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;

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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

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Context Rating Scales

Criticality

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

— Moderate Risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— To 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

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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:

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- 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;

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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

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Context Rating Scales

Criticality

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

— 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

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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;

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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;

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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

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Context Rating Scales

Criticality

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

— 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

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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;

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- 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;

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

P13. Report breach of confidentiality;

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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

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Context Rating Scales

Criticality

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

— 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

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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;

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— 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

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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

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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

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Context Rating Scales

Criticality

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

— 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

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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

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P6. Decide on course of action

P7. Communicate decision to affected persons

P8. Evaluate outcome

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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

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Context Rating Scales

Criticality

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

— 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

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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

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- 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

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- 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

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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.

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

To become proficient in 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

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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

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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.

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— 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

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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:

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- 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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— 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

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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

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- 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

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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

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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.

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

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

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: 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

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

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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.

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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

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

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: 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

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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

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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.

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

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Context Rating Scales

Criticality

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

— 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

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.3 – 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

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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.

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Information Sources and Resources for Consideration

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

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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— To become 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

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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

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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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— To become 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

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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

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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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— 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

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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)

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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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

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

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— 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

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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

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- Share outcomes

P6. Recognize others' contributions

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— 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

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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

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- 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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— 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

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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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— A 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

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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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— A career development professional 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

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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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— 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

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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

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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

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Context Rating Scales

Criticality

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

— Moderate risk: CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— 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

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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

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- 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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— 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

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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

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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

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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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— 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

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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

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- 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

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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.

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Information Sources and Resources for Consideration

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

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Context Rating Scales

Criticality

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

— Minimal risk: SOMEWHAT CRITICAL

Frequency

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

— Routinely, regular course of procedure

Level of Difficulty

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

— Moderate difficulty or complexity

Time Required to Gain Proficiency

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

— A career development professional 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

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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

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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

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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/

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Context Rating Scales

Criticality

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

— 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

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