CDPs across Canada's provinces and territories from diverse workplace contexts.

Scope and Structure

Scope

The National Profile delineates the competencies necessary for a generalist CDP to deliver services to diverse clients across a range of environments. The competencies in the National Profile are drawn from the Competency Framework and comprise the first 16 competency series from the Professional Practice and CDP Characteristic categories.

PROFESSIONAL PRACTICE

Professional Practice include 34 competencies across 9 series that enable effective practice. Foundational to Career Development Professionals (CDPs), these competencies are also indicative of related fields of practice.

The Professional Practice category includes:

- Series 1: Professional Responsibility
- Series 2: Ethics and Regulations
- Series 3: Client-Practitioner Relationship
- Series 4: Diversity and Inclusion
- Series 5: Evidence-Based Practice
- Series 6: Professional Development
- Series 7: Health and Wellness
- Series 8: Communication
- Series 9: Digital Literacy

CDP CHARACTERISTIC

The CDP Characteristic category include 31 competencies across 6 series that distinguish the field of career development practice. These competencies are generally distinct to CDPs and embody the main activities that apply to most CDPs.

The CDP Characteristic category includes:

- Series 10: Foundational Knowledge and Applied Theories
- Series 11: Service Delivery Process
- Series 12: Learning and Job Readiness
- Series 13: Awareness of Diverse Worldviews
- Series 14: Career Resources
- Series 15: Client Work Search Strategies
- Series 16: Referrals to Professional Services

Structure

The National Profile defines the sub-set of competencies from the Competency Framework that are required of a generalist Career Development Professional (CDP).

Each competency is delineated in detail, including:

- the purpose/context
- markers of effective performance
- knowledge and understanding
- contextual variables
- a glossary or key references
- context rating scales

For each competency, the **purpose** or *context* explains why the competency standard is important, or how it relates to the role of a CDP. The **markers of effective performance** detail actions that a competent CDP must be able to do and accomplish with proficiency. Each competency outlines **specific knowledge and understanding** pertinent to effective performance of the competency standard. **Contextual variables** (unique considerations in applying the competency), relevant **glossary** terms, and **key references** are highlighted. Each competency standard is measured against a series of **context rating scales** along the following dimensions:

- **Criticality** – defines the level of risk (to the CDP, those they serve, their employer and other key stakeholders) should a CDP be unable to perform this skill according to the standard. Ratings are based on the following scale:
    1. No risk, no consequence: not critical
    2. Minimal risk: somewhat critical
    3. Moderate risk: critical
    4. High probability of risk: very critical
    5. Severe risk: extremely critical
- **Frequency** – defines how often and under what conditions the competency is performed. Ratings are based on the following scale:
    6. Routinely, regular course of procedure
    7. Occasionally, e.g. generally several times in a month
    8. Unexpectedly, e.g. when emergency arises
    9. Circumstantially, e.g. per project, when a specific event arises
    10. Timely, e.g. every month, weekly, hourly

— **The Level of Difficulty** – defines how difficult it is (physically, cognitively) to perform this competency under routine circumstances Ratings are based on the following scale:

11. No difficulty or complexity
12. Minimal difficulty or complexity
13. Moderate difficulty or complexity
14. Very hard or challenging
15. Intense or highly complex

— **The Time Required to Gain Proficiency** – defines the average length of time or number of repeated events that are minimally necessary for a CDP to become proficient in performing the competency to the standard. Ratings are based on a period of time, or a benchmarked number of clients served.

— **Autonomy** – highlights whether or not the CDP performs the competency with or without supervision, and whether they perform the competency alone or as part of a team.

— **Automation** –projects the risk (unlikely, somewhat likely or very likely) of automation associated with the competency.

— **Requisite Work Aids, Tools, Equipment or Materials** – Details the physical tools needed for effective performance of the competency. These may include client records, reports, or software.

Acknowledgements

Over the course of three years (2018-2021), over 600 professionals contributed time, energy and expertise to the development of the Competency Framework and National Profile. We are deeply grateful to the members of the National Stakeholder Committee, National Certification Steering Committee, associated Working Groups and to all who participated in focus groups and consultations across the country. CCDF would like to acknowledge the work of eMerit consulting for their expert guidance and development, and l'Alliance des centres-conseils en emploi (AXTRA) for their support and skilled expertise. In addition, CCDF acknowledges the financial support of the Government of Canada, Employment Services and Development Canada and its Sectoral Initiatives Program, without which this publication and the broader initiative to raise the bar of excellence for career development practice would not be possible.

Summary of Competencies

Professional Practice

Competencies enabling effective practice.

Foundational to Career Development Professionals (CDPs), these competencies are also indicative of related fields of practice.

1 Professional Responsibility

Adhere to professional code of conduct

- 1.1 Deliver services within scope of practice
- 1.2 Maintain professional boundaries
- 1.3 Obtain informed consent
- 1.4 Protect information and records
- 1.5 Represent career development qualifications

2 Ethics and Regulations

Guide practice using ethical decision-making process

- 2.1 Comply with legislation and regulations
- 2.2 Follow ethical decision-making process

3 Client-Practitioner Relationship

Nurture a collaborative and trusting relationship

- 3.1 Establish and sustain working alliance
- 3.2 Build self-agency
- 3.3 Help clients address and prevent conflict
- 3.4 Engage reluctant or resistant clients
- 3.5 Manage abusive client behaviour
- 3.6 Help clients manage mental health

4 Diversity and Inclusion

Promote a diverse and inclusive workforce and equitable access to resources and opportunities

- 4.1 Respect diversity and inclusion
- 4.2 Promote diversity and inclusion
- 4.3 Advocate for client

© Canadian Career Development Foundation, 2021

5 Evidence-Based Practice

Develop and sustain an evidence-based practice to improve outcomes

- 5.1 Develop evidence-based interventions
- 5.2 Monitor client progress
- 5.3 Maintain client records

6 Professional Development

Commit to lifelong learning by developing new skills aligned with development in the field of practice and society

- 6.1 Develop and maintain professional relationships
- 6.2 Engage in lifelong learning
- 6.3 Collaborate with peers

7 Health and Wellness

Promote well-being and a healthy work environment

- 7.1 Manage emotional responses
- 7.2 Interact with others in respectful and civil manner
- 7.3 Plan and organize work
- 7.4 Maintain health and wellness

8 Communication

Communicate in a clear and effective manner

- 8.1 Use active listening skills
- 8.2 Communicate verbally
- 8.3 Communicate non-verbally
- 8.4 Communicate in writing
- 8.5 Conduct meetings
- 8.6 Deliver presentations

9 Digital Literacy

Leverage current and emerging technologies to support career development practice

- 9.1 Use digital technology
- 9.2 Respond to cybersecurity breaches

© Canadian Career Development Foundation, 2021

CDP Characteristic

Competencies distinguishing the field of career development practice.

These competencies are generally distinct to CDPs and embody the main activities that apply to most CDPs.

10 Foundational Knowledge and Applied Theories

Develop foundational knowledge of field of practice

- 10.1 Understand career development theories and models
- 10.2 Apply career development theories and models

11 Service Delivery Process

Engage clients in a structured career exploration

- 11.1 Conduct intake interview
- 11.2 Conduct employability assessment
- 11.3 Help client develop goals and action plans
- 11.4 Select and monitor interventions
- 11.5 Help client build support network
- 11.6 Manage caseload

12 Learning and Job Readiness

Provide individualized support to achieve learning and employment goals

- 12.1 Explore learning and employment possibilities
- 12.2 Develop learning readiness skills
- 12.3 Develop job readiness skills

13 Awareness of Diverse Worldviews

Develop tailored approaches for client populations

- 13.1 Work with Indigenous Clients
- 13.2 Work with Immigrant Clients
- 13.3 Work with LGBTQ2+ Clients
- 13.4 Work with youth at risk
- 13.5 Work with clients affected by work disruption
- 13.6 Work with clients living in poverty
- 13.7 Work with clients post-incarceration
- 13.8 Work with clients living with a disability
- 13.9 Work with clients experiencing racism

© Canadian Career Development Foundation, 2021

14 Career Resources

Manage career resources to support client services and self-directed learning

14.1 Maintain and deliver career resources
14.2 Maintain current knowledge of labour market
14.3 Use assessment tools and approaches
14.4 Deliver services using technology

15 Client Work Search Strategies

Use tailored approaches to prepare client for learning and employment

15.1 Work with clients to develop résumés
15.2 Work with clients to write communications
15.3 Work with clients to assemble portfolios
15.4 Work with clients to develop value proposition
15.5 Work with clients to develop references
15.6 Work with clients to prepare for employment interviews
15.7 Work with clients to build a professional network

16 Referrals to Professional Services

Refer client to other professionals as required

16.1 Maintain network of referral resources
16.2 Arrange professional referrals

© Canadian Career Development Foundation, 2021

Professional Practice

Competencies enabling effective practice.

Foundational to Career Development Professionals (CDPs), these competencies are also indicative of related fields of practice.

1	**Professional Responsibility**	**1.1** Deliver services within scope of practice	**1.2** Maintain professional boundaries	**1.3** Obtain informed consent	**1.4** Protect information and records	**1.5** Represent career development qualifications	
2	**Ethics and Regulations**	**2.1** Comply with legislation and regulations	**2.2** Follow ethical decision-making process				
3	**Client-Practitioner Relationship**	**3.1** Establish and sustain working alliance	**3.2** Build self-agency	**3.3** Help clients address and prevent conflict.	**3.4** Engage reluctant or resistant clients	**3.5** Manage abusive client behaviour	**3.6** Help clients manage mental health
4	**Diversity and Inclusion**	**4.1** Respect diversity and inclusion	**4.2** Promote diversity and inclusion	**4.3** Advocate for client			
5	**Evidence-Based Practice**	**5.1** Develop evidence-based interventions	**5.2** Monitor client progress	**5.3** Maintain client records			
6	**Professional Development**	**6.1** Develop and maintain professional relationships	**6.2** Engage in lifelong learning	**6.3** Collaborate with peers			
7	**Health and Wellness**	**7.1** Manage emotional responses	**7.2** Interact with others in respectful and civil manner	**7.3** Plan and organize work	**7.4** Maintain health and wellness		
8	**Communication**	**8.1** Use active listening skills	**8.2** Communicate verbally	**8.3** Communicate non-verbally	**8.4** Communicate in writing	**8.5** Conduct meetings	**8.6** Deliver presentations
9	**Digital Literacy**	**9.1** Use digital technology	**9.2** Respond to cybersecurity breaches				

© Canadian Career Development Foundation, 2021

CDP Characteristic

Competencies distinguishing the field of career development practice.

These competencies are generally distinct to CDPs and embody the main activities that apply to most CDPs.

10	**Foundational Knowledge and Applied Theories**	**10.1** Understand career development theories and models	**10.2** Apply career development theories and models							
11	**Service Delivery Process**	**11.1** Conduct intake interview	**11.2** Conduct employability assessment	**11.3** Help client develop goals and action plans	**11.4** Select and monitor interventions	**11.5** Help client build support network	**11.6** Manage caseload			
12	**Learning and Job Readiness**	**12.1** Explore learning and employment possibilities	**12.2** Develop learning readiness skills	**12.3** Develop job readiness skills.						
13	**Awareness of Diverse Worldviews**	**13.1** Work with Indigenous Clients	**13.2** Work with Immigrant Clients	**13.3** Work with LGBTQ2+ Clients	**13.4** Work with youth at risk	**13.5** Work with clients affected by work disruption	**13.6** Work with clients living in poverty	**13.7** Work with clients post-incarceration	**13.8** Work with clients living with a disability	**13.9** Work with clients Experiencing Racism
14	**Career Resources**	**14.1** Maintain and deliver career resources	**14.2** Maintain current knowledge of labour market	**14.3** Use assessment tools and approaches	**14.4** Deliver services using technology					
15	**Client Work Search Strategies**	**15.1** Work with clients to develop résumés	**15.2** Work with clients to write communications	**15.3** Work with clients to assemble portfolios	**15.4** Work with clients to develop value proposition	**15.5** Work with clients to develop references	**15.6** Work with clients to prepare for employment interviews	**15.7** Work with clients to build a professional network		
16	**Referrals to Professional Services**	**16.1** Maintain network of referral resources	**16.2** Arrange professional referrals							

© Canadian Career Development Foundation, 2021

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.1 - Deliver Services Within Scope of Practice

Purpose & Context

Career Development Professionals (CDPs) provide services within their scope of practice to meet legal and professional obligations. In situations where clients present with complex physical, mental, and cognitive issues, CDPs refer clients to qualified professionals for treatment and care.

Effective Performance

Competent career development professionals must be able to:

P1. Obtain signed informed consent for all services to be delivered;

P2. Practice within professional competence and qualifications;

P3. Provide career planning services tailored to client needs, e.g. identification of career goals, assist in career exploration, assist in job search;

P4. Maintain records and documentation;

P5. Protect confidentiality;

P6. Consult with other professionals on questions regarding ethical obligations or professional practice;

P7. Arrange for continuation of service when required, e.g. vacation, illness;

P8. Refer clients who present with complex physical, mental, and cognitive challenges to qualified professionals for treatment and care;

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Professional Code of Ethics;

K2. Professional standards of practice within the CDP's scope of work;

K3. 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 and decision-making, e.g. assessment, goal setting;
- Skills enhancement, e.g. formal training, voluntary activities;
- Job search, e.g. résumé writing, employment interviews;
- Job maintenance, e.g. teamwork, acting on feedback;

K4. Scope of practice of qualified professionals in affiliated fields;

K5. Community resources and qualified service providers, including how to access them.

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.

- **Scope of practice:** knowledge, skills and abilities necessary to provide quality career development interventions. These competencies are identified in the Career Development Professional competency framework.
- **Self-agency:** the power an individual has over their own life. Self-agency means that an individual has a sense of control over their actions or events that may affect them.

INFORMATION SOURCES AND RESOURCES FOR CONSIDERATION

- None

©2021 CCDF All Rights Reserved

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 ensure client wellbeing, a career development professional should perform this competency immediately upon entering practice.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.2 - Maintain Professional Boundaries

Purpose & Context

Career Development Professionals (CDPs) maintain professional boundaries with clients to protect the client from potential harm. CDPs have a relationship of trust with their clients, who may feel vulnerable under certain circumstances, such as when they are disclosing personal history and personal needs. This relationship may create a power imbalance, or a sense that the CDP has influence on the level of services or support the client will be offered.

CDPs must use professional judgement to prevent boundary issues from arising and to establish and manage boundaries in a variety of circumstances, including the prevention and management of possible conflicts of interest. Managing boundaries relates to client's personal dignity, privacy and self-agency.

Professional boundaries extend beyond the client relationship, such as when CDPs assume supervisory responsibilities and have influence over workplace colleagues.

Effective Performance

Competent career development professionals must be able to:

P1 Comply with Code of Ethics

P1 Maintain client relationship boundaries:

- Determine whether action or circumstance constitutes a conflict of interest;
- Communicate in a non-judgemental manner;
- Introduce self by name and professional title;
- Address client by preferred name and title;
- Respect uniqueness and diversity of each client, i.e. be aware of comments, attitudes and behaviours that may cause discomfort or challenge client beliefs, values, lifestyle or culture;

P2 Prevent boundary violations:

©2021 CCDF All Rights Reserved

- Refrain from engaging in personal, sexual or romantic relationships with clients;
- Refrain from giving or receiving significant gifts;
- Avoid dual or overlapping relationships, e.g. professional affiliations;
- Schedule appointments during regular work hours in professional setting, e.g. defined work office;

P3 Identify vulnerable situations, such as:

- Sexual attraction;
- Misinterpretation of gestures, e.g. touching;
- Helping client financially, e.g. pay rent, buy lunch;

P4 Seek guidance from professional association, as required, e.g. national or provincial association;

P5 Transfer client to qualified professional, if required;

P6 Document actions taken;

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1 Common types of boundary violations, for example:

- Sexual relations;
- Accepting social invitations from clients;
- Receipt or exchange of gifts;
- Financial dealings;
- Conflicts of interest;
- Breaches of trust;
- Seeking client advice in their area of expertise, e.g. financial investments;
- Calling family members for information the client refuses to disclose;

K2 Code of Ethics;

K3 Professional practice guidelines;

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.

- **Self-agency:** the power an individual has over their own life. Self-agency means that an individual has a sense of control over their actions or events that may affect them.

INFORMATION SOURCES AND RESOURCES FOR CONSIDERATION

- None

©2021 CCDF All Rights Reserved

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?

— 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 ensure client wellbeing, a career development professional should perform this competency immediately upon entering practice.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.3 – Obtain Informed Consent

Purpose & Context

Career Development Professionals (CDPs) provide clients (or a legally authorized representative) comprehensive information that will allow them to make informed decisions on the services to be provided. Prior to engaging with any services, CDPs must provide a written statement of consent and review it with the client and answer all questions. Where needed, CDPs arrange for an interpreter or translation of documents to ensure the client understands the information being shared. When ready, clients sign the agreement.

Effective Performance

Competent career development professionals must be able to:

P1 Prepare statement of consent:

- Describe nature of all services;
- List credentials and experience;
- Outline billing arrangements, as applicable;
- Define rights to confidentiality;
- Describe limits of confidentiality;
- Explain right to refuse any service;

P2 Arrange for service of interpreter or translation of document, as required;

P3 Give copy of statement of consent to client:

- Read each statement;
- Explain risks, benefits, and other essential information;
- Explain rights and responsibilities, e.g. confidentiality and its limitations;
- Confirm understanding of information;
- Answer all questions;

©2021 CCDF All Rights Reserved

P4 Obtain signed copy of consent document;

P5 Offer copy of the signed document to client/representative;

P6 Advise client of options and referral, e.g. if they refuse to sign agreement;

P7 Update statement of consent, as required;

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1 Code of Ethics;

K2 Policy and procedures surrounding the attainment of informed consent;

K3 Legislative requirements on the use of personal information, e.g. Personal information and Electronic Documents Act (PIPEDA);

K4 Limitations of confidentiality;

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.

— **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.

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— 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?

— To become fully proficient in this competency, 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

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.4 – Protect Information and Records

Purpose & Context

Career Development Professionals (CDPs) obtain clients' consent to gather, store and share personal information. CDPs maintain and secure confidentiality of information collected. CDPs adhere to relevant legislation regarding storage of personal information.

Effective Performance

Competent career development professionals must be able to:

P1. Explain purpose of records;

P2. Explain how records are stored, protected, and maintained, for example:

- Security measures, e.g. encryption, restricted access;
- Duration of storage;

P3. Explain right to confidentiality;

P4. Explain when confidentiality may be breached, for example:

- There are reasonable grounds to believe client will harm themselves or others;
- There are reasonable grounds to believe client under 17 years old is at risk of abuse or neglect;
- Disclosure of sexual abuse as required by a regulated health professional;
- Records are subpoenaed by court of law;

P5. Obtain informed consent for:

- Data collection and storage;
- Disclosure of records;

©2021 CCDF All Rights Reserved

- Transfer of records;

P6. Secure records transfer, e.g. secure mailing process, encrypted web-based transmission, locked bag or box labelled 'Confidential' with a 'Return to Sender' address label;

P7. Use information collected only for its intended purpose;

P8. Protect records and documentation, for example:

- Leave no private documents unattended;
- Label documents as confidential, where appropriate;
- Restrict access to authorized persons only;
- Keep computer screens from the sight of others;

P9. Use non-disclosure agreements when sharing information with authorized persons, e.g. other professionals;

P10. Use discretion when discussing confidential information:

- Ensure person has authorized access to information, e.g. signed non-disclosure agreement;
- Discuss sensitive information in private setting only;
- Disclose only required information;

P11. Maintain records:

- Verify accuracy;
- Update information as needed;
- Destroy records in compliance with legal requirements;

P12. Secure storage, for example:

- Restrict access to authorized persons;
- Back up electronic files periodically;

©2021 CCDF All Rights Reserved

- Verify antivirus and anti-malware software is working and updated frequently;
- Check system for infections on a regular basis;

P13. Report breach of confidentiality;

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics;

K2. Legislation and procedures relevant to confidentiality and privacy, e.g. Nova Scotia's Personal Health Information Act, Personal Information Protection and Electronic Documents Act (PIPEDA);

K3. Organizational confidentiality policies and procedures;

K4. Secure data storage technology, e.g. digital databases;

Contextual Variables

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

— Provincial legislation may provide additional guidelines or restrictions on how clients' data can be recorded, stored, and handled.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— 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 fully proficient in this competency, 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 **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.5 – Represent Career Development Qualifications

Purpose & Context

Career Development Professionals (CDPs) make accurate statements regarding their qualifications (professional training and credentials) and professional affiliations to protect the integrity of the practice.

Effective Performance

Competent career development professionals must be able to:

P1. Comply with certification marks usage guidelines e.g. Certified Career Development Professional (CCDP):

- Trademarks must be displayed and reproduced according to guidelines set by the governing body;

P2. Report unauthorized use of certification marks;

P3. Where clients have inaccurate expectations:

- Provide clear explanation of qualifications;
- Communicate limits of qualifications;
- Correct misunderstandings of qualifications;

P4. When making public statements:

- Clarify whether presenting personal views or speaking on behalf of professional field;

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Certification marks usage guidelines

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.

— **Designation mark:** a graphic or logo, only to be used by holders of a specific certification.

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— No 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 ensure clients can make informed decisions, a career development professional should perform this competency proficiently immediately upon entering practice.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: ETHICS AND REGULATIONS

2.1 – Comply with Legislation and Regulations

Purpose & Context

Career Development Professionals (CDPs) comply with relevant legislation and regulations to prevent litigation, prevent reputational damage, and protect clients from potential harm.

Effective Performance

Competent career development professionals must be able to:

P1. Keep current with changes to legislation and regulations that impact professional practice

P2. Comply with legislation and regulations relevant to practice

P3. Verify organizational policies and procedures align with legislation and regulations:

- Review organizational policies and procedures
- Identify areas of non-compliance
- Recommend adjustments

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation and regulations relevant to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act, Employment Standards, Occupational Health and Safety

K2. Organizational policies and procedures

Contextual Variables

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

— CDPs must be aware of, and comply with, federal legislation as well as regulations specific to the jurisdiction in which they practice. In addition, specific client groups (e.g. youth) may have additional legal protections that CDPs must comply with.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— 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 ensure clients can make informed decisions, a career development professional should perform this competency proficiently immediately upon entering practice.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: ETHICS AND REGULATIONS

2.2 – Follow Ethical Decision-Making Process

Purpose & Context

Career Development Professionals (CDPs) adhere to a professional Code of Ethics. CDPs use ethical decision-making to determine the course of action required to address professional challenges or dilemmas.

The Code of Ethics sets requirements on key areas of practice, such as informed consent, respecting client rights to privacy, relationships with clients, organizations, and other professionals.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize situations that present ethical challenges or dilemmas, e.g. possible violation of Code of Ethics, professional standards, or organizational policy

P2. Review relevant information, e.g. organizational policies and procedures, Code of Ethics, standards of practice, professional literature

P3. Identify relevant ethical behaviour, e.g. boundaries of relationship, confidentiality of client data, scope of practice

P4. Evaluate the information:

- Identify possible alternative courses of action
- Determine impact, e.g. short, medium, long term
- Identify likely consequences

P5. Seek advice from others, e.g. experienced practitioners, supervisor, national professional association, legal representative

©2021 CCDF All Rights Reserved

P6. Decide on course of action

P7. Communicate decision to affected persons

P8. Evaluate outcome

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Examples of breach of ethics, for example:

- Lying or intentionally misleading others
- Violating laws or regulations
- Failing to ensure privacy and confidentiality of information
- Proceeding with insufficient expertise or lack of qualifications
- Conflict of interest

Contextual Variables

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

- Stakeholder needs and preferences will vary; ethical issues often involve a wide range of stakeholders, such as the community or environment, and additional needs and preferences, such as dignity, rights and fairness. In addition, there may be multiple and/or conflicting ethical issues stemming from a single situation, adding complexity to this task..

Glossary & Key References

Terms

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

- **Safeguards:** measures or actions taken to prevent reoccurrence of an issue, to protect someone or something or to prevent something undesirable.

Information Sources and Resources for Consideration

- None

©2021 CCDF All Rights Reserved

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?

— Unexpectedly, e.g. when emergency arises

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 ensure clients can make informed decisions, a career development professional should perform this competency proficiently immediately upon entering practice.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.1 – Establish and Sustain Working Alliance

Purpose & Context

Career Development Professionals (CDPs) establish and sustain a working alliance with clients to ensure ongoing identification, monitoring and achievement of client goals remains the focus of all interactions. Appropriate attitudes and communication skills are essential to building a relationship of respect and trust. CDPs work with the client to ensure that all professional behaviours and actions are focused on meeting the unique needs of the client.

Effective Performance

Competent career development professionals must be able to:

P1. Interact respectfully:

- Be punctual, e.g. start appointments on time
- Be truthful
- Respect client's uniqueness, e.g. values, preferences, autonomy, ethnocultural beliefs, expressed needs
- Be open-minded, e.g. avoid individual biases, manage role perceptions, avoid stereotyping, be willing to accept new ideas

P2. Prepare welcoming environment, for example:

- Tidy meeting space, e.g. keep desk clutter to a minimum, store materials in their proper place, wipe down surfaces
- Provide comfortable seating
- Reduce noise and eliminate distractions, e.g. turn off radio, store handheld device/phone, set telephone calls to voicemail, close office door

©2021 CCDF All Rights Reserved

- Welcome client by name
- Introduce self by name

P3. Identify possible barriers that limit ability to establish rapport or working alliance, e.g. language, cultural factors, ability to access services, mental health concerns

- Work with client to identify and implement strategies to overcome barriers

P4. Discuss roles and responsibilities of CDP and client

P5. Confirm agreement to work together

P6. Respond to client's needs in a responsive manner:

- Focus full attention on client
- Seek input and feedback to develop clear understanding of needs:
  - Listen actively, e.g. allow silence, seek clarification as required
  - Allow client to lead conversation, e.g. avoid dominating the discussion, avoid interrupting
  - Allow client the time needed, i.e. don't rush the conversation
- Adapt/tailor approach to fit client's needs considering cultural factors, cognitive status, literacy level, religious and other requirements:
  - Adjust way of communicating, e.g. use language appropriate to client
  - Accommodate requests, as needed

P7. Encourage self-confidence, self-sufficiency, and self-determination:

- Describe client's responsibilities and rights, e.g. human rights, service rights
- Reach shared understanding of respective roles in making decisions and completing tasks
- Help client take active role in achieving goals:
  - Provide information, tools, and resources to help client make informed decisions

©2021 CCDF All Rights Reserved

- Seek agreement on next steps towards meeting goals

- Recognize efforts, e.g. acknowledge progress towards goals

P8. Ensure follow-up and next steps are clear before end of appointment

- Encourage check-ins between appointments for additional questions, concerns, or supports, e.g. by phone, email

P9. Check on progress outside of scheduled appointments

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Communication strategies

K2. Interpersonal skills

K3. Attitudes underpinning the working alliance.:

- Empathy, i.e. ability to understand and share feelings
- Authenticity, i.e. expressing self truly and genuinely
- Respect, i.e. acceptance of others' feelings, rights, or customs regardless of agreement

K4. Client's service rights

Contextual Variables

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

Glossary & Key References

Terms

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

- None

Information Sources and Resources for Consideration

- *The Working Alliance – Training Workbook*. Ottawa: VOCO Training Centre, 2019.

©2021 CCDF All Rights Reserved

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 establishing working alliances, 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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

3.2 – Build Self-Agency

Purpose & Context

Career Development Professionals (CDPs) build self-agency of clients to promote independence and resilience, increase motivation, and reduce anxiety. Building self-agency also helps increase clients' sense of control, hope, and confidence in their ability to achieve career goals.

Effective Performance

Competent career development professionals must be able to:

P1. Identify expressions of low self-agency, for example:

- Perceived incompetence, e.g. "I wouldn't be able to do that"
- Low outcome expectations, e.g. "I could do that, but it wouldn't work"

P2. Deliver intervention to improve self-agency, for example:

- Set achievable, short-term goals
- Select activities perceived as low-risk, e.g. list experiences to include in résumé
- Explore expressed interests, i.e. use intrinsic motivation
- Select activities to develop independence, e.g. ask client to complete self-assessment at home

P3. Assess impact of low self-agency beyond career development, e.g. mental health

P4. Refer to qualified professional, if required

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Causes of low self-agency, e.g. trauma, long-term unemployment

K2. Indicators of low self-agency, e.g. expressions of perceived incompetence

K3. Effects of low self-agency, e.g. pessimism, avoidance of goal setting

Contextual Variables

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

— Depending on the client, low self-agency, i.e. a lack of perceived control over their own life, can pose a key barrier to career development. In this situation, its improvement should be a CDP's primary goal.

Glossary & Key References

Terms

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

— **Self-agency**: the power an individual has over their own life. Self-agency means that an individual has a sense of control over their actions or events that may affect them.

Information Sources and Resources for Consideration

— Betz, N. E., & Hackett, G. Concept of agency in educational and career development. *Journal of Counseling Psychology*, 34(3), 1987, pp 299–308. https://doi.org/10.1037/0022-0167.34.3.29919.

©2021 CCDF All Rights Reserved

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

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 experience of working with at least 40 clients experiencing low self-agency.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.3 – Help Clients Address and Prevent Conflict

Purpose & Context

Career Development Professionals (CDPs) help clients address conflicts in their professional and personal lives. This prevents issues from escalating, prevents future conflict, and allows clients to focus on their career development.

Effective Performance

Competent career development professionals must be able to:

P1. Discuss conflict:

- Identify parties involved, reason for disagreement, actions taken
- Ask open-ended questions for clarification
- Paraphrase to show understanding
- Assess whether the conflict falls within the CDP's scope of practice, referring to other service providers, if required

P2. Outline ways to handle conflict, for example:

- Handle situations in private
- Remain calm
- Recognize areas of agreement
- Focus on behaviours rather than personalities
- Identify opportunities for compromise

P3. Explain ways to build and sustain healthy relationships, for example:

©2021 CCDF All Rights Reserved

- Formulate views clearly to prevent misunderstandings
- Express apologies when warranted
- Seek to understand others' perspectives, i.e. practice empathy
- Treat others as equals

P4. Establish timeline

P5. Record details of discussion

P6. Follow up

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

Contextual Variables

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

— The nature of conflicts that CDPs help their clients address may be varied, including conflicts with partners, employers and other service providers.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— Unexpectedly, e.g. when emergency arises

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 fully proficient in this competency, 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 **with** and/or **without supervision**, and **alone**

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.4 – Engage Reluctant or Resistant Clients

Purpose & Context

Career Development Professionals (CDPs) recognize that client engagement is critical for successful outcomes. CDPs develop client confidence to engage with the career development intervention, addressing resistance constructively, and acknowledging concerns while seeking to increase engagement.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize signs of reluctance or resistance, for example:

- Missed appointments
- Silence
- Excessive small talk
- Not following up on agreed upon activities

P2. Identify reasons for reluctance or resistance, for example:

- Fear of change
- Unresolved barriers
- Perceived incompatibly between client and CDP, e.g. gender, personality, delivery style
- Systemic barriers and generational history
- Cultural differences, e.g. uncomfortable with discussing personal issues

©2021 CCDF All Rights Reserved

- Lack of understanding of services

P3. Work with client to overcome reasons for reluctance or resistance, for example:

- Allow client to express fears
- Acknowledge natural responses to systemic barriers
- Help client visualize positive outcomes
- Identify resources to assist with barriers, e.g. transportation, childcare

P4. Seek client's views on client practitioner relationship, i.e. actively encourage questions/feedback

P5. Adjust intervention to accommodate client needs, as required, for example:

- Provide appointments at times convenient to client
- Lengthen appointments to lower sense of urgency
- Reinforce confidentiality of working relationship
- Refer client to other CDP, if required

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Signs of reluctance or resistance

K2. Reasons for reluctance or resistance

K3. Cultural differences

K4. Strategies to overcome reluctance or resistance

Contextual Variables

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

— Resistance can be a result of a range of past experiences which must be addressed by CDPs.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— Unexpectedly, e.g. when emergency arises

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 fully proficient in this competency, 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

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.5 – Manage Abusive Client Behaviour

Purpose & Context

Career Development Professionals (CDPs) address abusive behavior when it arises to establish boundaries with clients, prevent escalation, and ensure others are not adversely impacted.

Effective Performance

Competent career development professionals must be able to:

P1. Identify forms of threatening and abusive behaviour to self and others, including:

- Physical violence
- Emotional abuse
- Verbal abuse
- Sexual harassment
- Bullying, including cyberbullying
- Stalking

P2. Maintain composure in abusive situations:

- Remain calm
- Speak clearly and firmly with the client
- Avoid taking clients' words or attitude personally

P3. Ensure safety of self, client, and others:

- Separate client with abusive behaviours from others, if necessary

©2021 CCDF All Rights Reserved

- Ask for assistance from colleagues based on proximity, skill set and their relationship with the client, if necessary

P4. Inform client that abusive behaviour is unacceptable and must stop:

- Discuss consequences of continuation of behavior, e.g. termination of services
- Ask client to leave if the behaviour continues

P5. Discuss behaviour with client

- Acknowledge distress
- Suggest resolutions

P6. Assess whether services can continue:

- If yes, handle client concern or complaint
- If no, call for assistance, e.g. supervisor, security, police

P7. Record details of incident in accordance with organization's policies

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of abusive behaviour

K2. Conflict resolution techniques

K3. Support resources

K4. Relevant organizational policies

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

©2021 CCDF All Rights Reserved

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?

— Unexpectedly, e.g. when emergency arises

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 fully proficient in this competency, a career development professional requires a minimum of 5 instances of addressing abusive behaviour.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.6 – Help Clients Manage Mental Health

Purpose & Context

Career Development Professionals (CDPs) collaborate with clients to understand their current mental health and to identify and implement strategies to improve, or sustain mental health. CDPs help clients recognize that all individuals have periods when their mental health is above or below its usual level.

Mental health is distinct and differentiated from mental illness. CDPs recognize that symptoms of mental illness, as well as stigma associated with it, will need to be accounted for in the career development process. While providing assessment, treatment or clinical support for mental illness is beyond the scope of a CDP, they may work with the client on career development issues together with other professionals providing treatment and support for the mental illness.

Effective Performance

Competent career development professionals must be able to:

P1. Maintain a relationship of trust, respect and open communication, i.e. working alliance

P2. Assess current mental health by exploring factors with client, such as their sense of contribution to society, perceptions of coping/mastery, feelings of meaning/purpose, quality of relationships, and sense of satisfaction/happiness

- Recognize if client mental health is improving or deteriorating
- Recognize commons signs of mental health challenges

P3. Normalize typical fluctuations along the continuum of mental health, for example:

- Nervousness about an upcoming event

©2021 CCDF All Rights Reserved

- Sadness about a recent loss
- Frustration about recent challenges

P4. Identify aspects of client's life that may contribute to poor mental health, e.g. lack of sleep, poor diet, stress

P5. Identify factors within client's control that may contribute to positive mental health, e.g. healthy diet, regular sleep pattern, meditation, journaling, breathing exercises, physical activity

P6. Develop and implement an action plan to reduce activities/situations that contribute to poor mental health and increase activities/situations that contribute to positive mental health

P7. Reassess client mental health and adjust action plan, as needed

P8. Refer cases beyond scope to external service provider

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Significant issues commonly faced by clients that could affect their mental health, e.g. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, physical health challenges, addictions

K2. Factors underpinning mental health, e.g. sense of contribution to society, their coping/mastery, feelings of meaning/purpose, quality of relationships, and sense of satisfaction/happiness

K3. Distinction between mental health challenges and mental illness

K4. Common symptoms of mental illness, e.g. hallucinations, delusions, compulsive behaviours

K5. Community resources and other support services available to clients from community partners and other agencies, including:

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

K6. 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:

- Clients may present with multiple mental health challenges which will add complexity in performing this competency.

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 provider, including how and for what reasons information collected during the process may be released

©2021 CCDF All Rights Reserved

to others.. Informed consent is obtained at the beginning of a process and may be required if the nature of the services provided are later updated or revised. A signed form or statement of consent is required as proof of consent

Information Sources and Resources for Consideration

— Redekopp, D. E., & Huston, M. *Strengthening mental health through effective career development: A practitioner's guide*. Toronto, ON: CERIC, 2020.

— Keyes, C.L.M. The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43, 2002, pp 207–222. https://doi.org/10.2307/3090197.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.1 – Respect Diversity and Inclusion

Purpose & Context

Career Development Professionals (CDPs) recognize that values and beliefs held by a person may be aligned with, or different from, their own. CDPs reflect on their own values, beliefs, privileges, and biases, both conscious and unconscious, while seeking 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 the intervention.

CDPs develop the skills necessary to better understand diversity and inclusion principles as they impact the client populations they serve. CDPs develop individualized services to meet the needs of each client.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize their own values, beliefs, privileges, and biases

P2. Reflect on their own worldview

P3. Seek to understand client's background and worldview

P4. Research information relevant to client's cultural background, e.g. history, values, beliefs

P5. Develop collaborative relationships with partners and stakeholders within communities served

P6. Identify potential challenges and barriers to the client, e.g. language, racism, discrimination

P7. Identify tools and resources suitable to address client's barriers

P8. Develop tailored intervention based on client needs

©2021 CCDF All Rights Reserved

P9. Participate in learning opportunities relating to diversity, inclusion, and systemic barriers faced by clients

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice

K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected groups from discrimination)

K3. Systemic barriers impacting specific groups

K4. Community resources and other support services available to clients, including:

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

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 career choices and career decisions. CDPs must reflect on worldview issues to develop appropriate interventions. In addition, CDPs serve clients that may present with complex barriers and challenges.

Glossary & Key References

Terms

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

- **Worldview:** how a person perceives and interprets the world as shaped by cultural lens, individual values, and beliefs.

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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.2 – Promote Diversity and Inclusion

Purpose & Context

Career Development Professionals (CDPs) work with employers to promote an accessible and inclusive workforce. CDPs use a business case approach to engage employers and promote diversity and inclusion in the workplace.

Effective Performance

Competent career development professionals must be able to:

P1. Challenge misconceptions employers may have related to recruiting a diverse workforce, for example:

- Costs
- Lower job performance
- Difficulty addressing performance
- Limited pool of talent

P2. Summarize benefits of an inclusive workforce, e.g. increased productivity, increased job satisfaction, reduced turnover

P3. Meet with employer:

- Present benefits of inclusive practices
- Seek employer concerns about making changes
- Identify solutions to address concerns
- Secure buy-in to explore opportunities to build inclusive workforce

P4. Review current organizational practices, policies and procedures to identify areas of improvement, e.g. bias and systemic barriers in recruitment, selection, hiring, training and development, compensation, career development, promotion

©2021 CCDF All Rights Reserved

P5. Recommend solutions, for example:

- Inclusivity training for all staff
- Human resources policies, e.g. recruitment, selection, hiring, career development, return-to-work policies
- Job description revision, e.g. include only essential requirements
- Job accommodations
- Tailored job maintenance support, e.g. on the job supports, follow-up and monitoring
- Innovative on the job training support

P6. Offer implementation assistance, e.g. review of policies

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice

K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected groups from discrimination)

K3. Systemic barriers impacting specific groups

K4. Human resources management, e.g. recruitment, selection, training and development, career development

K5. Barriers to employment diverse client populations encounter, e.g. discrimination, racism

K6. Benefits of diverse and inclusive workplace, e.g. reduced turnover, reduced absenteeism, increased satisfaction, increased productivity

Contextual Variables

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

— Employers may present with varying degree of understanding of the benefits and value of a diverse and inclusive workforce.

Glossary & Key References

Terms

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

— **Anti-oppressive practice**: an intersectional approach that confronts formal and informal roles of power between a CDP, their client, and socio-economic structures and systems.

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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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?

— 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 fully proficient in this competency, a career development professional requires a minimum of one year of experience working with at least 5 different employers.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.2 – Advocate for Client

Purpose & Context

Career Development Professionals (CDPs) advocate on behalf of clients to ensure accessibility to services and programs, including those beyond career development services, such as access to public services, social programs, education and training needs, or health services.

Effective Performance

Competent career development professionals must be able to:

P1. Identify barriers facing client, e.g. limited education, poverty, lack of Canadian credentials or work experience

P2. Help clients gain access to needed resources and supports, e.g. support self-referrals

P3. Seek informed consent to negotiate services, if appropriate

P4. Negotiate access to services

P5. Help resolve issues, for example:

- Meet with employer and client to address workplace conflict or unmet training needs
- Meet with other service providers to discuss and resolve missed appointments, transition plans into the workforce, accommodations required for employment

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice

K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected groups from discrimination)

K3. Common barriers, e.g. lack of Canadian work experience, poverty, access to child or elder care

K4. Resources, e.g. access, accommodations

K5. Relevant legislation, codes of practice, organizational policies and procedures

Contextual Variables

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

— In situations where barriers are complex, advocating for clients is significantly more challenging.

Glossary & Key References

Terms

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

— **Anti-oppressive practice**: an intersectional approach that confronts formal and informal roles of power between a CDP, their client, and socio-economic structures and systems.

— **Informed consent**: refers to an agreement by a client (or their legal representative) to participate in an activity. It is specifically made between the client (or their legal representative) and the CDP. Informed consent is an ongoing process that ensures the client understands and agrees to the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other such pertinent information that is reasonably possible given the type of service offered.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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 fully proficient in this competency, a career development professional requires a minimum of one year of experience advocating for at least 10 different clients, representing a broad range of individuals.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: EVIDENCE-BASED PRACTICE

5.1 – Develop Evidence-Based Interventions

Purpose & Context

Career Development Professionals (CDPs) keep well-informed of research presenting empirical evidence of interventions that work best to help clients find and keep meaningful employment. Using these insights, CDPs develop evidence-based interventions to improve outcomes.

Effective Performance

Competent career development professionals must be able to:

P1. Identify barriers faced by client, e.g. limited education, poverty, lack of Canadian work experience

P2. Develop measurable client outcomes, for example:

- Resolve pre-employability or job readiness needs
- Make career decisions
- Enhance skills
- Find a job
- Maintain a job
- Advance career

P3. Review research to identify intervention best suited to client

P4. Develop intervention, for example:

- Formulate objectives
- Write action plan

©2021 CCDF All Rights Reserved

P5. Monitor individual progress throughout the intervention, for example:

- Discuss client's perception of progress
- Review action plan regularly

P6. Measure the effectiveness of the intervention, e.g. goal achievement, level of social participation

P7. Adjust intervention when necessary

P8. Complete required records within required timeframe

P9. Share outcomes with others to improve field of practice, e.g. colleagues, researchers, policy makers

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Legislation, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K3. Evidence-based intervention design

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.

— **Evidence-based research:** research guided by descriptive and qualitative research and scientific principles.

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— To become fully proficient in this competency, 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 **as part of a team** and/or **alone**

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: EVIDENCE-BASED PRACTICE

5.2 – Monitor Client Progress

Purpose & Context

Career Development Professionals (CDPs) monitor the progress of each client to assess their engagement and participation in activities and to verify if the actions are appropriate or should be modified to achieve their action plan. If the client is working with multiple service providers, CDPs involve these as appropriate.

These findings can also inform organizational strategy, such as the delivery structure, services offered, and partnerships with other service providers.

Effective Performance

Competent career development professionals must be able to:

P1. Identify barriers faced by client, e.g. limited education, poverty, lack of Canadian work experience

P2. Develop measurable client outcomes, for example:

- Resolve pre-employability or job readiness needs
- Make career decisions
- Enhance skills
- Find a job
- Maintain a job
- Advance career

P3. Review research to identify intervention best suited to client

P4. Develop intervention, for example:

- Formulate objectives

©2021 CCDF All Rights Reserved

- Write action plan

P5. Monitor individual progress throughout the intervention, for example:

- Discuss client's perception of progress
- Review action plan regularly

P6. Measure the effectiveness of the intervention, e.g. goal achievement, level of social participation

P7. Adjust intervention when necessary

P8. Complete required records within required timeframe

P9. Share outcomes with others to improve field of practice, e.g. colleagues, researchers, policy makers

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Legislation, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K3. Evidence-based intervention design

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.

— **Evidence-based research:** research guided by descriptive and qualitative research and scientific principles.

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— To become fully proficient in this competency, 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 **as part of a team** and/or **alone**

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: EVIDENCE-BASED PRACTICE

5.3 – Maintain Client Records

Purpose & Context

Career Development Professionals (CDPs) maintain all documentation relevant to the delivery of career development services. Documentation is required to support an evidence-based practice including planning, implementing, and evaluating the services delivered.

CDPs are accountable to clients, employers, and funders for the services they deliver. Well-maintained records help protect CDPs from professional liability in the event they become the subject of legal or ethical proceedings. CDPs maintain accurate, current, and pertinent records of services, as may be required. The records must contain sufficient detail for regulatory and administrative review of services.

CDPs can only use client information for the purpose for which it was intended. Maintenance of appropriate records may be needed for institutional, financial, and legal purposes.

CDPs make reasonable efforts to protect against the misuse of records. Where CDPs are employed by an organization, or engaged as contractors, they should consider relevant organizational policies and procedures.

Effective Performance

Competent career development professionals must be able to:

P1. Comply with privacy and record-keeping policies, guidelines, and legislation

P2. Maintain client records and information, such as:

- Identifying data, e.g. name, address
- Informed written consent
- Permission to release information
- Relevant historical and demographic information on client, client's family and significant others, as required

©2021 CCDF All Rights Reserved

- Referral information, if applicable
- Intended goal, objectives, and outcomes
- Dates and types of services
- Results of assessments
- Progress notes, e.g. details of interventions, training services provided, location where services were delivered, date and duration of interaction, reason for interaction, action taken, next steps
- Intervention outcomes
- Evaluation outcomes
- Incident reports, e.g. medical emergency
- Referrals to other professional resources, e.g. follow up and feedback, recommendations
- Reason for termination of services

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Legislation, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K3. Organizational confidentiality and record-keeping policies and procedures

Contextual Variables

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

— Records may be created and maintained in a variety of media (e.g. paper-based, electronic systems).

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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 fully proficient in this competency, a career development professional should perform this competency proficiently within three months.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL DEVELOPMENT

6.1 – Develop and Maintain Professional Relationships

Purpose & Context

Career Development Professionals (CDPs) work cooperatively with colleagues, employers and the local community to broaden experience, keep up-to-date with research and share ideas to improve practice. Members of a CDP's network can be based locally, provincially, nationally and internationally.

Effective Performance

Competent career development professionals must be able to:

P1. Develop professional relationships with members of the community and associations, including:

- Indigenous groups, elders
- Local service organizations
- Government agencies
- Businesses and employers
- Politicians
- Non-profit organizations
- Faith communities
- Educational institutions
- Unions
- Professional associations

©2021 CCDF All Rights Reserved

P2. Establish community network to:

- Share services
- Enhance services for clients
- Build event-based programs
- Identify community solutions

P3. Develop professional network, for example:

- Attend agency open houses and information sessions
- Attend professional conferences, seminars and career fairs
- Develop relationships with agencies in the community
- Join professional social networking platforms, e.g. LinkedIn

P4. Share information, for example:

- Provide guidance and constructive feedback
- Consult on regular basis, formally and informally
- Share resources, insights and information

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Key stakeholders' needs

K2. How to build and maintain professional and community networks

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

©2021 CCDF All Rights Reserved

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 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?

— To become fully proficient in this competency, a career development professional requires a minimum of two years of experience, establishing at least 10 relationships representing a broad range of stakeholders

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL DEVELOPMENT

6.2 – Engage in Lifelong Learning

Purpose & Context

Career Development Professionals (CDPs) engage in continuous learning to achieve successful intervention outcomes. CDPs develop an individualized training plan to build on their key strengths and address areas needing improvement.

Effective Performance

Competent career development professionals must be able to:

P1. Identify own strengths and areas for improvement, for example:

- Solicit feedback from colleagues, managers, community partners and clients
- Use assessment tools to identify strengths as well as skills gaps

P2. Establish a professional development plan:

- Identify development needs and potential barriers
- Identify learning opportunities
- Formulate action plan with measurable goals

P3. Engage in learning opportunities and developmental experiences, for example:

- Participate in conferences, seminars and workshops within community of practice
- Enrol in formal education
- Participate in informal learning opportunities, e.g. training sessions led by colleagues, volunteering, online communities of practice
- Join professional associations and organizations to advance the field of practice, e.g. Provincial Career Development Associations, Canadian Council for Career Development (3CD)

©2021 CCDF All Rights Reserved

P4. Measure personal and career growth:

- Measure progress
- Document learning
- Evaluate and review learning plan
- Seek funding for professional development activities

P5. Share experiences, for example:

- Present to colleagues
- Present at industry events

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Self-assessment principles and tools

K2. Learning opportunities, including online resources to aid development

Contextual Variables

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

— Availability of learning and development opportunities will vary depending on the CDP's area of practice.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience of identifying and addressing their learning needs.

Autonomy

— Practitioners typically perform this competency **with** and/or **without supervision**, and **alone**

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL DEVELOPMENT

6.3 – Collaborate with Peers

Purpose & Context

Career Development Professionals (CDPs) collaborate with others to achieve the best outcomes for clients.

Effective Performance

Competent career development professionals must be able to:

P1. Help colleagues who need assistance

P2. Share best practices with colleagues, e.g. present at conferences, participate in team case conferencing

P3. Seek advice on case-specific challenges, considering:

- Signed release of any confidential information
- Privacy and confidentiality of personal information
- Focus only on relevant information

P4. Create opportunities to work with others to address shared practice issues and improve service delivery

P5. Resolve disagreements with peers:

- Acknowledge disagreement
- Clarify issue to be resolved
- Share relevant information, e.g. clarify position and underlying reasoning
- Identify a mutually acceptable solution
- Develop a plan of action

©2021 CCDF All Rights Reserved

- Share outcomes

P6. Recognize others' contributions

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Conflict resolution approaches

Contextual Variables

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

— CDPs collaborate with a range of professionals to meet client needs. Different perspectives could affect the way in which this competency is practiced.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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 practice

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 career development professional requires at least one year to develop collaborative relationships.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.1 – Manage Emotional Responses

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values, beliefs, biases, emotions, and responses to client situations. This awareness enables them to acknowledge, and react appropriately to, situations that trigger emotional responses. This protects personal wellbeing while optimizing services delivered to clients.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize how own behaviours impact others:

- Interpret others' non-verbal cues, e.g. facial expression, body movement and posture, gestures, eye contact

P2. Process emotional responses, for example:

- Reframe negative thoughts
- Ground self in the present
- Consider alternative perspectives
- Visualize a positive outcome

P3. Maintain professional composure, as required, for example:

- Stay calm
- Remove self from the situation, e.g. for a moment
- Take deep breaths with eyes closed
- Choose words wisely, use appropriate tone, volume
- Empathize with person who triggered the emotional response

©2021 CCDF All Rights Reserved

- Debrief with supervisor
- Pause interaction and reschedule

P4. Reflect on situations that triggered emotional response:

- Describe situation factually, e.g. timeline of events, people involved
- Recognize feelings triggered by situation, e.g. anger, sadness, disapproval
- Identify reasons for emotions, e.g. perceived unfairness, existing frustrations
- Describe actions taken
- Explore alternative courses of action, where appropriate

P5. Reflect on impact of reactions on others, for example:

- Identify patterns of unintentional micro-aggressions
- Recognize judgments and assumptions

P6. Incorporate lessons learned into practice

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Anger management techniques

K2. Conflict resolution techniques

K3. Principles of reflective practice

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

©2021 CCDF All Rights Reserved

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?

— Career development professionals must continually reflect on how they manage their emotions in a manner that protects their own well-being and that of others with whom they interact.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.2 – Interact with Others in Respectful and Civil Manner

Purpose & Context

Career Development Professionals (CDPs) demonstrate respect and civility in their interactions with others to promote a safe and healthy workplace free of harassment and discrimination.

Effective Performance

Competent career development professionals must be able to:

P1. Treat others with respect and dignity, for example:

- Engage in genuine relationships
- Use respectful communication, e.g. use preferred pronoun

P2. Follow etiquette rules, e.g. be punctual, respect personal space

P3. Use non-discriminatory language

P4. Refrain from harassing and discriminatory behaviours, e.g. treating clients differently based on characteristics unrelated to career development

P5. Report harassment and discrimination:

- Sexual, e.g. unwelcome sexual advances from a person who has the power to reward or punish the individual
- Physical, e.g. threat or act of violence that causes or could cause harm/physical injury, bullying or aggressive behaviours towards another person or group of individuals
- Verbal, e.g. derogatory comments, discriminatory language, demeaning jokes, use of profanity or abusive language

©2021 CCDF All Rights Reserved

- Visual, e.g. written or graphic materials that are offensive or derogatory

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Definition and indicators of harassment

K3. Definition and indicators of discrimination

Contextual Variables

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

- CDPs serve a diverse client population and must demonstrate respect and understanding to all clients in order to establish a positive working relationship.

Glossary & Key References

Terms

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

- None

Information Sources and Resources for Consideration

- None

©2021 CCDF All Rights Reserved

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?

— 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?

— To ensure client wellbeing, a career development professional should perform this competency proficiently immediately upon entering practice.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.3 – Plan and Organize Work

Purpose & Context

Career Development Professionals (CDPs) plan and organize their work activities, involving others as required and considering resources available, in order to achieve organizational goals.

Effective Performance

Competent career development professionals must be able to:

P1. Review work activities:

- Caseload management, e.g. intake, assess, implement, evaluation, progress update
- Reporting and documenting
- Capacity building, e.g. liaise with community partners/agencies
- Program evaluation
- Career development workshops
- Professional development
- Collaboration with colleagues
- Establish priorities

P2. Identify critical tasks

P3. Estimate time and effort to complete each task

P4. Identify resources required, e.g. equipment, people, financial

P5. Coordinate work with other professionals, as required

P6. Schedule activities, e.g. daily, weekly, monthly

©2021 CCDF All Rights Reserved

P7. Evaluate progress

P8. Adjust as required

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Case management tools and resources

Contextual Variables

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

- In situations where caseload and deadlines are outside the control of the CDP, establishing priorities becomes increasingly important.
- Various technologies can aid the process of planning, organizing and monitoring work.

Glossary & Key References

Terms

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

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

Information Sources and Resources for Consideration

- None

©2021 CCDF All Rights Reserved

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?

— Timely, e.g. every month, weekly, hourly

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?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience of managing a caseload.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.4 – Maintain Health and Wellness

Purpose & Context

Career Development Professionals (CDPs) adopt healthy behaviours to achieve and maintain optimal physical and mental wellness.

Effective Performance

Competent career development professionals must be able to:

P1. Set health and wellness goals, e.g. smoking cessation, weight management, stress management, physical activity, eating well, pain management, social activities

P2. Recognize physical stress reactions, e.g. increased heart rate

P3. Reflect on possible causes of stress, e.g. caseload, relationships at work, work-life balance, substance dependency, family crisis

P4. Determine possible actions to manage stress, for example:

- Begin the day by setting priorities and organizing work
- Seek insight from co-workers on how best to address work challenges
- Talk to supervisor to discuss caseload, e.g. set realistic expectations and deadlines, set boundaries on working extra hours
- Nurture caring relationships with friends and family, e.g. spend time with people outside of work
- Prioritize self, e.g. participate in enjoyable activities, engage in meditation or yoga, go for walks, volunteer

P5. Access resources to address chronic illnesses/conditions and situational crises, such as:

- Counselling, e.g. professional, addiction, family, financial

©2021 CCDF All Rights Reserved

- Support and self-help groups offered by advocacy organizations, hospital or community organizations
- Health professionals, e.g. family physician, public health nurse, psychologist
- Programs, e.g. Employment Assistance Program (EAP), Canadian Mental Health Association (CMHA) programs

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Impact of stress on well-being

K2. Sources of support

Contextual Variables

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

— In situations of prolonged periods of stress, coping strategies become increasingly important.

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

©2021 CCDF All Rights Reserved

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 career development professional should develop and maintain healthy behaviours immediately upon entering practice, seeking support and guidance when needed.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.1 –Use Active Listening Skills

Purpose & Context

Career Development Professionals (CDPs) allow clients to express themselves freely without interruption and without fear of being judged. CDPs use active listening to gather the information they need to gain an understanding of client's needs.

Effective Performance

Competent career development professionals must be able to:

P1. Give undivided attention, e.g. limit distractive behaviours, listen with minimal talking

P2. Use verbal and non-verbal cues to demonstrate understanding, e.g. nod, smile

P3. Observe non-verbal cues of speaker, e.g. fidgeting, flushed skin, facial expressions, nail biting

P4. Respond to non-verbal cues, e.g. encourage client to talk freely, take a relaxed sitting position the speaker is likely to mirror

P5. Listen without interruption, e.g. allow speaker to finish each point before asking questions

P6. Acknowledge views and beliefs expressed, e.g. use positive statements, recognize feelings and emotions

P7. Seek clarification and understanding where needed:

- Ask open-ended questions
- Ask probing questions

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Barriers to effective listening, e.g. background noise

K2. Impact of differences between sender and receiver, e.g. language skills, values, cultures, life experiences

K3. Verbal, non-verbal and paraverbal communication

Contextual Variables

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

— The ease of providing a distraction-free space may vary based on environment where exchange occurs.

Glossary & Key References

Terms

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

— **Paraverbal:** messages transmitted through the manner in which words are spoken, e.g. tone, pacing, pitch

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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 uses active listening skills in all interactions and seeks advice and guidance on how to enhance communication on a regular basis.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.2 – Communicate Verbally

Purpose & Context

Career Development Professionals (CDPs) express themselves verbally in an effective manner, choosing language relevant to their audience. This enables them to share information, ensure clarity and understanding, and promote a cooperative and productive work environment.

Effective Performance

Competent career development professionals must be able to:

P1. Use language appropriate to audience, e.g. avoid jargon

P2. Vary tone and volume to:

- Stimulate interest
- Emphasize major points

P3. Use pauses to:

- Provide transition time between key points
- Maintain participants' attention

P4. Use inflection to indicate intended purpose, e.g. increased pitch at the end of questions

P5. Verify understanding of messages, for example:

- Paraphrase others' message
- Summarize outcomes of discussions

P6. Speak at appropriate pace

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Barriers to effective speaking, e.g. background noise, contradictory body language

K2. Cultural behaviours regarding verbal communication

K3. Physical and mental disabilities that may affect body language

K4. Verbal, non-verbal and paraverbal communication

K5. Question types, e.g. open-ended, closed-ended, probing

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.

— **Paraverbal:** messages transmitted through the manner in which words are spoken, e.g. tone, pacing, pitch

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— 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 career development professional seeks advice and guidance on how to improve verbal communication on a regular basis.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.3 – Communicate Non-verbally

Purpose & Context

Career Development Professionals (CDPs) use non-verbal communication to build and maintain rapport, reinforce verbal messages, and promote increased understanding.

CDPs need to understand how non-verbal cues are read or understood by others and must become adept at reading the cues in others, recognizing differences across various cultures and abilities.

Effective Performance

Competent career development professionals must be able to:

P1. Identify primary forms of non-verbal communication, such as:

- Gestures
- Intonation
- Rate of speech
- Use of eye contact
- Physical distance between speaker and receiver
- Posture

P2. Use non-verbal communication to:

- Establish rapport
- Reinforce verbal message
- Show interest
- Clarify meaning

©2021 CCDF All Rights Reserved

- Demonstrate openness and acceptance

P3. Ensure non-verbal messages do not detract from, or contradict, verbal message

P4. Observe others' non-verbal communication and respond appropriately

P5. Respect personal space, i.e. maintain an appropriate distance from others

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Barriers to effective non-verbal communication, e.g. distractions, mismatch between verbal and non-verbal cues

K2. Impact of differences between sender and receiver, e.g. attitudes, language skills, values, cultures

K3. Essentials of cross-cultural communication

Contextual Variables

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

— Clients may interpret non-verbal cues very differently than the CDP intended them, based on their background and lived experiences.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— 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?

— To ensure effective practice, a career development professional would be expected to proficiently perform this competency upon entering practice.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.4 – Communicate in Writing

Purpose & Context

Career Development Professionals (CDPs) communicate in writing to inform, explain, or persuade others.

Effective Performance

Competent career development professionals must be able to:

P1. Establish context, purpose, and audience

P2. Structure communication in a coherent and logical manner, e.g. introduction, main topic, transition statement, conclusion

P3. Illustrate points with examples, where appropriate

P4. Tailor language to intended audience, e.g. tone, style, sentence structure, vocabulary

P5. Follow rules of grammar, punctuation, spelling, and sentence structure

P6. Write in a clear and concise manner:

- Use plain language
- Avoid use of jargon and complex rhetoric
- Avoid acronyms or abbreviations without explanations

P7. Proofread document

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Grammar, punctuation, and spelling conventions

K2. Usage of plain language

Contextual Variables

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

— Further considerations regarding writing style and formatting may be required depending on the document's purpose and audience.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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?

— 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?

— To become fully proficient in this competency, a career development professional requires the experience of writing at least three samples of each of the documents and reports required to perform successfully in the job.

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

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.5 – Conduct Meetings

Purpose & Context

Career Development Professionals (CDPs) conduct meetings to enable effective decision making and sharing of information and ideas. Effectively planned and executed meetings result in positive and productive relationships and working environments.

Effective Performance

Competent career development professionals must be able to:

P1. Identify purpose of meeting, e.g. reach a decision, convey information, seek input

P2. Prepare for meeting, for example:

- Select participants
- Develop meeting agenda
- Arrange meeting location, as required
- Inform participants of meeting location, time, and objective

P3. Open meeting:

- Review purpose, agenda, desired outcomes, and allocated time
- Set meeting rules

P4. Lead meeting, for example:

- Follow agenda, e.g. topics and allocated time
- Facilitate discussion, e.g. give all attendees opportunity to participate
- Stay on topic, e.g. refocus discussion as needed, use ‘parking lot’
- Facilitate decision making

©2021 CCDF All Rights Reserved

- Take notes, e.g. decisions, action plan, timelines

P5. Close meeting:

- Summarize key meeting outcomes, e.g. information shared, decisions made, tasks assigned, agreed upon timelines
- Identify next steps

P6. Prepare meeting notes

- Share and store documentation according to organizational policies

P7. Follow up as required, e.g. find answers to questions asked during session, distribute meeting notes

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Structure of meeting agendas

K2. Organizational meeting conventions, e.g. timelines for distributing notes

Contextual Variables

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

— Complexity of conducting meeting will vary according to purpose, type, size, frequency, composition of attendees and motivation of attendees.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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

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 30 experiences managing meetings with varying purpose, type, size, composition, and motivation of participants.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.6 – Deliver Presentations

Purpose & Context

Career Development Professionals (CDPs) deliver presentations to inform, explain and persuade others.

Effective Performance

Competent career development professionals must be able to:

P1. Identify purpose of presentation

P2. Identify audience, e.g. knowledge of subject matter, level of interest in the information presented

P3. Research topic, e.g. conduct primary and secondary research, review background materials

P4. Prioritize content to be presented, e.g. identify key points

P5. Select presentation and formats, e.g. video, PowerPoint

P6. Structure content, e.g. create outline, present information in coherent and logical sequence, conclusion

P7. Design presentation, for example:

- Select template
- Use photos and graphics
- Keep colour schemes consistent
- Format for readability, e.g. adjust font size
- Limit information to key points, i.e. do not clutter, one idea per slide

P8. Create support materials, e.g. speaking notes

©2021 CCDF All Rights Reserved

P9. Practice delivery of presentation, e.g. keep within allocated time, memorize script

P10. Prepare for presentation:

- Arrive early
- Test technology

P11. Deliver presentation:

- Vary volume, pace, and tone
- Tailor communication to audience
- Interact with audience, e.g. maintain eye contact, allow time for questions, seek comments from audience, monitor chat function

P12. Obtain feedback from audience, e.g. structured survey

P13. Follow up as required, e.g. obtain feedback, find answers to questions asked after presentation

P14. Revise presentation as required

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Presentation software applications

Contextual Variables

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

— Participants/audiences will vary and this may affect the tone of the communication, e.g. formal or informal.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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

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 the experience of delivering a minimum of 20 presentations on a variety of topics, for varied purposed and to a range of audience profiles.

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 presentation tools, as needed

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIGITAL LITERACY

9.1 – Use Digital Technology

Purpose & Context

Career Development Professionals (CDPs) use digital technology to access and share information, and to develop and deliver programs and services.

Effective Performance

Competent career development professionals must be able to:

P1. Use online research technology:

- Select platform
- Define keywords
- Determine selection criteria for information sources
- Search keywords
- Evaluate source of information

P2. Use communication and collaboration applications, e.g. webinars to present to remote audiences, document-hosting sites to work with remote colleagues, social media to maintain a professional network

P3. Use learning technologies, e.g. Learning Management Systems to deliver online training

P4. Ensure accessibility of materials, e.g. captions on video and alternative text on images

P5. Apply cybersecurity procedures, for example:

- Use password strength indicators, e.g. create secure password, change password often, do not share password
- Use secure internet connections, e.g. do not use public networks

©2021 CCDF All Rights Reserved

- Update security software as required
- Use secure web browsers and search engine
- Follow protocol for allowing/removing cookies
- Verify authenticity of emails or attachments
- Report suspected breach of security immediately

P6. Resolve computer or applications issues, for example:

- Check power supply and internet connection, e.g. surge protection, battery status
- Check online for solutions
- Seek assistance if issue persists

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Digital technology software, e.g. Skype, PowerPoint, Brightspace

K2. Web accessibility principles, e.g. text alternatives for non-text content

K3. Connectors and their proper usage, e.g. USB, HDMI

K4. Wireless connections and their proper configuration, e.g. Wi-Fi, Bluetooth

K5. Legislation, e.g. protection of intellectual property

K6. Types of information sources

K7. Indicators of poor computer performance

Contextual Variables

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

— CDPs may need to become familiar with operating systems used by their organization's IT systems.

— In some organizations, browsing and search activities may be monitored or limited, and access to technical support may be limited.

— CDPs may use specialized software applications to perform work related activities, e.g. develop presentation, analyze data, use database, conduct research

Glossary & Key References

Terms

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

— **Collaborative applications:** programs in which multiple users sharing management of information files.

— **Cybersecurity:** programs and processes to protect systems, networks and programs from cyber-attacks.

— **Software applications:** computer programs.

©2021 CCDF All Rights Reserved

Information Sources and Resources for Consideration

— Web Accessibility Initiative, 2019. Accessibility Principles. https://www.w3.org/WAI/fundamentals/accessibility-principles/.

©2021 CCDF All Rights Reserved

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 will require varying length of experience depending on frequency of technology use and use of specific applications.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIGITAL LITERACY

9.2 – Respond to Cybersecurity Breaches

Purpose & Context

Career Development Professionals (CDPs) report suspicious events or unusual activity when using organizational IT systems to a designated authority to determine if the incident is indicative of a security breach. A breach of security of safeguards involving personal information might result in potential harm to individuals whose personal information might have been accessed.

All security breaches of personal information must be reported in compliance with data breach regulations. Affected individuals must be informed of situation as soon as possible, informed of what steps are being taken to reduce the risk of harm, and given guidance on actions required to mitigate possible further harm.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize possible security incident, for example:

- Unusual login times
- Unexpected restarts
- Configuration changes with no previous approval
- Unexpected user account lockouts
- Passwords changes
- Repeated system or application crashes
- Abnormal behaviours during browsing

©2021 CCDF All Rights Reserved

P2. Report suspected security breach to designated authority as per organizational policies and procedures

P3. Assess likelihood of risk of harm of affected individuals

P4. Document observed incidents:

- Date
- Circumstances
- Type of information at risk

©2021 CCDF All Rights Reserved

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation and regulations, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K2. Organizational policies and procedures relevant to security incidents

Contextual Variables

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

— There may be additional provincial/territorial reporting requirements depending on the CDP's geographic location.

Glossary & Key References

Terms

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

— None

Information Sources and Resources for Consideration

— How to detect data breaches before it is too late. Accessed February 20, 2020. CCSI. https://www.ccsinet.com/blog/how-to-detect-data-breaches-before-its-too-late/

©2021 CCDF All Rights Reserved

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?

— Unexpectedly, e.g. when emergency arises

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 must complete required organizational training and refresher training to ensure comprehensive understanding of security policies and procedures as soon as possible upon onboarding. CDPs must take all measure to support a security culture within the organization.

Autonomy

— Practitioners typically perform this competency **with supervision**, and **as part of a team**.

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

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:

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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:

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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.

©2021 CCDF All Rights Reserved

Information Sources and Resources for Consideration

— None

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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:

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

- Record lessons, conclusions
- Store information in client file

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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:

©2021 CCDF All Rights Reserved

        - 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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:

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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/

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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)

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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:

- None

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.

©2021 CCDF All Rights Reserved

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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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:

- The level of adjustment required will be impacted by the cultural distance between Canada and a newcomer's home country.

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.

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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:

— Depending on client base, CDPs may need to develop a deeper understanding of specific groups within LGBTQ2+, e.g. non-cisgender women.

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.

©2021 CCDF All Rights Reserved

— **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.

— **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.

©2021 CCDF All Rights Reserved

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**.

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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:

— Clients may present with mental and physical conditions that will require accessing specialized medical resources.

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.

©2021 CCDF All Rights Reserved

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 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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:

— Although multiple clients may share the reason for their career transition (e.g. closure of a large local employer), CDPs maintain a tailored approach based on each client's individual needs, and career intervention strategies must focus on solutions most likely to be sustainable.

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.

©2021 CCDF All Rights Reserved

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.

Autonomy

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

Automation

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

©2021 CCDF All Rights Reserved

Requisite Work Aids, Tools, Equipment or Materials

— None

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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:

- Helping clients meet basic needs (food, housing, healthcare) may initially need to take precedence over career development support.

©2021 CCDF All Rights Reserved

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?

— 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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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:

— Criminal records may have a larger impact for clients seeking to work in specific fields, e.g. working with vulnerable populations.

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

©2021 CCDF All Rights Reserved

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 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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 may need to deepen their knowledge of the impact of specific disabilities depending on clients' needs.

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.

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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:

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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.

©2021 CCDF All Rights Reserved

— 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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.

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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?

©2021 CCDF All Rights Reserved

  - 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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 –?"

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

        - 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

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

©2021 CCDF All Rights Reserved

- 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

©2021 CCDF All Rights Reserved

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?

©2021 CCDF All Rights Reserved

— 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

©2021 CCDF All Rights Reserved