



Nova Scotia Career Development Practitioner's
Core Competency Profile

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The Core Competency Profile describes the knowledge, abilities and attitudes commonly required of career development practitioners in Nova Scotia. The Profile defines what is expected of a proficient and experienced career development practitioner who is adept at working with diverse clients in a range of contexts.

This Profile builds on the *Canadian Standards and Guidelines for Career Development Practitioners, Core Competencies* (2012). They have been reorganized and contain expanded detail to support the development of a voluntary certification program that measures an individual's ability in terms of their knowledge and abilities against the standard.

The Core Competency Profile can be used by individuals, organizations, and professional bodies to:

- Set performance criteria to be measured in professional certification programs
- Inform HR practices such as recruitment, selection, performance appraisal, and training
- Develop curriculum and align educational programs with professional standards of practice
- Design and conduct prior learning assessment (PLA)
- Benchmark skills and knowledge to inform professional development and guide professional practice

About Career Development Practitioners

Career development practitioner is an umbrella term that refers to people who help others to identify and clarify a career direction as well as help to navigate seeking, planning, or managing changes in their lives by helping them make career, educational, and work decisions. Career development practitioners help individuals explore self and options, articulate career directions, and assist with planning to meet these goals. The Canadian Standards and Guidelines define career development as “a process that involves choosing, entering, adjusting to, and advancing in a career and integrating the work role with other life roles”. Career development practitioners, therefore, advise, coach and facilitate client needs on a range of issues, such as:

- Helping define and manage career and personal development directions and goals
- Making life/career decisions
- Identifying and selecting education and training options to fulfil life and career goals
- Achieving balance between work and life
- Transitioning to and between work experiences
- Improving personal satisfaction by matching people and careers
- Finding employment

Career development practitioners provide essential services, enabling citizens to become effectively engaged in society through personal development goals and links to employment, education and training, and other services. Career development practitioners help individuals adapt to an increasingly more complex, interdependent and changing world. These services are essential to helping increase job creation, economic growth, and Nova Scotia's long-term prosperity.

There are a number of related terms that may be applied to career development practitioners¹ in their day-to-day activities, such as employment counsellors, employment specialists, employment support workers, career coaches, and vocational rehabilitation workers. The range of titles reflects the diversity of roles and work settings in which career developers practice. For example, career development services are often provided in:

K-12 schools

- Post-secondary institutions
- Community-based organizations
- Government departments and programs
- Worker’s compensation boards and related organizations
- Human resources firms
- Businesses and corporations of all sizes
- Private agencies
- Penitentiaries
- Recruitment firms
- Insurance companies

The nature of jobs in the career development field requires some practitioners to be generalists with respect to the core competency areas, while others specialize in particular knowledge and skill areas. Examples of specializations within the field of career development include case management, curriculum and training development, human resources, assessment, and group facilitation and instruction. This profile describes the core functions of career development practitioners in both general and specialized roles.

Career development practitioners have usually completed post-secondary education in a related field, such as psychology, social work, education, or human resources. As with many growing professional fields, formal education and professional credentials have become increasingly valuable. This led to the development of formal training programs specializing in the field of career development at a range of levels in the post-secondary system, as well as the development of voluntary certification programs in several Canadian provinces. Despite being generally well educated, many career development practitioners lack specialized training in the field.

Development of the Profile

The profile was developed through a process of research, consultation and validation. The process aimed to take full account of the views and experiences of career development practitioners from across Nova Scotia, with representatives from a complete range of workplace contexts.

The profile is based on the *Canadian Standards and Guidelines for Career Development Practitioners, Core Competencies* (2012), adapted to reflect current practice and a Nova Scotian context, with added detail to support the development of a provincial certification program. The profile is written to represent a *competent, fully proficient* level (rather than an *entry to practice* level) and take into account emerging issues and trends, with the aim to make the profile both current and forward looking.

Setting the profile involved three key phases:

1. **Benchmark review of current practice** involving collection of relevant, pre-eminent standards, guidelines, or other documented norms from around the world, and comparing these to the Canadian standards.
2. **Developing a draft framework and revised core competency profile** specific to Nova Scotia which was broadly disseminated for review and comment by practitioners across the province, and validated by a representative group of experienced practitioners.

3. **Extended validation and ratification of the document** to verify content integrity and address all feedback that resulted in amendments or refinement.

¹ It is important to note that Career Development Practitioners are different than Career Counsellors. Please see the Glossary for the general definition for Career Counsellor.

Structure of the Profile

The structure of the Core Competency Profile has been developed with the aim of making the profile explicit and accessible to encourage their use in a wide variety of settings. The overall structure of the profile aligns with the way career development practitioners fulfil their core duties:

- **Professional ethics** and an emphasis on cultural **diversity and inclusion** practices are at the core of the profession. These common values or principles serve as an anchor to the profession and inform all practices.
- Performance for any of the core competencies requires effective **interpersonal and foundational** skills. Career development practitioners use communication skills in all aspects of their work and must establish an effective working alliance with their client. Knowledge on career development theories provide practitioners with a framework for exploring needs and for implementing interventions that respond to these needs.
- Functionally, the **main role or purpose of a career development practitioner is to provide services**, characterized by a formal consultation and developmental cycle. Career development practitioners assist clients with identifying needs and solving problems related to employment, training, and employability issues. Specific interventions or services are offered such as needs assessments, the provision of information, assistance with setting goals and action plans, employability related interventions, making referrals, or offering specific programs (e.g. job search skills or career training). Practitioners conduct on-going monitoring of the client's needs, provide continued support, and evaluate the success of the programs and services to ensure that the identified needs are being met effectively.
- Regular **administrative duties and ongoing professional development** responsibilities ensure that career development practitioners maintain a commitment to quality assurance. This includes the ability to contribute effectively in teams and collaborate with a multitude of stakeholders.



Within this overall structure, the profile contains six major competency categories: [1] Ethics, [2] Diversity and Inclusion, [3] Administration, [4] Interpersonal and Foundational Skills, [5] Career Development Services, and [6] Professional Development/Career Self-Management. Each of these categories contains the skill statements that describe what a competent career development practitioner must know and what they must be able to do. The statements are written to be inclusive of the range of work contexts and the diversity of clients.

The major categories also contain contextual information. Each section starts with a statement explaining why the skill category is important or how it relates to the role of a career development

practitioner. Examples are used where there is a need to further illustrate how a skill is applied. Additional resources may also be noted, such as commonly used authentic workplace materials (e.g. forms, charts, manuals).

Each skill also contains a series of *context rating scales*. The ratings are based on consultation with subject matter experts who were asked to rate each skill against the following dimensions:

- Relative level of **importance**: “What is the relative importance of this skill to the overall profession?” For example, certain skills may be more critical because they are enabling skills or describe the essence of the job, whereas other skills are relatively less important because they are ‘nice to do’ rather than ‘essential’. Ratings were based on the following scale: (1) not important; (2) somewhat important; (3) important; (4) very important; and (5) extremely important.
- Degree of **difficulty or complexity**: “What is the level of difficulty or complexity associated with this skill?” Ratings were based on the following scale: (1) relatively easy or simple; (2) somewhat difficult, minimal complexity; (3) moderate level of difficulty or complexity; (4) fairly difficult, reasonably complex; and (5) highly complex and very difficult.
- **Amount of time to become proficient**² in the skill: “How long would it take a typical new entrant to the profession to become proficient in the skill, able to perform with autonomy in the appropriate range of contexts?” The rating is based on a defined period of time. The profile or definition of a *typical new entrant* was established as a woman in her mid to late 30’s, with an undergraduate degree or college diploma in social sciences. The new entrant has diverse work experiences that involve *helping others*, such as social work, teaching and human resources. The new entrant is proficient in use of English and comes from mainstream society, representing the prevalent attitudes, values, and practices of a Nova Scotian. (This definition serves as benchmark only; there are great differences in actual profiles of new entrants. It is also important to note that the field is becoming increasingly more diverse in its workforce.)
- **Criticality or risk** focuses on the consequences of not performing the skill well: “What is the level of risk when this skill is not performed at all or correctly? Is the skill critical to ensuring safety or security?” Ratings were based on the following scale: (1) no risk or consequences; (2) some risk, limited consequences; (3) risk or consequences can be mitigated with some effort; (4) risk or consequences are moderately high; and (5) public safety or security a serious concern.
- **Frequency** with which the skill is performed or needed: “How often is this skill performed? What specific circumstances (when relevant) will occur before this skill is performed?” Ratings were based on the following scale: Infrequently/Rarely, Daily/Routinely, Weekly, Monthly, or a specific defined timeframe.

Summary of the Context Scales

IMPORTANCE		DIFFICULTY/COMPLEXITY		TIME TO BE PROFICIENT	CRITICALITY/RISK		FREQUENCY
1	Not Important	1	Relatively easy or simple	Defined as a period of time, e.g. number of months or years	1	No risk or consequence	Infrequently/rarely
2	Somewhat Important	2	Somewhat difficult, minimal complexity		2	Some risk, limited consequences	Daily/routinely
3	Important	3	Moderate level of difficulty or complexity		3	Risk or consequences can be mitigated with some effort	Weekly
4	Very Important	4	Fairly difficult, reasonably complex		4	Risk or consequences are moderately high	Monthly
5	Extremely Important	5	Highly difficult, and very difficult		5	Public safety or security a serious concern	Other specific time frame

² Note: Competency is not attained through time spent in the profession alone. This scale is a guideline that denotes the average period of time for an individual to become proficient under ideal conditions.

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1.0 ETHICS

OVERVIEW

Career development practitioners adhere to ethical principles, values and codes which guide professional behaviour and inform decisions to resolve ethical dilemmas. Identifying and solving these dilemmas requires sensitivity, sincerity, understanding, and commitment. Working through ethical conflicts is part of what career development practitioners encounter daily. Avoiding and preventing situations that could give rise to a conflict of interest, or the appearance of a conflict of interest (i.e. perceived), is one of the primary means by which a career development practitioner maintains confidence in the impartiality and objectivity of the profession.

1.1 Follow Code of Ethics

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	3	2 years	4	Daily/Routinely
KNOWLEDGE		PERFORMANCE: To be Check off by the Mentor		
Develop a Learning Plan on the following:		At the time of the review, does the candidate:		
<p><i>Read, Review and Discuss:</i></p> <ul style="list-style-type: none"> • Relevant codes of ethics and conduct standards • Current legislation and organizational requirements and procedures, for example: <ul style="list-style-type: none"> — Personal information protection, confidentiality — Employment law — Child protection and vulnerable sector policies — Management of records, reporting — Health and safety — Human rights, e.g., equality, accommodation, harassment, discrimination • Limits of services a qualified career development practitioners can provide <p><i>The NSCDA has a COE along with a mandatory webinar you will complete when you are ready for certification.</i></p>		<ul style="list-style-type: none"> • Maintain professional image: <ul style="list-style-type: none"> — Use words and actions consistent with professional values — Maintain credentials — Engage in professional development opportunities — Avoid and disclose real, apparent and potential conflicts of interest • Act non-judgementally: <ul style="list-style-type: none"> — Respect individuals' views and rights — Assist clients in making own decisions, e.g., discuss pros and cons of options • Provide impartial information, advice and support • Deliver services and products as stated: <ul style="list-style-type: none"> — Identify needed resources and support to allow clients' needs to be met • Provide accurate, current and relevant information: <ul style="list-style-type: none"> — Provide clients with sufficient information to make informed choices • Contributes to a work environment that promotes social inclusion, for example: <ul style="list-style-type: none"> — Actively intervene to promote rights — Promote equality of opportunities — Provide advice and assistance to people who are excluded — Adapt services to meet needs of excluded people — Identify and refer people to local network groups or other services that can help — Raise awareness of needs of particular groups • Provide services only for which the career development practitioner is qualified 		

	<ul style="list-style-type: none"> • Inform clients of types of services offered and the limitations or conditions of the service, e.g., limits to confidentiality, legal obligations • Respect clients' rights and well-being: <ul style="list-style-type: none"> — Maintain client confidentiality, e.g., take measures to respect privacy and protect information — Take action to prevent or remove clients from harm, e.g., disruptive clients, • Maintain records on cases involving ethical issues <ul style="list-style-type: none"> — Document recommendations on preventative measures or alternatives for future cases
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1.2 Follow Ethical Decision-Making Model

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	3	3 years	4	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Ethical situations, for example: <ul style="list-style-type: none"> — Discrimination or unfair treatment of people — Gross negligence — Personal gain over others — Unlawful behaviour 		<ul style="list-style-type: none"> • Identify ethical situations or issues • Gather relevant information and facts, e.g., check resource material, consult with qualified colleagues • Reframe issues, e.g., identify opportunities for learning or growth • Identify effect on respective stakeholders • Identify possible constraints • Identify solution or actions: <ul style="list-style-type: none"> — Propose alternatives — Examine risks and benefits of each alternative action — Determine best alternative or course of action • Use client-centered approach, for example: <ul style="list-style-type: none"> — Solution should fit individual's needs — Client will make personal decisions based on informed choices • Implement the best alternative or actions • Evaluate results 		

ADDITIONAL RESOURCES

The Code of Ethics (2004), published by the Career Professionals of Canada, is "intended as a platform for the Canadian Standards and Guidelines for Career Development Practitioners". Elements of this Code of Ethics are reflected in the above standard.

2.0 DIVERSITY AND INCLUSION

OVERVIEW

Career development practitioners have a growing need for increased and improved diversity and inclusion practices. Nova Scotia has an increasingly diverse population influenced by factors such as greater worker mobility, migration, and demographic changes (e.g. aging workforce).

Individuals from minority groups represent a significant and growing proportion of clients. Cultural diversity refers to individuals or groups with varying characteristics including: gender, age, sexual preference, spiritual beliefs, socioeconomic status, physical and mental capacities, and geographic location. Career development practitioners need to provide culturally appropriate information or programs, and ensure that barriers to engagement are reduced or eliminated. Career development practitioners require an open-minded attitude towards other cultures.

2.1 Carry Out Inclusionary Practices

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	4	4 years	4	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Basic research methods • Interventions that help individuals overcome common employment-related problems and personal issues, such as: <ul style="list-style-type: none"> — Discrimination — Harassment — Job stress — Absenteeism — Safety and health • Referral options for programs available through other service providers, (i.e. outside of own competency, authority or capacity), for example: <ul style="list-style-type: none"> — Government funding for dedicated diversity or inclusion initiatives — Programs or organizations specializing in services for specific cultural groups — Programs or organizations offering specialized service for employment and persons with disabilities — Program and funding for accommodations for persons with disabilities • Organizational policies and procedures • Personal biases 		<ul style="list-style-type: none"> • Approach and treat each client as an individual: <ul style="list-style-type: none"> — Make no assumptions based on physical and/or mental ability, gender, language, ethnicity, or religion — Accept, respect and value individual differences • Adapt or develop programs that are culturally relevant, for example: <ul style="list-style-type: none"> — Acknowledge diverse heritages — Include content or information on different values, beliefs or attitudes — Ensure equal access • Expand cultural knowledge, for example: <ul style="list-style-type: none"> — Review research — Engage in cultural events • Consult individuals and groups that have experience serving clients with diverse backgrounds, including: <ul style="list-style-type: none"> — colleagues — community/cultural groups — other service providers that have relevant programs, e.g., programs on diversity and disability • Develop policies and procedures that improve services • Seek feedback and monitor results of interventions to determine: <ul style="list-style-type: none"> — level of satisfaction among clients from minority groups — accessibility — changes or improvements to be made 		

	<ul style="list-style-type: none"> • Determine the extent to which individuals from various ethnic or minority groups access services, for example: <ul style="list-style-type: none"> — Compare client profiles and activities to regional demographics and statistical data, e.g., unemployment rates — Consult ethnic, minority, and disability groups to determine if needs are being met • Identify and address systemic barriers embedded in policies, practices, programs that inadvertently exclude individuals or minority communities: <ul style="list-style-type: none"> — Remove barriers, e.g., accommodation for persons with disabilities, employment — supports, provide translation services or vocational assistance — Refer clients to additional sources of support when needs are beyond competence, authority or capacity • Identify funding sources and other supports that may be available to support clients to gain access to jobs or self-employment, for example: <ul style="list-style-type: none"> — Government funds to improve accessibility for individuals with a disability
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2.2 Create and Maintain an Inclusive and Welcoming Work Environment

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	2	1 year	3	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Code of Ethics • Human Rights • Duty to accommodate 		<ul style="list-style-type: none"> • Acknowledge people in a courteous, friendly manner • Listen carefully to understand what people are saying or asking • Be patient and ask respectful questions to improve understanding • Be collaborative • Promote environment free of discrimination, harassment and disrespect • Treat people with respect 		

ADDITIONAL RESOURCES

The Code of Ethics (2004), Career Professionals of Canada
Canadian Human Rights Act

3.0 ADMINISTRATION

OVERVIEW

Career development practitioners must be competent and diligent in administrative practices in order to be efficient and effective in fulfilling responsibilities to clients, colleagues, employers, and self. Administrative competencies support all functions of the organization and role of a career development practitioner.

Career development practitioners constantly balance a full and varied schedule and can often be faced with multiple priorities to be completed.

3.1 Maintain Client Records

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
3	2	3 months	3	Weekly/Monthly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> Legislation and procedures regarding confidentiality requirements, e.g., Personal Information Protection and Electronic Documents Act Confidentiality policies and procedures, e.g., funder, organization 		<ul style="list-style-type: none"> Identify types of records required, e.g., case files, client assessments, case notes, meeting notes, authorization forms, résumés, portfolios, reports Collect client information: <ul style="list-style-type: none"> Demographic information Education qualifications and experience Employment history and status Language capabilities Maintain records: <ul style="list-style-type: none"> Ensure records are accurate, objective, complete and current Store or delete old or unnecessary information Secure files to preserve client confidentiality: <ul style="list-style-type: none"> Restrict public access to offices and files Ensure paper files are locked and secured in cabinets or offices Ensure electronic files are network password protected Delete or destroy old records as per legislation, policy or guidelines, e.g., shred paper files before disposal Inform clients of recordkeeping process <ul style="list-style-type: none"> Advise clients on own ability to access information Back up electronic data <ul style="list-style-type: none"> Determine frequency Comply with organization's policy and procedures 		

3.2 Use Time Management Techniques

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	3	1 year	2	Ongoing
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> Organization's mission Work or case load 		<ul style="list-style-type: none"> Establish goals or tasks to be undertaken: <ul style="list-style-type: none"> Consider needs and value of individuals involved Prioritize goals and tasks: <ul style="list-style-type: none"> Order by level of importance or urgency Set short-, medium-, and long-term goals Identify steps to fulfil each task: Rank tasks according to importance and urgency Identify tasks that can be carried out simultaneously Determine time and resources to complete each task Set timelines: <ul style="list-style-type: none"> Identify critical dates Schedule tasks Monitor progress: <ul style="list-style-type: none"> Identify incomplete tasks and make adjustments, as needed, e.g., adjust time lines, critical dates or approach Ensure deadlines are met Modify procedures to help meet goals Enlist the help of colleagues, where needed 		

3.3 Collect, Analyze and Use Information or Basic Research Techniques

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	2 years	4	Weekly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> General areas of legislation that relate to research, for example: <ul style="list-style-type: none"> Copyright law Privacy protection, e.g., 'Freedom of Information and Protection of Privacy Act' Conduct of public opinion research, e.g., do-not-call legislation Restrictions in sharing, e.g., licensing agreements, copyright Sources of primary data: <ul style="list-style-type: none"> Surveys In-depth interviews Focus groups Field observations Sources of secondary data: <ul style="list-style-type: none"> Public-use databases, e.g., Statistics Canada data Literature Administrative data, e.g., client records 		<ul style="list-style-type: none"> Identify information to serve client's need, for example: <ul style="list-style-type: none"> Available programs or services Current labour market factors, e.g., economic, social, demographic or political variables Data for reporting purposes Identify sources of information, for example: <ul style="list-style-type: none"> Government databases Professional journals Newspapers Consultations with experts Select research collection methods and tools where needed, for example: <ul style="list-style-type: none"> Surveys, e.g., client satisfaction surveys Focus groups Collect and compile information 		

<ul style="list-style-type: none"> — Statistical reports from associations, governments • Research methods, e.g., focus groups, interviews, field observations, document reviews, tracking, surveys 	<ul style="list-style-type: none"> — Organize into format that supports analysis and review • Determine that information is reliable and valid, i.e. accurate, relevant, current • Interpret findings, i.e. make a conclusion based on evidence and reasoning, e.g. <ul style="list-style-type: none"> — Determine if information or results meet goals • Develop recommendations and conclusions • Follow copyright laws: <ul style="list-style-type: none"> — Cite sources, i.e. ensure credit is given — Do not plagiarize or make unauthorized use of copies of another author's work • Store information <ul style="list-style-type: none"> — Ensure confidentiality and security of information and data
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3.4 Develop information materials

Importance	Difficulty/Complexity	Time to be Proficient	Criticality/Risk	Frequency
3	3	1 year	2	Monthly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Types of information materials required, for example: <ul style="list-style-type: none"> — Contact lists of employers seeking workers — Guidelines on developing effective resumes — Community resources and supports — Referral sources — Bus schedules and maps • Methods for obtaining different types of information 		<ul style="list-style-type: none"> • Determine what information to provide • Obtain suitable information • Define the audience (different clients) and related characteristics • Prepare content: <ul style="list-style-type: none"> — Ensure all relevant information is included — Select vocabulary suitable to audience — Use plain language — Ensure content is coherent, grammatically correct, consistent • Determine the life cycle of the information materials • Determine structure of the materials to most effectively deliver the content 		

3.5 Access and use information and communications technology

Importance	Difficulty/Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	2 years	3	Ongoing
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Common information and technology communications tools and services, for example: <ul style="list-style-type: none"> — Web media, e.g., blogs, podcasts — Social media, e.g., Facebook, Twitter 		<ul style="list-style-type: none"> • Keep up to date with technology: <ul style="list-style-type: none"> — Define needs, e.g., tracking client information, communications with colleagues 		

<ul style="list-style-type: none"> — Online training — Information databases, e.g., job banks, contact databases, learning management systems — Software programs 	<ul style="list-style-type: none"> — Conduct research on available information and communications technology or tools — Consider available resources — Select information and technology-based resources services that meet needs — Look for information and communications technology updates to existing products or services — Learn how to use new and updated software • Use various information and communications technology resources and services, for example: <ul style="list-style-type: none"> — Job banks — Online career planning and assessment instruments — Internet search engines — Databases, e.g., Labour Market Programs Support System (LaMPSS) • Provide input in the development of technology-based tools, when possible
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ADDITIONAL RESOURCES

Personal Information Protection and Electronic Documents Act
Freedom of Information and Protection of Privacy Act

4.0 INTERPERSONAL & FOUNDATIONAL SKILLS

OVERVIEW

Communication is a significant part of a career development practitioner's job and is essential to working effectively and efficiently. It is an important skill that promotes a positive and professional image of industry, organization and self. Effective communication and use of interpersonal skills ensures that clients and stakeholders feel respected, are understood and informed, and ultimately that respective needs can be met.

Establishing a working alliance between the career development practitioner and the client is essential. This process establishes a respectful and trusted partnership between the client and career development practitioner and is necessary for achieving jointly established objectives.

Career development practice has a long history and builds on many theories or models, all of which look at the field of practice in different ways. Combined, the theories or models serve as a framework for practitioners to help guide and improve their practice; there is no single all-encompassing theory that guides practice.

4.1 Establish and Maintain a Working Alliance

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	2 years	3	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
		<ul style="list-style-type: none"> • Be respectful and non-judgmental: <ul style="list-style-type: none"> — Respect individuals' views and rights — Be open to different perspectives and views • Agree on a collaborative approach <ul style="list-style-type: none"> — Make decisions jointly, i.e. assist clients in making own decisions • Explore client's expectations, i.e. ask questions, reflect on and summarize points • Assist with identifying and seeking agreement on goals and tasks to be achieved (individually and jointly) • Seek permission from client to continue services • Respect clients' rights and well-being: <ul style="list-style-type: none"> — Maintain client confidentiality, e.g., take measures to respect privacy and protect information 		

4.2 Work with Knowledge of Career Development Theories³

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	2 years	3	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • General definitions of human development models, including: <ul style="list-style-type: none"> — Humanistic, e.g., Maslow: individuals' basic needs must be met before they can move on to higher levels — Behavioural, e.g., Skinner: use positive reinforcement to encourage desirable behaviour — Developmental, e.g., Erickson: people go through various stages and each stage has different issues to resolve • General definitions of career development theories, including: <ul style="list-style-type: none"> — Trait-Factor Theory: people have well defined traits such as interests and values, and best career choices are made by matching those traits to job factors — Holland's Career Typology Theory: people tend to be in one of six personality categories (realistic, investigative, artistic, social, enterprising, conventional) and the most satisfying work situations occur when there is a close match between personality factors and environmental characteristics — Super's Theory of Life-Span/Life-Space Career: people qualify for a number of occupations and impose their self-concepts onto their work choices; people tend to cycle through developmental stages (growth, exploration, establishment, maintenance, decline) when in career transitions — Krumboltz's Happenstance of Career Theory: people develop various beliefs about the nature of careers based on their understanding of the world • Constructivist Theory/Models of Career Development: people construct their own meanings of the world based on experience and there are unique perceptions of the same situation; career planning is about creating meaning, gaining clarity on one's own personal vision, and taking steps to help make the vision a reality • Chaos Theory of Careers: careers and career paths are deemed to be non-linear, subject to continual and unpredictable change 		<ul style="list-style-type: none"> • Describe major career development theories • Describe purpose of career development theories: <ul style="list-style-type: none"> — Provides different ways of looking at the same situation or problem, i.e. helps broaden the perspective — Offers a systematic approach to help identify questions for consideration, interpret findings, and validate interventions — Helps build a common terminology to use in communicating with other career development practitioners — Helps establish criteria to guide decisions and measure quality of services — Helps confirm and inform practice — Helps inform policies and procedures • Use theories to inform practice, for example: <ul style="list-style-type: none"> — Consider multiple ways of looking at needs or issues — Consider different possible interpretations of the client's words, defined needs or issues — Reflect on personal views and decisions — Identify theories that are relevant to the client's needs, e.g., during case conceptualization and planning • Use information to guide discussions and decisions: <ul style="list-style-type: none"> — Communicate how theoretical framework or principles relate to client's needs; explain how recommended interventions are informed by theory — Present options for client to consider 		

<ul style="list-style-type: none"> • Different concepts on the meaning of “careers”, for example: <ul style="list-style-type: none"> — Lifestyle involving a sequence of work or leisure activities (Herr and Cramer) — Sequence of occupations, jobs and positions engaged in or occupied throughout the lifetime of a person (Marinelli and Messing) — Sequence of major positions occupied by a person throughout life, including work-related roles and vocational, familiar and civic roles • Summary of one’s life experiences, including work, leisure, and education 	
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³ The theories contained in this document are meant to serve as examples and do not represent a complete list.

4.3 Use Listening skills

Importance	Difficulty/Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	2 years	3	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Styles of communication, for example: <ul style="list-style-type: none"> — Assertive or submissive — Clear and direct or indirect 		<ul style="list-style-type: none"> • Maintain open, relaxed body posture • Maintain appropriate distance • Face speaker: <ul style="list-style-type: none"> — Use eye contact • Choose an appropriate physical environment: <ul style="list-style-type: none"> — Remove distractions • Listen with empathy: <ul style="list-style-type: none"> — Suspend judgement (i.e., keep an open mind) — Concentrate on speaker and message; provide undivided attention — Let speaker finish what he/she wanted to say (i.e., don’t rush) — Show interest in what is being discussed, e.g., nod, smile, make eye contact — Acknowledge message, e.g., express appreciation, thank speaker • Ensure mutual understanding: <ul style="list-style-type: none"> — Paraphrase main ideas — Interrupt only to clarify; ask open-ended questions — Validate statements to confirm understanding: seek consistency between questions and responses — Ask for further information, where needed — Use statements to reinforce or support the speaker’s message • Observe body language, facial expressions, tone of voice, gestures and postures: 		

	<ul style="list-style-type: none"> — Determine if message reinforces or contradicts body language (i.e., note discrepancies) — Where there is a discrepancy, search for meanings
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4.4 Use Speaking Skills

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	4	2 years	3	Daily/Routinely
KNOWLEDGE			PERFORMANCE	
Career development practitioners must know:			Career development practitioners must be able to:	
<ul style="list-style-type: none"> • Communication needs, styles and preferences of audiences, e.g., cultural differences • Communication techniques, for example: <ul style="list-style-type: none"> — Use of empathy, e.g., “I know you’re feeling upset...” — Use of open-ended questions, e.g., “Tell me...” — Use of close-ended questions, e.g., “Where do you live?” — Use of encouragement, e.g., “That was successful...” — Use of probing questions, e.g., “Why did...” — Use of leading questions, e.g., “How late do you think...?” 			<ul style="list-style-type: none"> • Be prepared, for example: <ul style="list-style-type: none"> — Gather necessary information and facts — Know the target groups and stakeholders — Define communication goals and key messages • Be considerate, for example: <ul style="list-style-type: none"> — Express messages with respect and sensitivity — Explain the intent of your message and invite approval • Keep message clear and concise: <ul style="list-style-type: none"> — Speak directly and confidently — Speak at appropriate volume — Pronounce words clearly — Emphasize key points — Use appropriate language (i.e., do not use slang, jargon, profanity or sarcasm) — Explain acronyms • Ensure message is complete • Use professional tone and body language • Adapt speaking style to meet client’s need, considering: <ul style="list-style-type: none"> — Language proficiency — Cultural context — Hearing impairment, where relevant — Developmental impairment, where relevant • Confirm client has understood message: <ul style="list-style-type: none"> — Observe body language — Ask questions — Review what was said • Seek assistance when communication barriers exist, for example: <ul style="list-style-type: none"> — Enlist in the help of a colleague who speaks the same language as the client — Use presentation aids, e.g., audio, visual, print 	

4.5 Use Writing Skills

Importance	Difficulty/ Complexity	Time to be proficient	Criticality/Risk	Frequency
3	4	3 years	3	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Protocol for different formats, for example: <ul style="list-style-type: none"> — Business writing, e.g., reports, formal letters — E-mail correspondence — Internal memos • Proper grammar, punctuation, spelling, and sentence structure 		<ul style="list-style-type: none"> • Use plain language: <ul style="list-style-type: none"> — Define terms or concepts — Avoid complex rhetoric, e.g., idioms • Ensure content is clear, accurate and concise • Use correct grammar • Adapt content and structure of material to suit audience, considering: <ul style="list-style-type: none"> — Perceptions — Reading ability — Needs — Technical understanding — Preferred language • Use format , tone and style suited to purpose 		

ADDITIONAL RESOURCES

A Plain Language Handbook: Write for Your Reader, Northwest Territories Education, Culture and Employment, www.nwt.literacy.ca

5.0 CAREER DEVELOPMENT SERVICES

OVERVIEW

Career development practitioners provide a range of services that assists people in making educational, training and occupational choices and to manage work or career goals that fit lifestyle needs. The process helps people to reflect on their ambitions, interests, qualifications, abilities, and the factors that influence career decisions. It allows them to understand and navigate the labour market and education systems, while helping them plan and make decisions about work and learning.

Career development services follows a *developmental* cycle: identification of client needs, determining the ways and means to best meet the client needs, implementing interventions and programs, monitoring the delivery of these services, and continuing to follow up or provide ongoing client services to ensure success.

5.1 Conduct Needs Assessment

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	4	3 years	4	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Types of change and transitions that clients face, for example: <ul style="list-style-type: none"> — School to work — Work to school — Migration — Employee to self-employed — Employment status — Able-bodied person to a person with a disability — Aging • Types of assessment tools, for example: <ul style="list-style-type: none"> — self-assessment tools, e.g., interest inventory, personality inventory, employability skills or interests • Referring programs 		<ul style="list-style-type: none"> • Help clients find and locate information most relevant to their needs: <ul style="list-style-type: none"> — Determine client's ability to utilize information-handling systems, e.g., knowledge of classification systems, computer skills, literacy — Identify information sources, e.g., publications, websites, experts, colleagues • Examine and qualify client information • Administer assessments, where appropriate, e.g., interest inventories, aptitude tests, psychological tests, including learning disability, abilities: <ul style="list-style-type: none"> — Prepare client for assessment, e.g., explain purpose, approach — Assist client with understanding assessment results • Complete intake assessment: <ul style="list-style-type: none"> — Identify employability needs, e.g., job readiness, work search requirements — Identify life circumstances, e.g., housing, transportation, health • Determine needs, for example: <ul style="list-style-type: none"> — Pre-employment or job readiness programs — Career decision making programs — Work search skills — Skill development — Employment maintenance activities — Observe if there is a need for special services, <ul style="list-style-type: none"> — e.g., learning disabilities, behavioral (substance abuse, mental health) — Consult with colleagues, as needed 		

5.2 Determine Intervention

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	4	3 years	4	Weekly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Interventions focused on employability issues, such as: <ul style="list-style-type: none"> — Pre-employability — Career decision-making — Work search — Skill Enhancement — Job maintenance — Career growth • Referring and referral programs • Instructional design, i.e., the format of training materials to fit needs of learners 		<ul style="list-style-type: none"> • Design an individual development plan with client that includes, for example: <ul style="list-style-type: none"> — Identification and contact information — Summary of assessment information — Short and long term goals — Identified programs or other resources needed — Time frames of services — Client responsibilities — Case manager responsibilities • Identify life roles and responsibilities that affect career development, e.g., care for a child, role in community • Refer clients to programs or information providers (i.e., referrals): <ul style="list-style-type: none"> — Identify recommended services — Ask client for input — Agree on selection of service provider(s) — Complete necessary documentation, e.g., client consent forms • Consult with other program and service providers: <ul style="list-style-type: none"> — Determine ability and capacity to fulfil needs — Define case management responsibilities • Assist clients in the development of work habits, for example: <ul style="list-style-type: none"> — Responsibility, e.g., fulfils commitments — Collaboration, e.g., works well with others — Initiative, e.g., acts on opportunities, exhibits positive attitude — Self-regulation, e.g., sets goals and monitors progress — Organization, e.g., plans, sets priorities • Assist clients with the integration of career development within life roles, i.e. help ensure career goals align with personal responsibilities • Develop programs to meet identified needs, e.g., career learning programs: <ul style="list-style-type: none"> — Define program objectives — Define learning outcomes, skills and knowledge requirements to be addressed — Design content and determine format — Develop program evaluation and assessment tools 		

5.3 Implement Intervention

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	5	4 years	3	As Required
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Programs and supports offered, e.g., own organization, locally, provincially • Job search skills, processes and documents • Job search cycles • Adult learning principles, for example: <ul style="list-style-type: none"> — Adults are internally motivated and self-directed — Adults bring life experiences and knowledge to learning experiences — Adults are goal oriented — Adults are relevancy oriented — Adults are practical — Adult learners like to be respected 		<ul style="list-style-type: none"> • Deliver career learning programs, sessions and activities: <ul style="list-style-type: none"> — Prepare for session, e.g., coordinate site arrangements, prepare materials — Accommodate clients, e.g., linguistic, cultural, generational differences — Provide opportunity for all clients to engage (i.e., use strategies to accommodate individual needs) — Encourage, acknowledge and validate client contributions — Stimulate discussion about content and its application — Adjust physical environment as needed, e.g., adjust lighting, change room set-up • Engage colleagues and referring programs, as needed: <ul style="list-style-type: none"> — Prepare information — Provide briefing (i.e., instructions and summary of case) • Maintain client relationship: <ul style="list-style-type: none"> — Provide guidance, e.g., help identify effective obstacles to change — Provide encouragement, e.g., praise successes — Sustain working alliance 		

5.4 Monitor & Evaluate Programs and Interventions

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	2 years	4	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Monitoring methods, for example: <ul style="list-style-type: none"> — Scheduled times for review and adjustment of program with client — Milestones set to evaluate against — Contingency plans to adjust program where required • Evaluation methods, for example: <ul style="list-style-type: none"> — Formative evaluation: occur during program or service period, e.g., to assess compliance — Summative evaluation: occur at the end of program or service period, e.g., to assess effectiveness and impact — Internal evaluations: conducted by those responsible for implementing program or service 		<ul style="list-style-type: none"> • Design evaluation methods and data collection tools: <ul style="list-style-type: none"> — Ensure measures for efficiency, effectiveness, and impact • Monitor programs: <ul style="list-style-type: none"> — Assure that needed services are being provided — Verify service plan is being carried out as planned — Verify integrity of data collection (i.e., follow intended protocol and ensure proper use of tools) — Offer to assist with problems, if needed 		

<ul style="list-style-type: none"> — External evaluations: conducted by independent evaluators • Aspects of program to be evaluated, for example: <ul style="list-style-type: none"> — goals and objectives — effectiveness of program, client progress — clients’ responses to program and delivery, e.g., non-verbal indicators, survey • Develop monitoring and evaluation plan: <ul style="list-style-type: none"> — Establish criteria, e.g., key variables to verify objectives are being met — Determine monitoring activities, e.g., document review, direct observation, interviews, data review — Set schedule for monitoring activities — Determine evaluation methods — Define human resource requirements and expertise to fulfil monitoring and evaluation activities — Manage budget, e.g., define expenses 	<ul style="list-style-type: none"> • Administer evaluations: <ul style="list-style-type: none"> — Conduct orientation or training of those responsible for collecting data — Collect data at prescribed intervals • Review results: <ul style="list-style-type: none"> — Compare results to goals and objectives — Identify and analyse unexpected results, e.g., client leaving program ahead of time • Report results: <ul style="list-style-type: none"> — Determine reporting format, e.g., project management reports, memos, success stories — Be timely, (i.e., ensure information can be acted on as needed) — Be accurate, balanced and impartial • Incorporate results of evaluation, for example: <ul style="list-style-type: none"> — Make recommendations — Adjust programs — Identify new programs’ information needs
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5.5 Follow Up and Provide Ongoing Support or Client Services

Importance	Difficulty/Complexity	Time to be Proficient	Criticality/Risk	Frequency
3	2	1 year	2	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Organization’s policies, procedures or guidelines • Organization’s and stakeholder service standards, or requirements, e.g., use of Labour Market Programs Support System (LaMPSS) 		<ul style="list-style-type: none"> • Determine follow up activities, for example: <ul style="list-style-type: none"> — Continued monitoring of service or program outcomes — Complete paperwork to close services contracts — Reporting requirements • Manage client’s expectations about ongoing and future contact: <ul style="list-style-type: none"> — Determine if client seeks continued contact or services — Identify best means for maintaining contact, e.g., routine telephone calls, occasional e-mail correspondence — Provide service, e.g., help identify affective obstacles to change • Invite past clients to engage in planning activities aimed at updating programs • Maintain working relationships with service providers, for example: <ul style="list-style-type: none"> — Ask service providers for feedback — Update names of contacts — Update information on available services — Provide feedback on services — Provide referrals, where relevant • Maintain client files: <ul style="list-style-type: none"> — Update contact information 		

	— Maintain record of activities, detailed notes, e.g., discussions with client, date of last contact
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6.0 PROFESSIONAL DEVELOPMENT AND CAREER SELF-MANAGEMENT

OVERVIEW

Career development practitioners have an ongoing commitment to professional development to support their career goals. Career development practitioners strive to maintain their skills and be current in their practice. Career development practitioners rely on and routinely collaborate with colleagues, and work to develop an atmosphere of professionalism and mutual support.

Career development practitioners are expected to contribute to an effective working team and model behaviour that shows respect, helpfulness and co-operation. They pass on relevant information, receive and act on constructive feedback, and help others improve their practice. Career development practitioners are expected to seek advice and support to resolve issues and improve client services. Working in a team environment requires continued personal and professional development, often as a result of feedback from the team and the working arrangements that arise through diverse team dynamics.

6.1 Demonstrate Commitment to Ongoing Professional Development

Importance	Difficulty/Complexity	Time to be Proficient	Criticality/Risk	Frequency
5	3	3 years	3	Monthly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> The requirements of work role including the limits of responsibilities Available development opportunities and resources Organisation's policy and procedures in terms of personal development Processes within the organization for making decisions Learning methods and development activities that can be undertaken to address identified gaps or goals 		<ul style="list-style-type: none"> Monitor trends and developments as well as current and future requirements of the work role, for example: <ul style="list-style-type: none"> Review trade magazines, websites Participate in professional conferences, seminars, workshops and career fairs Participate in professional associations and community events Seek feedback on their performance from qualified individuals Determine professional development needs Create a professional development plan that addresses the required knowledge, abilities, and attitudes, for example: <ul style="list-style-type: none"> Identify learning or development goals Describe actions or activities to address the goals Define a timeline for the actions or activities Describe evaluation strategies that will be used to determine if goals are met Undertake activities identified in the development plan Evaluate progress Maintain records on learning and development Review and update development plan as needed 		

6.2 Develop Productive Working Relationships With Colleague

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	3	3 years	3	Weekly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> Information that needs to be communicated, e.g., client details, meeting notes Best methods to communicate with appropriate parties within the organization Role in relation to others in the work team Roles and responsibilities of other colleagues and how they interact Organizational conduct policy 		<ul style="list-style-type: none"> Respect the roles and responsibilities of colleagues Keep colleagues informed of own activities Offer ideas and information to colleagues Offer to assist colleagues when needed: <ul style="list-style-type: none"> Fulfil agreements made with colleagues Advise colleagues promptly of any difficulties fulfilling agreements Accept suggestions, constructive feedback and information offered by others: <ul style="list-style-type: none"> Use suggestions and information to improve practice Provide feedback to colleagues on their performance Consult colleagues as needed Manage or minimize inter-personal conflict, for example: <ul style="list-style-type: none"> Be honest and respectful Maintain a constructive and willing attitude Agree on a solution Improve on communications 		

6.3 Develop Productive Working Relationships With Stakeholders And Other Service Organizations

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	3	3 years	3	Weekly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> Organization's stakeholders, including background information and nature of interest or role Vision, values, objectives, plans, structure and culture of organization 		<ul style="list-style-type: none"> Identify stakeholders and other service organizations (i.e., referral network): <ul style="list-style-type: none"> Prepare list of potential stakeholders, e.g., service providers, competitors, employers, associations, government, labour unions Individually, determine why they are important to the organization or how they serve client needs or groups Determine if the organization can meet their expectations or needs Maintain list of services offered by each organization: <ul style="list-style-type: none"> Identify types of clients eligible for the services offered 		

	<ul style="list-style-type: none"> — Describe how the services can be accessed — Identify referral process, if applicable — Identify information available • Identify and meet information needs • Consult colleagues and stakeholders in relation to key decisions: <ul style="list-style-type: none"> — Identify concerns, priorities, expectations — Make informed decisions taking into account stakeholder views • Identify and resolve conflicts of interest, for example: <ul style="list-style-type: none"> — Reduce opportunities for corruption or improper conduct — Demonstrate the role/activity is being undertaken in fair, unbiased manner • Monitor and review effectiveness of working relationships
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6.4 Respond to Disruptive or Threatening Behaviours

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	4 years	3	Daily/Routinely
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Organization's policies, procedures or guidelines • Types of disruptive or threatening behaviour, for example: <ul style="list-style-type: none"> — Physical abuse — Verbal abuse — Threats or intimidation — Harassment, e.g., sexual, racial, cyber — Disorderly conduct — Lewd or indecent conduct 		<ul style="list-style-type: none"> • Minimize occurrence of disruptive or threatening behaviour: <ul style="list-style-type: none"> — Maintain positive work environment — Identify signs of distressed client, e.g., high levels of irritable, unruly or aggressive behaviour — Explain consequences of disruptive or threatening behaviours (i.e., give a warning) — Use humour, where appropriate • Respond constructively, for example: <ul style="list-style-type: none"> — Use direct appeal statements, e.g., "I need your attention now." — Talk calmly, (i.e., non-threatening) — Make confident commands, e.g., "No, you are not going to do that, you are going to..." — Listen to client's issue, (i.e., allow client to express themselves) — Acknowledge client's feelings — Ask questions to help regain control of conversation — Take individual aside to discuss issues • Protect self and others from intimidating behaviour or physical confrontations, for example: <ul style="list-style-type: none"> — Alert colleagues and clients of potentially violent situation — Place chair or other barrier between self & client — Enlist the help of others — Call 911 		

6.5 Be Familiar With Labour Market Information

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	3 years	3	Monthly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • General structure of the labour market, for example: <ul style="list-style-type: none"> — Industry sectors — Wages and labour costs — Labour market matching and long-term unemployment — Demographics — Skills or labour shortages • Types of labour market information, for example: <ul style="list-style-type: none"> — Jobs, wages, benefits, conditions of employment — Employment and unemployment rates, supply-demand data — Trends — Productivity • Labour market trends, for example: <ul style="list-style-type: none"> — Occupations projected to grow — Geographic regions with greatest employment prospects 		<ul style="list-style-type: none"> • Conduct research to obtain labour market information, including: <ul style="list-style-type: none"> — Past and present labour market needs — Future labour market trends — Potential employers • Evaluate and interpret labour market statistics, for example: <ul style="list-style-type: none"> — Look for trends or overall themes — Identify significant content (i.e., that has implications or application to needs) — Determine conclusions or recommendations • Keep current about local labour market information and trends: <ul style="list-style-type: none"> — Available job search resources — Demographic data — Supply and demand statistics — Skills in demand — Placement data — Economic development plans and forecasts 		

6.6 Apply Labour Market Information

Importance	Difficulty/ Complexity	Time to be Proficient	Criticality/Risk	Frequency
4	4	3 years	3	Monthly
KNOWLEDGE		PERFORMANCE		
Career development practitioners must know:		Career development practitioners must be able to:		
<ul style="list-style-type: none"> • Job search strategies and tools, for example: <ul style="list-style-type: none"> — Document preparation, e.g., résumés — Job interview skills and practice — Use of recruitment agencies — Affiliations with professional associations 		<ul style="list-style-type: none"> • Ensure labour market information is accurate • Communicate labour market information for specific, applied purpose: <ul style="list-style-type: none"> — Provide accurate and current information — Explain labour market information to help clients understand how it applies to their work search and career objectives • Apply market information to individual career plans or job search strategies: <ol style="list-style-type: none"> 1. Assist clients in identifying marketable skills, knowledge and experience 2. Demonstrate link of client's skills and abilities to those in demand in the labour market 		

ADDITIONAL RESOURCES

www.workingincanada.gc.ca

<http://careers.novascotia.ca/>

APPENDICES

GLOSSARY

Action plan:	A sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed.
Accuracy:	Data concept concerning the ability of a measurement to match actual value of the quantity being measured.
Career counselling:	An interpersonal process focused on facilitating career development that involves choosing, entering, adjusting to, and advancing in a career and integrating the work role with other life roles. The process seeks to enhance personal development, as well as facilitate personal awareness about occupations, life/career decision making, career planning, career pathing, or other career development related issues. ⁴ A counsellor is an individual with special training who advises and assists students, employees, disabled persons and substance abusers. ⁵
Client:	The person or organization receiving professional services.
Client driven/client centered:	The provision of services focused on the needs of the individual.
Conflict of interest:	A real or perceived situation where an individual or group could benefit from their influence over others.
Cultural diversity:	Differences in race, ethnicity, nationality, religion, gender, sexual identity, socioeconomic status, physical ability, language, beliefs, or customs among various groups within a community, organization or nation.
Duty to accommodate:	The duty to accommodate means that sometimes it is necessary to treat someone differently in order to be fair. For example, asking all job applicants to pass a written test may not be fair to a person with a visual disability. In such cases, the duty to accommodate may require that alternative arrangements be made to ensure full participation of a person or group. Career development practitioners, employers and others have a duty to accommodate only when a person's need or needs are based on any of the grounds of discrimination in the <i>Canadian Human Rights Act</i> ⁶
Empathetic confrontation:	A questioning technique used to help identify inconsistencies in other person's words or actions, and is used to seek an explanation for a contradiction.
Ethnicity:	The beliefs, values, customs, or practices of a specific group (e.g. its characteristics, language, common history, and national origin). Every race has a variety of ethnic groups.
Ethnocentrism:	The attitude that the beliefs, customs, or practice of one's own ethnic group, nation, or culture are superior; an excessive or inappropriate concern for racial matters.
Evaluation:	A systematic assessment of ongoing or completed programs. The aim is generally to determine the relevance and fulfilment of objectives, effectiveness, impact and sustainability, and to inform future decisions on similar programs.

Intervention:	A process, activity or initiative that is intended to improve or alter a course of action. Usually involves the implementation of programs aimed at addressing the identified need.
Labour Market Programs Support System (LaMPSS):	A common system and set of business processes developed to focus on the administration of labour market programs and services for three Nova Scotia government partners: Department of Community Services; Office of Immigration; and Labour and Advanced Education.
Monitoring:	Routine collection and analysis of information to track progress against set plans and check compliance to established standards. It helps identify trends and patterns, adapt strategies and inform decisions.
Multiculturalism:	Being comfortable with many standards and customs; the ability to adapt behaviour and judgments to a variety of interpersonal settings.
Person with a Disability:	A disability is defined as any functional limitation or restriction of an individual's ability to perform an activity. In the context of employment, a disability is any condition that creates a barrier to employment, and may include individuals that have long-term physical, mental, intellectual or sensory impairments. ⁷
Programs:	Any range of service offering provided to clients, including workshops, one-on-one consultation, goal setting
Reliability:	Referring to assessment, the extent to which the assessment is consistent when repeated under the same conditions.
Self-Concept:	Refers to how someone thinks about or perceives themselves.
Social inclusion:	Positive actions taken to change the circumstances that lead, or have led, to social exclusion; enabling people or communities to fully participate
Stakeholder:	Any person or organization that is actively involved in a project, or whose interests may be affected positively or negatively by execution of a project. Stakeholders can be internal to the organization or external.
validity:	Referring to assessment, the degree to which the assessment measures what it is intended to measure.

⁴ *Canadian Standards and Guidelines for Career Development Practitioners, Core Competencies* (2012)

⁵ Ibid

⁶ <http://www.chrc-ccdp.gc.ca/eng/content/duty-accommodate>

⁷ Adapted definition from Collaborate Partnership Network (CPN Board Meeting definition approved in March 2011.)

CORE COMPETENCIES SUMMARY CHART

CORE COMPETENCIES
SUMMARY CHART

1.0 Ethics	1.1	1.2				
	Follow Code of Ethics	Follow ethical decision-making model				
2.0 Diversity & Inclusion	2.1	2.2				
	Carry out inclusionary practices	Create and maintain an inclusive and welcoming work environment				
3.0 Administration	3.1	3.2	3.3	3.4	3.5	
	Maintain client records	Use time management techniques	Collect, analyze, and use information or basic research techniques	Develop information materials	Access and use information and communications technology	
4.0 Interpersonal & Foundational Skills	4.1	4.2	4.3	4.4	4.5	
	Establish a working alliance	Work with knowledge of career development theories	Use listening skills	Use speaking skills	Use writing skills	
5.0 Career Development Services	5.1	5.2	5.3	5.4	5.5	
	Conduct needs assessment	Determine intervention	Implement intervention	Monitor and evaluate programs and interventions	Follow up and provide ongoing support or client services	
6.0 Professional Development/ Career Self-Management	6.1	6.2	6.3	6.4	6.5	6.6
	Demonstrate commitment to ongoing professional development	Develop productive and working relationships with colleagues	Develop productive and working relationships with stakeholders and other service organizations	Respond to disruptive or threatening behaviours	Be familiar with labour market information	Apply labour market information

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