

Canadian Standards and Guidelines  
for Career Development Practitioners

## **Core Competencies**

**2012**





### **C1 Professional Behaviour**

#### **C1.1 Adhere to the Code of Ethics and the Ethical Decision-Making Model**

##### **C1.1.1 follow the Code of Ethics and apply the Ethical Decision-Making Model**

###### **Why is this competency important?**

- to help career development practitioners protect the client and the public
- to help career development practitioners protect themselves
- to provide a practical guide for professional behaviour for those who provide direct service
- to inform the public about the competencies *career development practitioners* should have
- to assist the *career* development practitioner in making thoughtful decisions when resolving ethical dilemmas

###### **To demonstrate this competency, career development practitioners must:**

Follow the Code of Ethics and the Ethical Decision-Making Model, Canadian Standards and Guidelines for Career Development as presented in Appendix A.

###### **Notes**

- The Code of Ethics found in Appendix A is pertinent to the Core Competencies. Detailed and focused ethical guidelines would be useful for each of the specialization areas. These specialized guidelines would be considered as an adjunct to the Code of Ethics, not a replacement.

### **C1 Professional Behaviour**

#### **C1.1 Adhere to the Code of Ethics and the Ethical Decision-Making Model**

##### **C1.1.2 demonstrate professional attributes**

###### **Why is this competency important?**

- to help career development practitioners create and maintain a high level of credibility
- to help career development practitioners act as a role model
- to help career development practitioners ensure consistency of service to all clients
- to enable career development practitioners to work with a variety of people with diverse needs and backgrounds
- to show respect to others
- to act responsibly
- to offer quality service to clients

###### **To demonstrate this competency, career development practitioners must be:**

- a) accurate, e.g., *deliver information as dictated by assessment instruments*
- b) adaptable, e.g., *adjust to new ways of doing things, react positively to change*
- c) assertive, e.g., *direct, honest, and appropriate self-expression*
- d) attentive, e.g., *listen to others*
- e) collaborative, e.g., *work with clients and colleagues to produce solutions*
- f) confident, e.g., *willing to take calculated risks*
- g) conscious of their own values, beliefs, strengths, biases and limitations:
  - make clear distinctions between own values and those of others to avoid projection
- h) consistent, e.g., *maintain congruency between practice and theory, provide high quality service to all clients*
- i) curious, e.g., *seek information*
- j) determined, e.g., *work through difficult situations*
- k) empathetic, e.g., *respond to the feelings, attitudes, values and concerns of others*
- l) empowering, e.g., *act as a facilitator, be non-directive*
- m) genuine, e.g., *respond sincerely to others*
- n) honest, e.g., *express their opinions truthfully and appropriately*
- o) innovative, e.g., *develop imaginative solutions, present new ways of thinking and/or behaving*

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- p) insightful, e.g., *identify the relationship between key issues, be aware of their own values*
- q) motivating, e.g. *empower and encourage people to believe in their own abilities to make changes successfully*
- r) non-judgmental
- s) open-minded, e.g., *give due consideration to different perspectives and new information, examine new trends before making judgements, value diversity*
- t) optimistic, e.g., *promote hope and a positive outlook, provide encouragement*
- u) outcome-oriented, e.g.,
  - *facilitate problem solving*
  - *generate options with clients and offer choices*
- v) patient
- w) positive, e.g., *present strengths of the situation and people*
- x) proactive:
  - *anticipate the future, e.g., plan for future events, trends, problems and opportunities*
  - *act as an agent for productive change*
  - *interpret trends and global thinking*
- y) respectful of the diversity of clients, colleagues, communities and cultures
- z) responsible:
  - *follow through with commitments*
  - *recognize professional boundaries*
- aa) self-motivated, fore.g.,
  - *work without supervision*
  - *take independent action within the parameters of the workplace*
  - *rise to challenges*
- bb)self-reflective, e.g., *evaluate their own beliefs, philosophies and actions*
- cc) sensitive to cultural, regional and geographical differences
- dd)supportive, e.g., *satisfy others' need for information, believe in people's abilities to make changes successfully*
- ee)trustworthy

### Notes

- It is important to recognize that career development practitioners are human and have strengths in some areas more than others.
- The development of these competencies is an on-going process.

## C1 Professional Behaviour

### C1.2 Demonstrate a Commitment to Professional Development

#### C1.2.1 develop relationships with other professionals

##### Why is this competency important?

- to broaden experience
- to realize and respect the boundaries and limitations of their roles
- to keep up-to-date in the field and share ideas and techniques that positively impact clients
- to work co-operatively with:
  - colleagues
  - other agency staff
  - partners
  - employers
  - funders
  - the community
- to enhance the working environment
- to plan for own professional development
- to avoid duplication of services

##### To demonstrate this competency, career development practitioners must:

- a) create a climate of trust, e.g.,
  - *work to meet both their own needs and the needs of others*
  - *consult with colleagues on a regular basis, formally or informally*
  - *give others opportunities to participate in decision making*
- b) share knowledge and skills, e.g.,
  - *act as or seek a mentor or coach*
  - *take time to observe, discuss and share the work of others*
  - *exercise skill and care in providing guidance and constructive feedback*
- c) network locally, provincially, nationally and internationally, e.g.,
  - *attend agency open houses and information sessions*
  - *participate in professional conferences, seminars, workshops and career fairs*
  - *participate in professional associations and community events*
  - *develop relationships with other community agencies*
  - *share resources and information*

- *familiarize themselves with cultures and groups in the community*
- *participate in case conferencing*

### **C1 Professional Behaviour**

#### **C1.2 Demonstrate a Commitment to Professional Development**

##### **C1.2.2 demonstrate a commitment to lifelong learning**

###### **Why is this competency important?**

- to continue professional development
- to focus on own career path
- to act as a role model
- to maintain *work*/life balance
- to attend to self-care
- to retain current and relevant knowledge and skills
- to improve services to clients
- to demonstrate alliance with the values of the career development profession by continuing to develop as individuals and professionals

###### **To demonstrate this competency, career development practitioners must:**

- a) pursue personal or professional development, either formally or informally
- b) establish a personal and/or professional plan:
  - assess how practices, behaviours and areas could be improved:
    - engage in self-reflection/*assessment*
    - request and accept colleagues' feedback
  - include specific career and personal development activities, e.g.,
    - *read current books and journals*
    - *learn from clients and colleagues in other cultures*
    - *use technological learning resources*
    - *access career development web sites*
    - *participate in formal training/inservice*
    - *develop personal and professional portfolios*
    - *join professional associations*
    - *participate in professional conferences*
    - *learn from colleagues*
    - *act as or seek coaches or mentors*
  - include specific self-care activities
- c) carry out their plans:
  - apply learning
  - evaluate progress

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- monitor and update plans on a regular basis, *e.g., quarterly, annually*

### Notes

- It is not required that career development practitioners produce a written plan, but that they reflect upon desired learning and pursue it in an effective manner.

## **C1 Professional Behaviour**

### **C1.2 Demonstrate a Commitment to Professional Development**

#### **C1.2.3 keep up-to-date with technology**

##### **Why is this competency important?**

- to increase access for clients to services and information
- to remain current and relevant in practice and services offered
- to help clients use relevant computer resources and tools
- to access and exchange information relevant to one's practice
- to recognize the impact that e-commerce and diverse technologies are having on the world of work

##### **To demonstrate this competency, career development practitioners must:**

- a) access and use:
  - various computer-based resources and tools, *e.g., job banks, online job searches, online career planning and assessment instruments*
  - information about technology, *e.g., books, articles*
  - Internet and other available services, *e.g., interactive television*
- b) review and select computer-based resources, tools and Internet services:
  - consider the clients' needs
  - determine how the systems and services can be used to the clients' advantage
- c) offer input in the development of technology-based tools, when possible

### Notes

- Due to great innovations in the telecommunications industry, it is impossible to predict what will happen in the field in the near future. It is important for a career development practitioner to keep up to date.
- It is important to be aware of other technologies related to specialized client groups such as the physically disabled.
- While it is the responsibility of the career development practitioner to keep up to date with technology to support their role, it is recognized that access to technology may be dependent on the work environment.

### **C1 Professional Behaviour**

#### **C1.3 Deliver Career Development Services**

##### **C1.3.1 apply a solution-focused framework**

###### **Why is this competency important?**

- to assist self and clients in analyzing situations, identifying and developing alternatives and establishing a plan of action
- to develop a collaborative relationship with clients

###### **To demonstrate this competency, career development practitioners must:**

- a) develop a solution-focused orientation:
  - frame problems as:
    - opportunities for learning and growth
    - having an historical, political, economic, cultural, geographical and philosophical context
    - opportunities for personal growth, for self-improvement and for using self-control
    - opportunities to understand that time, energy and commitment are required to solve problems
  - believe that the skills for problem solving can be acquired
  - use an approach that is broad, encompassing and client-driven
  - consider the differences between individual styles for solving issues or concerns
- b) use a solution-focused framework, e.g.,
  - *define the issue or concern*
  - *analyze the issue or concern*
  - *set goals*
  - *generate a number of alternative(s)*
  - *select the alternative(s) to be applied*
  - *implement the alternative(s)*
  - *evaluate the effectiveness of the alternative(s)*
  - *repeat the steps in the solution-focused framework as necessary*
- c) Respect diverse client approaches to developing solutions
- d) explore with clients the impacts of diversity on their career lives in a way that respects their reality and worldview
- e) support clients to seek appropriate workplace/educational accommodations/supports

###### **Notes**

- When working with a client, the client's readiness and ability to develop solutions must be assessed.
- It is critical to take the time to carefully analyze the issues or concerns before jumping into a process of generating solutions.
- The examples presented in (b) reflect a traditional approach. Other approaches focus more on taking advantage of opportunities or risk-taking.
- Career development practitioners need to recognize and choose the appropriate solution-focused framework based on the client and the situation.

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### C1 Professional Behaviour

#### C1.3 Deliver Career Development Services

##### C1.3.2 collect, analyze and use information

###### Why is this competency important?

- to identify trends and opportunities
- to remain current in the career development field
- to be able to maintain and retrieve information effectively
- to assist clients
- to develop information management strategies

###### To demonstrate this competency, career development practitioners must:

- a) identify the information needed, considering:
  - services provided
  - clients' needs
  - current events that impact the labour market, community, and clients and their futures, e.g., *politics, public policy, economics, demographics*
- b) identify sources of information in various formats, e.g.,
  - *professional journals*
  - *business publications*
  - *community-based agencies/groups*
  - *clients' experiences*
  - *newspapers*
  - *employment services*
  - *their own experiences*
  - *consultations with experts, e.g., statisticians, economists*
  - *the Internet*
  - *colleagues*
  - *government databases*
  - *chambers of commerce*
  - *libraries*
  - *Statistics Canada*
- c) collect and compile the information:
  - ensure credit is given to sources of information:
    - be aware of copyright laws
- d) analyze the information:
  - evaluate its:
    - accuracy
    - relevance

- quality, e.g., *gender biases, promotion of equal opportunities*

- use statistical concepts to interpret data
- e) organize the relevant data into a useful format for further work:
    - draw conclusions
    - synthesize the information
  - f) take appropriate action, e.g.,
    - *provide clients with the findings*
    - *make recommendations*
    - *adjust programs*
    - *critique career development concepts and practices*

###### Notes

- An understanding of basic statistics is particularly important to effectively interpret **labour market information**.
- A career development practitioner may need to develop information management strategies to deal with information overload and to filter questionable and contradictory information.



### **C1 Professional Behaviour**

#### **C1.4 Manage Work**

##### **C1.4.1 use planning and time management skills**

###### **Why is this competency important?**

- to be efficient and effective in fulfilling responsibilities to clients, colleagues, employers and self
- to understand own limitations and boundaries

###### **To demonstrate this competency, career development practitioners must:**

- a) establish goals:
  - refer to the mission of an organization or the purpose of a project
  - consider the needs and values of individuals involved
- b) prioritize the goals, considering:
  - their importance to the mission/purpose and values
  - each goal's urgency
- c) outline the objectives to be achieved for each goal
- d) identify the tasks that need to be completed to meet each objective:
  - rank the tasks according to importance and urgency
  - identify tasks that can be carried out simultaneously
  - state the performance measures to be used to assess task completion or success
  - determine the amount of time each task will take, considering:
    - previous experience
    - the resources available
    - other projects that compete for time
    - possible delays
- e) create timelines:
  - identify critical dates
  - schedule tasks
- f) monitor progress:
  - review and update timelines regularly
  - identify incomplete tasks and make adjustments as required, e.g., *adjust time lines, critical dates and appointments*
  - ensure deadlines are met

- g) review goals and objectives regularly:
  - remain flexible
  - make adjustments as required

###### **Notes**

- The extent to which all tasks can be regularly completed may be somewhat dependent on the work environment.
- Planning and time management are not always sequential processes.

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### **C1 Professional Behaviour**

#### **C1.4 Manage Work**

##### **C1.4.2 follow case and project management procedures**

###### **Why is this competency important?**

- to allow for program evaluation and accountability
- to work as a team in the client's best interests
- to give client feedback that is supportive and of interest
- to co-ordinate services that may enhance the employability of the client, where more than one service provider is involved
- to follow the client's progress
- to assist in ensuring accountability
- to identify how co-ordination and co-operation may be further enhanced due to program/service inter-relatedness and inter-dependence at the intra- and inter-agency levels

###### **To demonstrate this competency, career development practitioners must:**

- a) follow organizational procedures adapted to the context of work
- b) review case files and project management files involved in cases as per legislation and policy protocol:
  - make files comprehensible and accessible to other professionals involved in cases
  - update as required
- c) assist clients in understanding services provided by agencies
- d) consult with other agencies to define case management responsibilities for each agency
- e) consult with staff in their own agencies to clarify case management responsibilities
- f) case conference with peers:
  - present and integrate information
  - receive and assess information from peers for the benefit of clients
- g) terminate funding when appropriate and work on alternative action plans with clients

###### **Notes**

- It is important to be aware of issues surrounding confidentiality as described in the Code of Ethics, and outlined in relevant legislation and policies.
- A professional career development practitioner is required to report anyone who is in imminent danger, e.g., *child*, as noted in the *Code of Ethics*

### **C1 Professional Behaviour**

#### **C1.4 Manage Work**

##### **C1.4.3 document client interactions and progress**

###### **Why is this competency important?**

- to monitor the client's situation and progress
- to have information that can be easily retrieved for decisions or future needs
- to maintain client confidentiality
- to highlight the importance of record keeping in case management documentation
- to be aware of the implications of record-keeping

###### **To demonstrate this competency, career development practitioners must:**

- a) identify types of records required, e.g.,
  - *client tests*
  - *case notes*
  - *client meetings*
  - *identification forms*
  - *authorizations*
  - *résumés/portfolios*
- b) complete records and notes/logs as required, e.g., *daily, monthly, annually*
- c) ensure the recorded information is accurate, complete and objective, e.g., *date, calculations, counts:*
  - ensure information is protected and secure, when necessary
  - information should be non-judgmental and behaviour-based
- d) file copies and back-up data
- e) keep the records current, e.g., *store or delete old information as per legislation, policy or guidelines*
- f) close the files upon service completion
- g) be aware of legal issues associated with record keeping, e.g., *freedom of information, confidentiality, protection of privacy, how long records need to be kept:*
  - follow laws or guidelines relevant to issues

###### **Notes**

- It is a good idea to keep recorded information in chronological order.
- Clients should be made aware of the record-keeping process and be advised about their own ability to access records.
- Systems need to be in place in order to facilitate this competency.

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### **C1 Professional Behaviour**

#### **C1.4 Manage Work**

##### **C1.4.4 evaluate the service provided to clients**

###### **Why is this competency important?**

- to improve practice and accountability
- to improve client satisfaction
- to identify new services
- to measure client satisfaction
- to provide evidence to assist in service promotion
- to identify inequities in service delivery

###### **To demonstrate this competency, career development practitioners must:**

- a) promote the use of quality indicators and service standards:
  - develop evaluation criteria for all stakeholder groups, if necessary and appropriate
- b) review services, considering:
  - context
  - objectives:
    - compare current service objectives to feedback from clients
  - process:
    - reflect on their own service-provision process and outcomes
    - reflect on the need for advocacy with other parties
- c) conduct ongoing evaluations:
  - use appropriate evaluation methods, i.e., qualitative, quantitative or a combination
  - use appropriate data collection methods, e.g., *questionnaire*
- d) collect the data
- e) compile the data
- f) analyze the data, e.g.,
  - *distinguish qualitative and quantitative information*
  - *apply statistical analysis to quantitative data*
  - *promote value and application of qualitative data*
- g) draw conclusions:
  - reflect on evaluation results
  - incorporate advocacy practices
  - follow up as necessary, e.g., *revise approach, seek professional development*

###### **Notes**

- This may be implemented differently in different situations and organizations, e.g., *a supervisor may be responsible for this competency.*
- Specific information about gathering information and determining information needs is available in S4.
- Service providers should be aware of their ability and responsibility to influence management practices, policies, procedures etc.

### **C2 Interpersonal Competence**

#### **C2.1 Respect Diversity**

C2.1.1 Demonstrate awareness and knowledge about diversity

##### **Why is this competency important?**

- To work effectively, appropriately and ethically with a diverse client group
- to appreciate that and accept clients may not share career development practitioner's personal or professional perspectives
- to understand that clients are unique individuals and to accept and respect each individual for who they are
- to provide an inclusive environment when working with clients
- to understand the influence of diversity on career development
- to promote access and/or referral to services for diverse clients

##### **To demonstrate this competency, career development practitioners must:**

a) Describe the multiple influences of diversity including client's characteristics and beliefs that are relevant to their career issues

- *physical ability*
- *mental ability*
- *disabilities*
- *self-image/concept*
- *educational background*
- *language*
- *social barriers*
- *spirituality/religion*
- *motivations*
- *aspirations*
- *race*
- *age*
- *ethnicity*
- *gender*
- *sexual orientation/preference*
- *socio-economic status*
- *culture*

b) work and environment context, e.g.,

- *roles*
- *expectations*

- *physical environment*
- *employment history*
- *systemic barriers*
- *composition of workforce*
- *workplace culture*
- *equity practices*

c) how client characteristics and beliefs and work and environment context can interact to affect:

- values and beliefs about work and productive roles
- career development needs
- employment expectations
- economic, social and political issues
- learning styles
- willingness to engage in career-related practices

##### **Notes**

- The continuous acquisition of knowledge and self-awareness is necessary to work with diverse clients.
- Interpersonal competence is affected by system and organizational policies and procedures, which career development practitioners may influence.
- It is important that career development practitioners recognize that their personal characteristics influence their perception's of other.

It is important that career development practitioners recognize that the importance placed on diversity by clients will vary across their life contexts and have different implications for their career development, for example, a gay person in or out in some life contexts but not others.

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### **C2 Interpersonal Competence**

#### **C2.1 Respect Diversity**

##### **C2.1.2 demonstrate respect for diversity with all clients.**

###### **Why is this competency important?**

- to work responsibly and respectfully with clients by accepting, understanding and respecting individual uniqueness
- to ensure pre-judgment and biases are not affecting service delivery
- to identify and work to overcome systemic biases that limit people's career development

###### **To demonstrate this competency, career development practitioners must:**

- a) be sensitive to the intra- and interpersonal dynamics of people from diverse populations:
  - accept and seek to understand responses that may occur, e.g., *body language cues; contextual influences on clients' levels of engagement in career practices*
- b) respond to the career development needs unique to individuals of diverse populations:
  - recognize and consider the issues unique to diverse populations
  - recognize and consider the various physical/mental/emotional conditions that may present barriers:

-determine any assistance or solutions necessary based on individual needs, e.g., *adaptive technology*

- be prepared to adjust service delivery to meet the needs of diverse clients
- c) access appropriate methods or resources to communicate with clients with specific needs, e.g., *interpreter for client with limited proficiency in local language; include significant others or community members in career decision-making processes*
  - d) work with colleagues, other professionals and community members including individuals from diverse backgrounds to:
    - facilitate understanding of the needs of clients with diverse characteristics in the areas of:
      - career exploration and education
      - employment expectations
      - economic and social issues

- eliminate discriminatory practices in employment, education and training as per legislation, e.g. *Human Rights*
- promote open and honest feedback
- contribute to the elimination of prejudices
- clearly distinguish between individual and systemic barriers

- e) recognize and manage areas with respect to diversity in which they may carry assumption, are personally uncomfortable or lack sufficient knowledge.

###### **Notes**

- It is important that career development practitioners view diversity as critical to fully understanding any individual or group.
- It may not be practical or realistic to work effectively with all clients, e.g., *those with language barriers or emotional barriers*. Some individuals need to be referred to an agency that can assist them more effectively.
- It is expected that career development practitioners will become familiar with the diverse populations living in their communities. This can be fostered through establishing both informal and formal relationships with diverse members of communities.

**C2 Interpersonal Competence****C2.2 Communicate Effectively****C2.2.1 work with climate and context to enhance communication****Why is this competency important?**

- to identify and overcome barriers to communication
- to build rapport and relationships with the audience
- to encourage effective communication

**To demonstrate this competency, career development practitioners must:**

- a) consider themselves:
  - self-reflect about perceptions of the audience
- b) consider the audience's needs and expectations
- c) consider the level of language required to suit the audience, e.g., *vocabulary, sentence structure*
- d) consider the impact of the environment
- e) consider the medium to be used, e.g. *telephone, face to face, written, electronic*
- f) adjust themselves, the environment and the medium to promote comfort, safety, rapport and access

**Notes**

- The word “audience” refers to the person or persons receiving the message, e.g., *client, employer, funder*.

**C2 Interpersonal Competence****C2.2 Communicate Effectively****C2.2.2 use a framework for verbal communication****Why is this competency important?**

- to facilitate an accurate assessment of clients' needs
- to allow for the transfer of required information
- to promote a co-operative and productive work environment
- to save time and reduce confusion and error
- to validate clients' own beliefs, values and opinions

**To demonstrate this competency, career development practitioners must:**

- a) arrange an appropriate space to facilitate open communication
- b) provide an overview:
  - create a sense of common purpose
  - describe:
    - the agenda of the session
    - why the session is important
- c) state the goals and objectives:
  - use them to clarify the purpose
- d) provide a scenario:
  - refer to a situation, (e.g., *past experience, video, newspaper clipping*) to which the individual can apply new information
- e) summarize or review:
  - incorporate summary or review during or at the end of a session
- f) provide transitions:
  - signal a change of topic
  - make transitions explicit to avoid confusing the audience
- g) provide verbal markers of importance:
  - use words or phrases to highlight the most important elements of the session, e.g., “*The key aspect of all of this is*”
- h) attend to word use and different ways of communicating that are specific to the cultural context

**Notes**

- This can apply to one-on-one or group situations and can be done formally or informally.
- Career development practitioners need to be aware of the vast number of skills necessary to facilitate and communicate proactively. (See C2.2.4)

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### **C2 Interpersonal Competence**

#### **C2.2 Communicate Effectively**

##### **C2.2.3 use a framework for written communication**

###### **Why is this competency important?**

- to facilitate an accurate assessment of clients' needs
- to allow for the transfer of required information
- to save time and reduce confusion and error
- to reduce stress

###### **To demonstrate this competency, career development practitioners must:**

- a) identify the purpose of communication:
  - set goals to promote effective and relevant exchange of information
- b) use the medium (e.g., *e-mail, memo, report, newsletters, web site*) and style appropriate to the audience:
  - clarify the main idea of the communication
  - show respect for varying literacy levels, e.g., *provide material in written and alternative formats*
  - break the information into parts that are precise and clear
  - give examples to illustrate points
- c) organize the information into a meaningful structure
- d) use plain language that is easy to understand
- e) check with the audience to ensure the message is understood, if appropriate

###### **Notes**

- Maintaining clear notes and documentation is important, as a career development practitioner must often pass materials on to other professionals.

### **C2 Interpersonal Competence**

#### **C2.2 Communicate Effectively**

##### **C2.2.4 use effective listening skills**

###### **Why is this competency important?**

- to create a climate of confidence, openness and comfort
- to improve co-operation and teamwork
- to acquire relevant information to facilitate an accurate assessment of clients' needs
- to encourage clients to contribute to solutions
- to respect the pace and rhythm of the audience
- to demonstrate respect

###### **To demonstrate this competency, career development practitioners must:**

- a) use listening skills, including:
  - attending:
    - note verbal and non-verbal behaviours
  - paraphrasing:
    - reflect basic messages
  - clarifying:
    - use self-disclosures, when appropriate
    - focus discussions
  - perception checking:
    - determine the accuracy of understanding
  - focusing:
    - redirect clients
  - questioning:
    - ask open and closed questions
    - use declarative probes
  - reframing:
    - help clients to see alternative perspectives
- b) use reflecting skills:
  - reflect feelings:
    - let clients know that they understand how clients feel about the situation
  - reflect meaning:
    - ensure that their perception of what is being said is the same as what the client intends
- c) use summarizing skills:
  - pull themes together
- d) use prompts and leads:
  - help clients to find answers



- focus on both their requests and the client's responses
- seek consistency between questions and responses

### Notes

- Techniques need to be changed to adapt to the client and/or audience's learning style.

## **C2 Interpersonal Competence**

### **C2.2 Communicate Effectively**

#### **C2.2.5 clarify and provide feedback**

##### **Why is this competency important?**

- to develop clients' abilities to self-assess and to support them in growth and development
- to enhance clients' awareness of their own behaviours and their impacts on others
- to support clients' abilities to understand their situations, behaviours and subsequent needs

##### **To demonstrate this competency, career development practitioners must:**

- a) support clients in self-assessing performances and behaviours
- b) provide descriptive and specific feedback on clients' performances or behaviours, when appropriate:
  - describe clients' behaviours without adding value judgements
  - discuss strengths and areas needing improvement
- c) describe inconsistencies and ask clients to clarify them:
  - use an "I" statement

##### **Notes**

- A career development practitioner cannot force a client to change.
- Feedback should be provided to promote client's *personal agency*.

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### **C2 Interpersonal Competence**

#### **C2.2 Communicate Effectively**

##### **C2.2.6 establish and maintain collaborative work relationships**

###### **Why is this competency important?**

- to develop client, colleague, agency and community relationships that facilitate gathering and sharing of information
- to maximize trust and understanding so that further communication can be clear, direct and effective
- to enable one to work effectively with others in order to create a healthy and productive work environment
- to promote and market services to clients, employers and other agencies

###### **To demonstrate this competency, career development practitioners must:**

- a) build rapport
- b) give other individuals their undivided attention
- c) establish the purpose of the relationship:
  - mutually determine expectations, needs and goals
- d) facilitate the exchange of information:
  - encourage participation
  - invite input from other individuals
  - promote and market services
- e) be sensitive to the needs and receptiveness of other individuals:
  - observe other individuals
  - check perceptions
  - respond to barriers and defenses in a respectful manner

### **C2 Interpersonal Competence**

#### **C2.3 Develop Productive Interactions with Clients**

##### **C2.3.1 foster client self-reliance and self-management**

###### **Why is this competency important?**

- to promote clients' independence
- to improve clients' self-confidence
- to increase clients' awareness of opportunities and options
- to broaden clients' ideas
- to understand and agree on possible outcomes
- to work out steps needed to implement a decision so clients achieve goals

###### **To demonstrate this competency, career development practitioners must:**

- a) use a client-centred approach
- b) establish rapport
- c) educate clients about their own roles, responsibilities and choices in the career development process
- d) generate options with clients and offer choices
- e) guide clients' acquisition of the necessary attitudes, knowledge and skills to enable them to:
  - practice self-appraisal and introspection
  - seek information, e.g., *identify resources, conduct information gathering interviews*
  - investigate information
  - evaluate options
  - select the most appropriate options
- f) help clients to establish and commit to action plans
- g) conduct periodic reviews of action plans, e.g., *meet one-on-one, telephone, e-mail*
  - update plans, as appropriate

###### **Notes**

- In some cases, it may be necessary for a career development practitioner to provide direction to a client when fostering self-reliance.

### **C2 Interpersonal Competence**

#### **C2.3 Develop Productive Interactions with Clients**

##### **C2.3.2 deal with reluctant clients**

###### **Why is this competency important?**

- to assist clients in learning to manage change in their lives
- to engage clients in the career planning process

###### **To demonstrate this competency, career development practitioners must:**

- a) listen to clients:
  - encourage clients to voice their concerns
  - validate clients' concerns
- b) determine sources of clients' reluctance
- c) inform clients of possible benefits of the process
- d) let clients know the options and potential results
- e) seek agreement on plans:
  - ask for commitment to continue:
    - if the client agrees, develop a plan
    - if agreement cannot be reached, advise others or refer client, as appropriate

###### **Notes**

- A career development practitioner must understand the difference between a reluctant client and one who is simply not yet ready to take the appropriate steps.
- It is crucial to realize that reluctance may stem from a cultural perception of the role and value of career development.
- Not all clients will be enthusiastic about engaging in the career development process.
- Recognize that reluctance may not be obvious and that roadblocks may be placed by the client.
- Career development practitioners should realize that inaction is sometimes seen as a benefit by the client, and the career development practitioner will need to help the client examine this.
- It is important to have buy-in on the part of the client in order for the process to be successful. The career development practitioner should not force a situation when confronted with significant resistance.
- This competency does not apply to abusive clients. A career development practitioner will not tolerate an abusive situation. Each organization's policies about how to deal with abusive clients will vary.

## Core Competencies

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### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.1 describe how human development models relate to career development**

###### **Why is this competency important?**

- to establish an informed basis for practice
- to broaden the understanding of career development

###### **To demonstrate this competency, career development practitioners must:**

- a) describe how common human development models may relate to career development, which include but are not limited to:
  - Humanistic e.g., *Maslow*
    - individuals' basic needs must be met before they can move on to higher levels, e.g., *recognize that a client, who is the only income source for a family, may need to find a temporary job first, and then participate in a longer term, focussed, career decision-making group*
  - Behaviourist e.g., *Skinner*
    - use positive reinforcement to encourage desirable behaviour, e.g., *use verbal praise such as "You have really been applying yourself to your job search. Congratulations on the three interviews that you have arranged."*
  - Developmental e.g., *Erickson*
    - people go through various stages and each stage has different issues to resolve, e.g., *adolescents may not have a fully-developed identity*
- b) describe human development models as they relate to your client groups, e.g., *cognitive and emotional development level of clients*

###### **Notes**

- These theories are not absolute and serve only as guidelines. Other interpretations and theories are also valid.

### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.2 describe major career development theories**

###### **Why is this competency important?**

- to provide the context to work with clients
- to understand client behaviours
- to provide a rationale for suggestions, approaches and strategies
- to provide a meaningful information base for your interactions with clients

###### **To demonstrate this competency, career development practitioners must:**

describe major career development theories, which include but are not limited to:

- a) Trait-Factor Theory
  - people have well defined patterns of traits, e.g., *interests, values, abilities, personality characteristics*
  - *jobs* can be analyzed and factors can be well defined
  - different jobs require different sets of traits
  - the best career choices are made by matching job factors to people's traits
- b) Holland's Career Typology Theory:
  - personalities tend to fall into six broad categories:
    - realistic
    - investigative
    - artistic
    - social
    - enterprising
    - conventional
  - work and social environments can also be clustered into six similar populations:
    - people are more satisfied in an environment that is congruent with their own personality type
  - personalities tend to be characterized predominantly by three of the six personality factors, e.g., *RIA (realistic, investigative, artistic)*
  - personalities can be matched with similar combinations of work environments:

- the most satisfying work situations occur when there is a close match between the personality factors and the environmental characteristics
- c) Super's Theory of Life-Span/Life-Space Career Developmental Theory:
- people have multiple talents and interests:
    - jobs require multiple talents and abilities
    - any individual is qualified for a number of **occupations**
  - people tend to impose their self-concepts onto their work choices:
    - typically, there is increased job satisfaction when a person's self view includes a view of the working self as being integrated with the other roles the person engages in
  - career development tends to occur in developmental stages:
    - growth
    - exploration
    - establishment
    - maintenance
    - decline
  - people tend to cycle through the stages when they are involved in career transitions
- d) Krumboltz's Social Learning Theory of Career Choice:
- modelling creates a powerful influence on the career choices that people make:
    - observational learning stemming from significant role models (e.g., *parents, favourite aunts or uncles, television stars*) make some occupations more attractive than others
  - in the process of learning how to understand the world, people develop various beliefs about the nature of careers and their roles in life:
    - these beliefs may or may not be founded in reality
    - Krumboltz refers to these beliefs as "self-observational generalizations" (SOGs)
    - e.g., "*Why bother to look for work, there are no jobs available anyway.*" or "*I never was much good at math and never will be, so I better steer away from any career that has anything to do with numbers.*"
- e) Constructivist Theory/Models of Career Development, e.g. *Savickas, Mahoney, Peavy*:
- there are no fixed meanings in the world: people construct their own meanings from the experiences they have
  - two people may be in the same situation, yet have very different perceptions of their experiences:
    - results from people attaching different meaning to various elements of a situation
  - career planning is about:
    - creating meaning
    - gaining clarity on one's own personal vision
    - taking steps to help make the vision a reality

### Notes

- Career development practitioners can use a combination of theories and philosophies (including psychological, spiritual and vocational) to present a holistic approach to clients.
- Most theories have more than one central component. Any one of the bullets for each theory would demonstrate some familiarity with the constructs of the theory.
- No one theory is comprehensive.
- Theories need to be integrated into a career development practitioner's style and in accordance with the clients' needs.
- It is important to recognize the bias inherent in many theories, such as gender, class, culture, race, age and religion.
- The level of detail provided in this section is indicative of the level of knowledge required by a career development practitioner.

## Core Competencies

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### **C3 Career Development Knowledge**

- assist clients in identifying their own change and transition processes
- encourage clients

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.3 describe how change and transition affect clients moving through the career process**

###### **Why is this competency important?**

- to help clients adapt to and manage change and transition
- to help clients understand and accept that change and transition are normal parts of life

###### **To demonstrate this competency, career development practitioners must:**

- a) describe types of change and transition, e.g.,
  - *school to work*
  - *work to school*
  - *public school to post-secondary*
  - *immigration from one country to another*
  - *employee to self-employed*
  - *employment to unemployment or under-employment*
  - *aging*
  - *single to married*
  - *married to single*
  - *able-bodied person to a person with a disability*
  - *long-term full time parenting to reintegration into the workforce*
  - *paid employment to other life roles, e.g., parenthood, volunteer*
- b) recognize that change and transition are parts of life:
  - identify that there are expected and unexpected changes
  - identify that some changes are planned and some are forced
  - identify that change occurs at many levels, e.g., *personal, societal, economic, political, cultural*
  - identify that change and transition can have both positive and negative components
- c) recognize that the role of the career development practitioner is to help clients to learn to manage transitions and to guide clients through career-related changes
- d) describe how models and theories can:

###### **Notes**

- Most adult workers will change occupations several times in their career lives.
- Change is often why a client contacts a career development practitioner.
- Some clients cannot move through the change process until they understand it.

### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.4 describe how life roles and values impact career development**

###### **Why is this competency important?**

- to understand and integrate into practice that making a living is only one component of one's identity
- to understand that individuals, their values and the environment are interdependent

###### **To demonstrate this competency, career development practitioners must:**

- a) identify life roles and responsibilities that affect career development, e.g., *child, spouse, community leader*
- b) describe appropriate intervention options
- c) assist clients with the integration of career development within life roles

###### **Notes**

- While career development has an impact on work, it also impacts other roles assumed by individuals.

### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.5 identify major components of the career planning process**

###### **Why is this competency important?**

- to help clients develop and implement personal career plans that are clear, relevant and attainable
- to help clients understand that career planning is a life-long process
- to help clients understand how societal trends play a major role in career planning

###### **To demonstrate this competency, career development practitioners must:**

identify the major components of the career planning process, which include, but are not limited to:

- a) needs assessment
- b) *self-assessment*, e.g., *interests, personality, portfolio development, skills, values*
- c) opportunity awareness, e.g., *training, education, labour market, funding*
- d) planning techniques, e.g., *research, decision making, action planning, goal setting, work search*
- e) planned follow up, e.g., *re-evaluation plan*

###### **Notes**

- It is important for the career development practitioner to have an understanding of the implications of barriers and limitations.
- Although the career planning process is a life-long process, clients should be made aware that this process includes short-term and long-term goals.

## Core Competencies

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### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.6 identify the major organizations, resources and community-based services for career development**

###### **Why is this competency important?**

- to promote life-long learning
- to address the needs of those clients with unique needs
- to identify service gaps in the community

###### **To demonstrate this competency, career development practitioners must:**

- a) identify organizations, resources and community-based services relevant to their client groups, e.g.,
  - *boards of education*
  - *corporate intra-organizational resources*
  - *directories*
  - *government programs*
  - *immigrant centres*
  - *mentorship programs*
  - *private career development practitioners*
  - *secondary and post-secondary institutions*
  - *social services*
  - *technology-based resources, e.g., Internet*
- b) know how to access information pertaining to organizations, resources and services relevant to their client groups
- c) describe services offered by each organization:
  - identify types of clients eligible for the services offered
  - describe how the services can be accessed:
    - identify the referral process, if applicable
  - identify the information available

###### **Notes**

- The role of the career development practitioner is to identify resources available for career development and to empower people to access and use them.
- It is important to be aware of sources of information for all types of people, including people with disabilities, aboriginal people, members of visible minorities and women.



### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.7 explain components of labour market information**

###### **Why is this competency important?**

- to help clients understand and apply *labour market information* to their work search and career objectives
- to comprehend the local, regional, national and international labour markets
- to access information on past and present labour market needs and future labour market trends
- to use career resource information
- to understand the labour market
- to be aware of others in this specialized field and to provide referrals

###### **To demonstrate this competency, career development practitioners must:**

- a) access and explain components affecting the labour market, including:
  - historical perspective of the labour market
  - structure of the labour market, e.g.,
    - *types and sizes of organizations*
    - *industrial classifications*
    - *National Occupational Classification (NOC)*
  - basic language of the labour market:
    - employment rates
    - participation rates
    - statistics
  - trends in, e.g.,
    - *business conditions, needs and practices*
    - *changing job requirements*
    - *education*
    - *employment:*
      - *emerging and declining occupations*
    - *marketable skills*
    - *organizational development*
    - *unpaid work*
    - *work alternatives, e.g., work sharing, contracting, entrepreneurship, consulting, working out of the home*
    - *the workforce*

- *rights, responsibilities and expectations of employers and employees:*
  - *identify relevant legislation*

- b) possess an understanding of primary, secondary and tertiary economies

###### **Notes**

- Accessing labour market information can be very time consuming. Career development practitioners can increase their efficiency by working with colleagues to share this information.
- It is important to be able to use labour market information in interactions with clients as well as in program planning, priority setting, etc.

## Core Competencies

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### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.8 keep current about the labour market**

###### **Why is this competency important?**

- to understand how the current labour market relates to clients' skills and needs and vice versa
- to provide accurate labour market information to clients
- to assist clients in using current labour market information for career planning
- to assist clients in networking effectively in the community

###### **To demonstrate this competency, career development practitioners must:**

keep current about the community's labour market by being aware of:

- a) job search resources, e.g., *Internet, newspapers, employment services*
- b) demographic data
- c) employers and the skills they require:
  - have an employer contact within a company
- d) placement data
- e) updates of local labour market surveys
- f) funding sources
- g) training opportunities
- h) local government economic development plans and forecasts
- i) activities of companies and any diversification, e.g.,
  - *openings*
  - *closings*
  - *relocations*
  - *expansions*

### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.9 keep current about diversity issues**

###### **Why is this competency important?**

- to be able to work effectively, appropriately and ethically with a diverse client group
- to provide an inclusive environment when working with clients
- to promote access to services by diverse clients

###### **To demonstrate this competency, career development practitioners must:**

- a) be aware of the demographics of their community
- b) describe diversity issues in their community
- c) identify community resources/services available to diverse clients
- d) describe relevant legislation which may affect diverse clients

## **Core Competencies**

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### **C3 Career Development Knowledge**

#### **C3.1 Possess Career Development Knowledge**

##### **C3.1.10 describe how diversity issues can impact career development**

###### **Why is this competency important?**

- to understand systemic biases which may impact people's career development
- to acknowledge how diversity may impact client's career decisions and choices

###### **To demonstrate this competency, career development practitioners must:**

- be aware of systemic biases which may impact peoples career development
- describe how diversity interacts with other salient issues in a person's life to impact elements of career development exploration, planning, decision-making choices and action

### **C4 Needs Assessment and Referral**

#### **C4.1 Refer Clients to the Appropriate Sources**

##### **C4.1.1 respond to clients' needs**

###### **Why is this competency important?**

- to assist clients in selecting services to meet their needs
- to help clients to develop skills for research
- to assist clients in obtaining services outside the boundaries of the career development practitioner's expertise

###### **To demonstrate this competency, career development practitioners must:**

- a) use a variety of methods and/or models to help clients identify their needs on an ongoing basis, e.g.,
  - *ask questions, e.g., verbally, by questionnaire*
  - *complete needs assessments with clients*
- b) collaborate with clients to determine the most appropriate action to meet clients' needs:
  - access services, information and/or training to help clients make informed decisions
- c) initiate next steps with clients:
  - refer clients to other resources when issues are outside the boundaries of the career development practitioner's expertise, organizational mandate or boundaries of career development

###### **Notes**

- Even when the clients' needs are within the career development practitioner's boundaries of expertise, there may be situations where the career development practitioner will refer the clients to other career development practitioners whose approach would benefit the client more.
- As part of this process, a career development practitioner may recognize client barriers that will have a significant effect on the career development process, for example, *learning disabilities or psychological/social/neurological difficulties*. In these cases, the career development practitioner may need to refer the clients to recognized specialists.

### **C4 Needs Assessment and Referral**

#### **C4.1 Refer Clients to the Appropriate Sources**

##### **C4.1.2 develop and maintain a referral network**

###### **Why is this competency important?**

- to assist clients in connecting with appropriate resources
- to send clients to the appropriate referral agency

###### **To demonstrate this competency, career development practitioners must:**

- a) access or organize an information system for referral sources, e.g., *a database, a portfolio*
- b) liaise with others (e.g., *job clubs, employers, employer networks*) to exchange referral information about available and current resources
- c) establish community linkages between clients with special needs and community resources

## Core Competencies

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### **C4 Needs Assessment and Referral**

#### **C4.1 Refer Clients to the Appropriate Sources**

##### **C4.1.3 make appropriate referrals**

###### **Why is this competency important?**

- to inform clients of services that are most relevant to their needs

###### **To demonstrate this competency, career development practitioners must:**

- a) collaborate with clients to choose the most appropriate referrals
- b) assist clients as needed and appropriate:
  - follow the procedures of the referral sources, if applicable
- c) complete all necessary documentation, e.g., *client consent forms*
- d) confirm with other agencies that referrals are appropriate:
  - take corrective measures, if necessary
- e) follow up on referrals:
  - document outcomes
  - refer clients to additional referral sources, if required

###### **Notes**

- It is important to have knowledge of a program or service's requirements and mandate prior to proceeding. For example, *a social assistance recipient should not proceed with training without prior approval.*
- It may be important to conduct ongoing follow-up to ensure a client does not become stalled or lost within the system.