Canadian Standards and Guidelines for Career Development

Snapshot

2004
At a Glance
The Standards and Guidelines have been organized into nine (9) components as follows:

- **Snapshot** (an overview of the Standards and Guidelines)
- **The Core** (contains all core competencies, that all career practitioners should possess)
- **Specializations** (the unique competencies for each area of specialization and the Shared Specialization Competencies (SSC) pertaining to that area)
  - Assessment
  - Facilitated and Individual Group Learning
  - Career Counselling
  - Information and Resource Management
  - Work Development
  - Community Capacity Building
- **Code of Ethics, Glossary, and Appendices**

The Table of Contents is also stored as a separate section.

Following are the Standards and Guidelines at a glance:

### Core Competencies

*Professional Behaviour*
- Adhere to the Code of Ethics and Ethical Decision-Making Model
- Demonstrate a Commitment to Professional Development
- Use Analytical Skills
- Manage Work

*Interpersonal Competence*
- Respect Diversity
- Communicate Effectively
- Develop Productive Interactions with Clients

*Career Development Knowledge*
- Possess Career Development Knowledge

*Needs Assessment and Referral*
- Refer Clients to the Appropriate Sources

### Areas of Specialization

**Assessment**
- Guide Client Assessment
- Facilitate Groups

**Facilitated Individual and Group Learning**
- Possess Knowledge About How to Facilitate Learning
- Facilitate Learning
- Facilitate Groups

**Career Counselling**
- Possess Knowledge in Career Counselling
- Demonstrate Method of Practice in Interactions with Clients
- Guide Client in Work Search Strategies
- Facilitate Groups

**Information and Resource Management**
- Develop and Maintain an Information and Resource Base
- Provide Clients with Access to Information
- Guide Client in Work Search Strategies

**Work Development**
- Develop Work Opportunities for Clients
- Guide Client in Work Search Strategies

**Community Capacity Building**
- Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity
- Facilitate Groups

### Code of Ethics
- Contains ethical principles and an ethical decision-making model

### Glossary
- Contains definitions of key words in this document

### Appendices
- Contains lists of professional associations, works consulted, acknowledgements, and names of Steering Committee members
General Framework
The main goal of the Canadian Standards and Guidelines for Career Development initiative is to spell out the competencies that service providers need in order to deliver comprehensive career services to clients across the lifespan. The initiative was undertaken in partnership, making use of the expertise and contributions of the full career development community. The initiative was funded by Human Resources Development Canada (HRDC) and matched by in-kind and cash contributions from career development partners. By working in partnership with associations and practitioner groups, the Standards and Guidelines have been built from within the profession by the people who deliver career development services and programs. Taken as a whole, the Standards and Guidelines map out the knowledge, skills, and attitudes that practitioners need in order to deliver quality career development services to clients. It is hoped that associations will use them, in conjunction with their own professional codes, to describe more clearly the career development aspect of the work they do.

The competencies in this document are grouped into two clusters:
1. Core Competencies (which all career development practitioners should have)
2. Areas of Specialization (distinct competencies needed for specialized areas of service)

Purpose of Standards and Guidelines
The purposes of developing national standards and guidelines for career development practitioners are to:
- Define career development as a legitimate specialization.
- Provide a foundation for designing career development-practitioner training.
- Provide quality assurance to the public.
- Recognize and validate the diverse skill sets of practitioners working in the field.
- Create a common voice and vocabulary for career development.

History of the Initiative
In the fall of 1996, a National Assembly on Career Development Guidelines was convened. Stakeholders drawn from a broad cross-section of sectors involved in career development explored establishing a collaborative process for creating national standards for practitioners. The Assembly elected a National Steering Committee to manage a process that included the following:
- creating a draft framework for guidelines and standards;
- mapping out one model for conceptualizing the scope of career development; and
- identifying some potential uses, benefits, risks, and disadvantages of guidelines and standards.

The process followed these principles:
- build on consensus;
- focus on practitioners providing services directly to clients;
- recognize existing best practices; and
- include the diversity of roles and skill sets existing in the field.

The Steering Committee operated according to a stewardship model rather than a representative model. In a stewardship model, members present their unique perspectives as professionals in the field. They are not official voices of the organizations or associations with which they are involved. Members of the Steering Committee were drawn from a wide variety of areas so that multiple views would result.

In the fall of 1997 a series of regional consultations were held. Approximately 1,250 people participated. In all, 70 consultation groups were conducted in eight provinces and one territory. Almost 900 feedback forms were returned, representing a return rate of about 70%. About 27% of the respondents were from community-based agencies, 23% were from the education sector, 15% were from mental health or rehabilitation settings, 10% were in private practice, and the rest were from a wide variety of sectors that provide career development services as part of their mandates.

Feedback from participants was overwhelmingly in favour of proceeding to develop the Standards and Guidelines. Key findings were:
- Over 80% of respondents thought that developing guidelines and standards would be in the best interests of themselves, their clients, the organizations for which they worked, the profession, and the general public.
- The proposed framework made sense.
• They supported the idea of a framework based on what practitioners actually did, rather than the training they took.
• They supported a code of ethics as the foundation of the framework.
• In response to the question, “Would you support the next step, namely to develop, field-test, and validate national guidelines and standards for career development?” 93% indicated they were in favour of proceeding.

A full copy of the final report on the consultation (Phase 1: National Consultation Report) is available from the address listed in this document or from the project web site


In the spring of 1998 a second Assembly on Career Development Guidelines was convened to review the results of the Phase 1 consultations and discuss a draft process for Phase 2. The Assembly gave support for the open and inclusive manner in which Phase 1 was conducted and endorsed continuing with a stewardship approach in Phase 2. Based on the suggestions of the assembly, a new National Steering Committee was selected, having about 50% representation from the first steering committee to promote continuity and 50% new people to provide a fresh perspective. A Stakeholder Liaison and Advisory Council was formed to provide an explicit link to professional associations and other organizations that ultimately could adopt the Standards and Guidelines. The Stakeholder Council met in the fall of 1998 to review the work plan for Phase 2 and plan strategies for promoting the Standards and Guidelines to their members. The work of developing and validating the standards was subcontracted to ATEC, an Edmonton firm with extensive experience in developing professional standards.

The process of developing the Standards and Guidelines began with a profile meeting to elaborate the basic framework that had been developed in Phase 1. This was followed by five regional focus groups, where the standards were fleshed out, competencies for each standard were developed, and sample performance indicators were identified. During this time, the Steering Committee was developing a set of ethical principles, a glossary of key terms, and an extensive communication strategy to keep the career development community involved with the project.

The first draft (English and French) of the resulting Standards and Guidelines document was distributed to the career development community for consultation in December 1999. A consultation kit was prepared to provide facilitators with background information on the project and to outline a suggested facilitation process for obtaining detailed feedback on the Standards and Guidelines document. About 600 participants, from all geographic regions of the country, returned response forms from the consultation process. In response to the “big picture” questions, 95% said the Standards and Guidelines did depict accurately what could be considered as good practice. Additionally, 86% found the structure of the Standards and Guidelines sensible and relevant, and 90% said that as a whole, the standards were accurate and comprehensive.

Based on feedback from the consultation, the Standards and Guidelines document was revised, given a “plain language” edit and, in November 2000, distributed for endorsement to participants in the regional focus groups, people who participated in the consultation process, and the organizations represented on the Stakeholder Liaison and Advisory Council.

Overwhelming support was provided by the career development community. The contractor who developed and validated the standards commented on the process as follows:

ATEC has been involved in the development of occupational standards since 1990, completing over 60 sets for a variety of organizations. In our years of experience, we have never worked with a group that has designed and implemented such an extensive consultation with the job incumbents as the Steering Committee for Canadian Standards and Guidelines for Career Development Practitioners. ... We would like to congratulate the Steering Committee on the effort that they have put into consultation with practitioners in the field. This will have a huge impact on the successful implementation of the standards and guidelines and the resulting benefits for career development across Canada.

Based on that validation, the Standards and Guidelines document was prepared for distribution. The Canadian Standards and Guidelines for Career Development Practitioners was formally released at Natcon in January 2001. In order to reduce the environmental impact of producing and distributing a large document, and to make the final product easily used by practitioners, the Steering Committee decided on a CD-ROM format as the primary publishing medium. Thus, when the Canadian Standards and Guidelines for
Career Development Practitioners were launched on CD (CD-ROM).

A full copy of the final report for Phase 2 is available from the address listed in this document or from the project web site.

A third Assembly on Standards and Guidelines was held in conjunction with a meeting of the Stakeholder Liaison and Advisory Council in February 2001. This meeting enthusiastically endorsed the work done to date, selected a new Steering Committee for Phase 3 of the initiative, and explored possible solutions to issues that had been identified. Phase 3 was to focus on the implementation of the Standards and Guidelines. To this end, a series of field tests were conducted in various regions of the country where participants explored creative uses for the standards document. A self-assessment and professional development planning tool was developed and pilot tested. An extensive marketing kit also was prepared to assist individuals and associations in promoting the Standards and Guidelines, highlight best practices from the field tests, and provide guidelines for using the Standards and Guidelines in a Prior Learning Assessment and Recognition process.

Copies of all materials developed in this initiative are available from the address listed in this document or from the project web site.

**Scope of the Standards and Guidelines**

In this initiative, career development practitioner refers to those who spend most of their time giving direct services to clients in the areas of:

- Self-exploration and personal management
- Learning and work exploration
- Career building with individuals, groups, and communities

These practitioners include, but are not limited to: career advisors, counsellors, job marketers, teachers, community trainers, psychologists, educational planners, and social workers.

Career development is an umbrella term that may include at least the following:

- Career education
- Career counselling
- Employment counselling
- Human resource development
- Training in employment skills
- Training in personal, but job-related areas, such as job-search, interviewing, self-exploration, time management and anger management, entrepreneurship
- Community rehabilitation

Career development is provided in a variety of settings. These settings include schools, post-secondary institutions, private vocational colleges, community-based agencies, private practitioners, federal and provincial government departments, organizations like Workers’ Compensation, private agencies, human resources departments in larger businesses, and joint labour-business partnerships.

This brief overview is not exhaustive but it does provide a flavour of what career development is and mentions some of the more common places where practitioners do career development work. It is intended to help people locate themselves in the Standards and Guidelines document and to begin thinking about how the Standards and Guidelines can help them identify the knowledge, attitudes and skills they have.

In Phase 1 of the project, a framework for guidelines and standards was developed, revised in consultation with the field, and used in a national consultation in the fall of 1997. Three decisions influenced the nature of the framework.

1. Build the framework on the common points of existing models.
2. Focus on competencies needed to provide direct services to clients.
3. Concentrate on what service providers need to do to offer quality services to clients. This approach was chosen for several reasons:
   - It identifies activities that professionals perform and is therefore easily understood by both practitioners and clients.
   - It recognizes that people become skilled in different ways and addresses what people can do, rather than how they learned to do it.
   - It lends itself readily to prior learning assessment and recognition. In addition, it allows for recognition that competency can be gained through formal training.
• It is tied closely to competencies specific to career development.

Based on these points, the following model was developed. It contains two types of competencies and uses a code of ethics as a foundation. See Figure 1.

Core competencies consist of the skills, knowledge, and attitudes that all career development professionals require.

Areas of specialization are additional skills, knowledge, and attitudes that may be required depending on the type of work setting and the client groups that are being served.

**Core Competencies**

Core Competencies are the skills, knowledge and attitudes common to all career development practitioners, regardless of their employment setting. In some work settings core competencies may be sufficient to deliver the range of services provided. Other work settings may require service providers with competency in one or more of the specialty areas. In a setting offering comprehensive career development services, each staff member would have the core competencies. In addition, the **staff as a whole** would likely possess **all** of the specialty competencies needed to deliver comprehensive services. Individual staff members could however differ in their specialty areas.

Some examples of the core competencies follow.

1. People working in career development practice need to demonstrate certain **attitudes**. They need to be:
   - insightful
   - honest
   - open-minded
   - results-oriented.

2. People working in career development practice need to have certain **skills**. They need to:
   - document client interactions and progress
   - accommodate diversity
   - collect, analyze and use information
   - convey information clearly when speaking and writing.

3. People working in career development practice need to have certain **knowledge**. They need to know:
   - career development models and theories
   - the change process, transition stages, and career cycles
   - components of the career planning process
   - the major organizations and resources for career development and community services.

4. People working in career development practice need to be guided by a code of ethical behaviour:
   - A Code of Ethics has been developed and appears later in this document.

**Areas of Specialization**

The areas of specialization are competencies needed to provide specific career development services that clients may need. These competencies vary according to the nature of the specific service. Service providers may have the competencies and therefore meet the standards in one, or more areas of specialization, depending on the nature of their duties and the services they provide.

The core and specialty areas are equally valued. There is no hierarchy intended between core and specialty or among the specializations. No area is seen as more or less important than any others. All competency areas are important in providing comprehensive career development services.

Currently, six main areas of specialization have been identified:

- Assessment
- Facilitated Individual and Group Learning
- Career Counselling
- Information and Resource Management
- Work Development
• Community Capacity Building

All career development practitioners will need to have a certain number of basic competencies in all six areas of specialization. These basic competencies appear in the Core. Thus the Core provides a foundational level of competence for each Area of Specialization.

However, in each Specialization there are many additional and advanced competencies specific to that specialization. For example, all career development practitioners will need to have a certain amount of competence in the area of assessment (Core). Assessment specialists have this core as well as many additional and advanced assessment competencies.

Field testing of the initial standards document revealed that some competencies were relevant to more than one area of specialization. These types of competencies are referred to as Shared Specialization Competencies (SSC). They are competencies that are appropriate for more than one area of specialization, but are not common to all areas of specialization.

It is important to emphasize that all specializations are equally important in providing comprehensive services. In practice however, it is likely that the extent to which each area of specialization is covered in the core will vary from one specialization to another. It is also likely that the specializations will require varying numbers of competencies and likely different types and/or amounts of training and experience to be able to demonstrate the competencies.

Indirect Services to Clients
(An Aside)

There are important areas of work associated with the provision of quality career development services which do not involve direct contact with clients. For example, a person involved in gathering and analyzing labour market information might never actually interact directly with clients seeking career development assistance. However, the information provided by such a person will be vitally important to the service provider. Similarly, a person who develops self-exploration tools for clients might not be involved in providing services to clients, but the results of his or her work will be used by service providers in meeting client needs. These are “Indirect Services.”

Indirect Services could be organized into several categories, such as:
1. Development of programs, services, and resources
2. Research and evaluation
3. Marketing
4. Administration of programs and services
5. Advocacy

Standards for those who provide indirect services are beyond the scope of the current initiative. However, these services play an indispensable role in the provision of quality career development services to clients. In many cases, the results of the work of those who provide indirect services to clients are part of the knowledge needed by those who provide direct services. For example, a person who teaches job search skills to clients may not need to know how to gather and organize labour market information, but will need to know how to access the finished product and how to relay that information to clients.

The decision to focus this initiative on those who provide direct services to clients is not intended to undervalue the essential nature of those who provide indirect services. It is simply the attempt to make sure the initiative addresses a manageable goal.
Uses of the Standards and Guidelines
The Standards and Guidelines initiative is a cross-Canada partnership, not provincial. The Standards and Guidelines initiative is also a cross-disciplinary and cross-professional initiative. Many professional associations have been active in the initiative, but the initiative has no identity as a professional association. Neither the National Steering Committee nor the Stakeholder Liaison and Advisory Council has any authority to regulate, introduce a certification process, or invite membership.

Using standards and guidelines to regulate a profession is a provincial/territorial matter. Making the achievement of a specific set of standards and guidelines a condition of membership is a decision of a professional association.

Since the Standards and Guidelines have been available and accepted by the career development community, some provinces have been moving towards using the Standards and Guidelines to regulate the practice of career development. The impetus for this is coming from the career development community within that province and is moving through appropriate provincial channels. Similarly, some regional action groups or professional associations are in the process of adopting the Standards and Guidelines and using them to promote membership or certification. Such initiatives stem from decisions of the executive and members of that action group or association. Both of these scenarios are beyond the mandate of the Steering Committee and lie completely within the purview of the professional communities involved.

In the future, the Standards and Guidelines will need a “custodian” to make sure they remain current, are readily available, and are used by the field. At the time of writing, extensive field consultation has been completed and a paper is being prepared outlining options for maintenance and implementation. As has been the practice in this initiative, the decision about maintenance will be made by the Stakeholders and the manner of implementation will depend on the career development community.

In the field testing phase of this initiative, the Standards and Guidelines were used in many innovative and creative ways. These included: practitioner self-assessment, planning professional development, planning training or supervision of practitioners, recruiting and orienting new practitioners, identifying training gaps, developing curriculum, prior learning assessment, and marketing and promoting services. Some specific example are summarized below.

Example 1
The guidance services of a school board in Quebec created an employee-training program for career counsellors using the Standards and Guidelines. The purpose of the training was to foster a common vocabulary among career counsellors, in order to promote the sharing of knowledge among staff and a degree of uniformity in services. The results suggested that this type of peer-to-peer training helped promote an atmosphere of cooperation and professionalism, which was beneficial to both the individual and the organization.

Example 2
A professional association held a workshop on using the Standards and Guidelines for self-assessment and setting professional development goals. The focus was on helping career practitioners identify the competencies that are important in their current work setting and those that will enhance their qualifications for the future. Participant feedback suggested that the workshop was valuable because it provided an opportunity for career practitioners to reflect on their own work experience, as well as helping them appreciate the relevance of their current positions, set future learning goals, and enhance their own employability.

Example 3
Several educational institutions have used the Standards and Guidelines to enhance the link between training and practice in the field. In some cases, the Standards and Guidelines were used to set benchmarks against which trainees could evaluate their progress. In other cases, the learning objectives of courses were compared to the Standards and Guidelines to identify similarities and gaps, and revise curriculum as required. In these field tests, both students and instructors found that integrating the Standards and Guidelines into curriculum has given them a better grasp of what is required for today’s professional environment.
Example 4
In another field test, a series of community forums were held for youth-serving agencies and their front-line staff. The focus of the forums was on using the Standards and Guidelines to define quality indicators for their services. Participants drew on their experience as front-line service providers to identify the types of evidence that would be acceptable and meaningful for a given competency. The results of the forums are being integrated into a Draft Quality Framework Workbook.

Example 5
Another field test used the Standards and Guidelines to strengthen teamwork. Front-line staff, managers and administrative personnel worked together to set objectives for professional development. The process gave the teams a new and much clearer understanding of their work and raised the overall level of professionalism. In addition, staff members gained confidence in their individual abilities and their strengths as a team. The process revealed that the competencies of team members were more complementary and extensive than expected. As one coordinator explained “we realized how in sync we are as a team”.

One of the organizations developed an organizational portfolio outlining the composite skills and knowledge of the team, which is now presented to clients.

Overall, field testing suggested that the Standards and Guidelines can be useful not only for practitioners who provide direct services to clients, but also for trainers, policy-makers, professional associations, and marketing experts. In other words, the Standards and Guidelines could be useful for anyone with an interest in the field of career development.

More details about the field testing are contained in Promising Practices document available from the address at the front of this document, or from the project web site.

Practitioner Competencies and Client Outcomes
In the consultations conducted to date, people have asked about the role of clients in the Standards and Guidelines project. A companion initiative is focusing on defining more clearly the types of outcomes that clients can expect to receive as a result of services provided by career practitioners. The initiative focusing on clients, the Blueprint for Life/Work Designs, is simultaneously occurring using wide national consultation networks as well. Both initiatives represent significant advances for the career development field, are independent, but are very complementary.

The Blueprint is a national effort to outline the outcomes of quality career development programs and services. The Blueprint specifies what individuals can expect to learn from services at different developmental levels, ranging from elementary school, to secondary and adult populations. The Blueprint also has a strong focus on implementing career development programs and helping providers be clear about the outcomes actually achieved by specific programs.

The Standards and Guidelines initiative is a national effort to outline the competencies needed by career development practitioners in order for them to help people achieve personal career development outcomes. The Standards and Guidelines have a strong application to practitioner preparation and professional training. They focus on the knowledge and skills needed to deliver career development services which facilitate meeting the outcomes needed by individuals.

Outside the career development profession people are often unclear about what career development is, what it achieves, and what career development practitioners do. The Standards and Guidelines and Blueprint initiatives are innovative leaps forward which clearly answer these questions for ourselves and the public.
How to Read the Standards and Guidelines

A bolded competency statement indicates a skill that a career development practitioner should be able to demonstrate. A competency statement that is in plain text, not bolded, indicates knowledge or attitudes that a career development practitioner needs.

All competencies are introduced by the statement: “To demonstrate this competency, career development practitioners must:”. This statement outlines the scope of knowledge and also serves as the performance criteria, if the competency is a demonstrable skill.

There is only one attitude competency in the Standards and Guidelines, as it is thought that the attitudes described in C1.1.2 are comprehensive and apply to all of the skills and knowledge a career development practitioner should possess.

Glossary terms are in bolded italics the first time they appear in the Standards and Guidelines. The purpose of the glossary is to define industry terms that readers would not find in a dictionary.

Examples are used throughout the Standards and Guidelines to clarify a point or to indicate that a list is not exhaustive. The examples are in italics.

An employer or client may have policies that affect the way a skill is performed. The Standards and Guidelines DO NOT replace internal policies. In the event that Standards and Guidelines contradict internal policies, the individual is expected to follow the internal policy, but must be able to identify how it differs from the standard.

Understanding the Structure of the Standards and Guidelines

The Standards and Guidelines are arranged into 4 levels: Clusters, Areas, Functions and Competencies.

There are 2 Clusters:

1. Core Competencies (C), which all career development practitioners should have.

2. Areas of Specialization (S), which are advanced or unique competencies required for specialized areas of service.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Areas</th>
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<tbody>
<tr>
<td>Core (C)</td>
<td>C1 Professional Behaviour</td>
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<td>C2 Interpersonal Competence</td>
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<td>C3 Career Development Knowledge</td>
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<td>C4 Needs Assessment and Referral</td>
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<tr>
<td>Areas of Specialization (S)</td>
<td>S1 Assessment</td>
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<td>S2 Facilitated Individual and Group Learning</td>
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<td>S3 Career Counselling</td>
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<td>S4 Information and Resource Management</td>
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<td>S5 Work Development</td>
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<td>S6 Community Capacity Building</td>
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Functions describe more precisely, what is actually done in each Area. Functions are identified by a two-digit decimal, e.g., C1.1, or S3.1.

Competencies are the heart of the Standards and Guidelines. They spell out what you need to know and do: the knowledge, skills and attitudes needed to be effective in each Function. This is the practical and applied level of the Standards and Guidelines.

Different competencies are needed depending on both the client group served and the type of work setting of the practitioner.

The Functions and Competencies are summarized in the charts on the following pages. You will note in reading these charts that the Shared Specialization Competencies (SSC) are repeated for each area in which they belong.
Within each **Area**, there are several **Functions** that are performed in delivering service. These are the **Functions** that career development practitioners do or know in order to provide quality service in each area. The **Functions** are identified by a letter followed by two numbers, e.g., *C1.1, S1.1*.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Areas</th>
<th>Functions</th>
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| Core (C) | C1 Professional Behaviour | C1.1 Adhere to the Code of Ethics and Ethical Decision-Making Model  
C1.2 Demonstrate a Commitment to Professional Development  
C1.3 Use Analytical Skills  
C1.4 Manage Work |
|          | C2 Interpersonal Competence | C2.1 Respect Diversity  
C2.2 Communicate Effectively  
C2.3 Develop Productive Interactions with Clients |
|          | C3 Career Development Knowledge | C3.1 Possess Career Development Knowledge |
|          | C4 Needs Assessment and Referral | C4.1 Refer Clients to the Appropriate Sources |
| Areas of Specialization (S) | S1 Assessment | S1.1 Guide Client Assessment  
SSC2.1 Facilitate Groups |
|          | S2 Facilitated Individual and Group Learning | S2.1 Possess Knowledge About How to Facilitate Learning  
S2.2 Facilitate Learning  
SSC2.1 Facilitate Groups |
|          | S3 Career Counselling | S3.1 Possess Knowledge in Career Counselling  
S3.2 Demonstrate Method of Practice in Interactions with Clients  
SSC1.1 Guide Client in Work Search Strategies  
SSC2.1 Facilitate Groups |
|          | S4 Information and Resource Management | S4.1 Develop and Maintain an Information and Resource Base  
S4.2 Provide Clients with Access to Information  
SSC1.1 Guide Client in Work Search Strategies |
|          | S5 Work Development | S5.1 Develop Work Opportunities for Clients  
SSC1.1 Guide Client in Work Search Strategies |
|          | S6 Community Capacity Building | S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity  
SSC2.1 Facilitate Groups |
Within each **Function**, there are several **Competencies** that are needed in order to carry out the functions that are performed in delivering service. The **Competencies** are identified by a letter followed by three numbers, e.g., *C1.1.1, C1.1.2*.

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<tr>
<th>Cluster</th>
<th>Areas</th>
<th>Functions</th>
<th>Competencies</th>
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<tr>
<td>Core</td>
<td>C1. Professional Behaviour</td>
<td>C1.1 Adhere to the Code of Ethics and the Ethical Decision-Making Model</td>
<td>C1.1.1 Follow the code of ethics and apply the ethical decision-making model</td>
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<td>C1.1.2 Demonstrate professional attributes</td>
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<td>C1.2 Demonstrate a Commitment to Professional Development</td>
<td>C1.2.1 Develop relationships with other professionals</td>
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<td>C1.2.2 Demonstrate a commitment to lifelong learning</td>
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<td>C1.2.3 Keep up-to-date with technology</td>
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<td>C1.3 Use Analytical Skills</td>
<td>C1.3.1 Apply a solution-focused framework</td>
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<td></td>
<td>C1.3.2 Collect, analyze and use information</td>
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<td>C1.4 Manage Work</td>
<td>C1.4.1 Use planning and time management skills</td>
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<td>C1.4.2 Follow case and project management procedures</td>
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<td>C1.4.3 Document client’s interactions and progress</td>
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<td>C1.4.4 Evaluate the service provided to clients</td>
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<td>C2. Interpersonal Competence</td>
<td>C2.1 Respect Diversity</td>
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<td>C2.1.1 Recognize diversity</td>
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<td>C2.1.2 Respect diversity</td>
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<td>C2.2 Communicate Effectively</td>
<td>C2.2.1 Work with climate and context to enhance communication</td>
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<td>C2.2.2 Use a framework for verbal communication</td>
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<td>C2.2.3 Use a framework for written communication</td>
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<td>C2.2.4 Use effective listening skills</td>
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<td>C2.2.5 Clarify and provide feedback</td>
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<td>C2.2.6 Establish and maintain collaborative work relationships</td>
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<td>C2.3 Develop Productive Interactions with Clients</td>
<td>C2.3.1 Foster client self-reliance and self-management</td>
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<td>C2.3.2 Deal with reluctant clients</td>
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### Cluster: Core (continued)

<table>
<thead>
<tr>
<th>Areas</th>
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</thead>
<tbody>
<tr>
<td>C3. Career Development Knowledge</td>
<td>C3.1 Possess Career Development Knowledge</td>
<td>C3.1.1 Describe how human development models relate to career development</td>
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<tr>
<td></td>
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<td>C3.1.2 Describe major career development theories</td>
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<td>C3.1.3 Describe how change and transition affect clients moving through the career process</td>
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<td>C3.1.4 Describe how life roles and values impact career development</td>
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<td>C3.1.5 Identify major components of the career planning process.</td>
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<td>C3.1.6 Identify the major organizations resources and community-based services for career development</td>
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<td></td>
<td></td>
<td>C3.1.7 Explain components of labour market information</td>
</tr>
<tr>
<td></td>
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<td>C3.1.8 Keep current about the labour market</td>
</tr>
<tr>
<td>C4. Needs Assessment and Referral</td>
<td>C4.1 Refer Clients to the Appropriate Sources</td>
<td>C4.1.1 Respond to clients’ needs</td>
</tr>
<tr>
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<td>C4.1.2 Develop and maintain a referral network</td>
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<td>C4.1.3 Make appropriate referrals</td>
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<td>Areas of Specialization</td>
<td>S1. Assessment</td>
<td>S1.1 Guide Client Assessment</td>
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</tr>
<tr>
<td>S2. Facilitated Individual and Group Learning</td>
<td>S2.1 Possess Knowledge About How to Facilitate Learning</td>
<td>S2.1.1 Describe commonly accepted principles of learning</td>
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<tr>
<td></td>
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<td>S2.1.2 Define techniques commonly used to facilitate learning</td>
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<td>S2.2 Facilitate Learning</td>
<td>S2.2.1 Prepare for program delivery</td>
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<td>S2.2.2 Determine clients’ existing competencies</td>
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<td>S2.2.3 Deliver programs</td>
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<td>S2.2.4 Evaluate program</td>
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</tbody>
</table>
| Areas of Specialization (Continued) | S3. Career Counselling | S3.1 Possess Knowledge in Career Counselling | S3.1.1 Explain major theories and models pertaining to counselling  
S3.1.2 Explain major theories and models pertaining to career development  
S3.1.3 Explain major models pertaining to change and transition  
S3.1.4 Describe barriers to career development  
S3.1.5 Describe computerized career planning systems and information resources  
S3.1.6 Describe types of educational/training opportunities and resources  
S3.1.7 Work with labour market information |
| | | S3.2 Demonstrate Method of Practice in Interactions with Clients | S3.2.1 Develop a method of practice that is grounded in established or recognized ideas  
S3.2.2 Establish and maintain a collaborative relationship with clients  
S3.2.3 Explore issues  
S3.2.4 Develop and implement a process for achieving clients’ goals that is consistent with own method of practice  
S3.2.5 Monitor progress |
| SSC1.1 Guide Clients in Work Search Strategies | | SSC1.1.1 Guide clients to identify own skills, strengths, personal characteristics, values and interests  
SSC1.1.2 Guide clients to complete application forms  
SSC1.1.3 Guide clients in writing cover letters  
SSC1.1.4 Guide clients in preparing résumés  
SSC1.1.5 Guide clients in using portfolios  
SSC1.1.6 Guide clients to develop self-marketing plans  
SSC1.1.7 Guide clients in conducting cold calls  
SSC1.1.8 Guide clients with their personal presentations  
SSC1.1.9 Guide clients in networking  
SSC1.1.10 Guide clients in using references  
SSC1.1.11 Guide clients in effective interview skills |
| SSC2.1 Facilitate Groups | | SSC2.1.1 Describe the principles of group facilitation  
SSC2.1.2 Facilitate groups |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>S4. Information and Resource Management</td>
<td>S4.1 Develop and Maintain an Information and Resource Base</td>
<td>S4.1.1 Describe the role of information and resource management in career development</td>
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<td>S4.1.2 Describe classification systems</td>
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<td>S4.1.3 Determine the information needs of clients and community</td>
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<td>S4.1.4 Establish and maintain an information and resource base</td>
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<td>S4.2 Provide Clients with Access to Information</td>
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</tr>
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</table>
| Areas of Specialization | S5. Work Development | S5.1 Develop Work Opportunities for Clients | S5.1.1 Liaise with clients, employers and professionals  
S5.1.2 Facilitate work and work-related opportunities  
S5.1.3 Prepare clients to respond to the labour market  
S5.1.4 Support clients with work maintenance |
| SSC1.1 | Guide Clients in Work Search Strategies | SSC1.1.1 Guide clients to identify own skills, strengths, personal characteristics, values and interests  
SSC1.1.2 Guide clients to complete application forms  
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<tr>
<td>Areas of Specialization (continued)</td>
<td>S6. Community Capacity Building</td>
<td>S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity</td>
<td>S6.1.1 Initiate and maintain effective relationships with key community partners S6.1.2 Work with the community to develop a community vision S6.1.3 Work with the community to assess current community capacity S6.1.4 Conduct an analysis of sectors based on human resources S6.1.5 Conduct an analysis of sectors based on physical resources S6.1.6 Work with the community to determine the gaps between visions, goals and capacity S6.1.7 Work with the community to develop action plans to address economic, social, educational and employment goals S6.1.8 Help the community and individuals identify employment and lifestyle alternatives S6.1.9 Work with the community to implement action plans S6.1.10 Work with the community to evaluate action plans</td>
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Understanding the Framework for the Standards and Guidelines

The Standards and Guidelines are arranged into 4 levels: Clusters, Areas, Functions and Competencies. The following diagram illustrates how to read the Standards and Guidelines.

Clusters

The Standards and Guidelines are divided into 2 Clusters

Core Competencies (C)
Areas of Specialization (S)

Areas

Each cluster is broken down into Areas of Competency that career development practitioners need.

C: 4 areas
Professional Behaviour
Interpersonal Competence
Career Development Knowledge
Needs Assessment & Referral

S: 6 Areas
Assessment
Facilitated Individual and Group Learning
Career Counselling
Information & Resource Management
Work Development
Community Capacity Building

Functions

Functions describe more precisely, what is actually done in each Area.

Each Area has several Functions and each Function has many Competencies

Competencies

These are the heart of the Standards and Guidelines. They spell out what you need to know and do: the knowledge, skills and attitudes needed to be effective in each Function. This is the practical and applied level of the Standards and Guidelines. Different competencies are needed depending on both the client group served and the type of work setting of the practitioner.
C2.3.1 foster client self-reliance and self-management

Why is this competency important?
- to promote clients’ independence
- to increase clients’ awareness of opportunities and options
- 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) educate clients about clients’ own roles, responsibilities and choices in the career development process
c) generate options with clients and offer choices
d) guide clients’ acquisition of the necessary attitudes, knowledge and skills to enable them to:
   - practice self-appraisals and introspection
   - seek information, e.g., identify resources, conduct information gathering interviews
   - investigate information
   - evaluate options
   - select the most appropriate options
e) help clients to establish and commit to action plans …

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