

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: DEVELOPMENT AND DELIVERY OF GROUP SESSIONS

# 17.1 – Design Information Sessions or Workshops

## Purpose & Context

Career Development Professionals (CDPs) design information or training sessions to share information or help clients develop the skills needed to find and keep a job, explore educational options or build a business. Training may be delivered in various forms, e.g. facilitated workshops, online webinars, paper-based workbooks.

## Effective Performance

Competent career development professionals must be able to:

- P1. Identify the purpose of training, e.g. prepare for interview, address skill gaps
- P2. Define specific, observable, and measurable learning outcomes, i.e. describe what the participant will know and able to do at the end of the session
- P3. Determine budget
- P4. Develop training materials:
  - Identify content to be covered
  - Decide duration of training
  - Select form of delivery
  - Write training materials, e.g. sequence of content
  - Identify required resources, e.g. equipment, learning aids
  - Select room set-up, where applicable
- P5. Select evaluation method, e.g. formative, summative

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Principles of instructional design
- K2. Adult learning principles
- K3. Principles of group facilitating
- K4. Techniques in facilitating learning
- K5. Diversity of participants, for example:
  - Learning styles
  - Cultural backgrounds
  - Cognitive, mental and physical abilities
  - Demographics
- K6. Delivery options and constraints, e.g. allotted time, set-up of physical space
- K7. Technology enabling remote delivery

## Contextual Variables

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

- Topics of information sessions and workshops must be tailored to the needs of each audience.

## Glossary & Key References

### Terms

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

- None.

### Information Sources and Resources for Consideration

- None

## Context Rating Scales

### Criticality

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

- Moderate risk: CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A competent career development professional requires a minimum of designing and delivering 10 information sessions or workshops on a range of topics to varied audiences.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: DEVELOPMENT AND DELIVERY OF GROUP SESSIONS

# 17.2 – Deliver Information Sessions or Workshops

## Purpose & Context

Career Development Professionals (CDPs) deliver information sessions and workshops to share information and engage participants in interactive activities to learn and practice new skills.

## Effective Performance

Competent career development professionals must be able to:

**P1. Prepare session, for example:**

- Identify people with first aid skills, if possible
- Prepare site arrangements, e.g. book room, organize equipment and refreshments
- List facility policies, e.g. parking, access to building, emergency procedures
- Prepare materials and supplies for session, e.g. name tags, handouts

**P2. Prepare site, for example:**

- Assess site based on session plan, participant comfort and safety
- Test equipment or remote delivery platform
- Confirm refreshments are available, if applicable

**P3. Create a positive learning environment:**

- Welcome participants
- Introduce self
- State qualifications

- Ask participants to introduce themselves
- Discuss participant expectations
- Explain objectives

**P4. Ensure comfort, safety and security of participants:**

- Explain safety measures, for example:
  - Location of defibrillator and first aid supplies
  - Fire alarm procedures, e.g. wait for instructions, convene at designated meeting spot
  - Location of emergency exit(s)
- Indicate location of washrooms

**P5. Deliver session:**

- Apply presentation and training techniques, for example:
  - Demonstrations
  - Group discussions
  - Learning circles
  - Lecture
  - Role playing
  - Simulations
- Consult session plan for guidance
- Acknowledge contributions made by participants
- Close session, e.g. summarize key messages

**P6. Adapt delivery to audience, considering:**

- Personality types

- Linguistic, cultural, generational and educational differences
- Cognitive, mental and physical abilities
- Fatigue and attention span

P7. Adjust session plan to accommodate individual or group needs, for example:

- Simplify content to enhance comprehension
- Integrate participants' suggestions
- Adjust pace

P8. Provide opportunity for all participants to engage:

- Encourage participants' contributions
- Stimulate discussion about content, e.g. ask about applicability to participant's situation

P9. Accommodate participants, for example:

- Identify barriers that exist in materials and environment
- Adjust physical environment, e.g. adjust heating and lighting, change room set-up
- Offer aids or supports, e.g. induction loop for hearing aids

P10. Manage group dynamics, for example:

- Speak to every participant
- Encourage participation through dialogue
- Resolve inappropriate behaviours, for example:
  - Stay calm
  - Take break, use time to decide approach
  - Take participant aside to discuss behaviour
  - Move participants into new groups

- Sympathize with symptom, address the cause
- Move discussion to new topic to change pace and reduce escalation of the issue

**P11. Administer session evaluation:**

- Describe process and time allotted
- Describe how results will be used
- Seek permission to share results or use as testimonials

**P12. Report on session evaluation:**

- Compile information
- Analyze findings
- Summarize recommendations

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Budget allocations, e.g. funds available for food and beverages, room rental, transportation, supplies
- K2. Techniques to deal with disruptive behaviours, e.g. monopolizing conversation, negative comments, profanity, side conversations
- K3. Logistical information, e.g. location of washrooms and exits
- K4. Content of the session or workshop, e.g. participant guide, presentation, exercises, agenda
- K5. Technology enabling remote delivery

## Contextual Variables

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

- Training techniques are dependent on learning objectives and participant needs.

## Glossary & Key References

### Terms

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

- **Demonstration:** describe skills to an audience while performing them.
- **Group discussion:** facilitated exchange of information among participants.
- **Learning circle:** participants speak in turn without interruption or rebuttal while sitting in a circle.
- **Lecture:** verbal presentation to convey content.
- **Role playing:** unrehearsed, informal dramatization in which participants act out prescribed scenario.
- **Simulation:** portrayal of system, process or situation.

### Information Sources and Resources for Consideration

- None

## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Routinely, regular course of procedure



### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A competent career development professional requires a minimum of designing and delivering 10 information sessions or workshops on a range of topics to varied audiences.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- Session or workshop materials, e.g. participant guide, agenda, presentation, exercise materials, list of participants

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: RESEARCH

# 18.1 – Lead Research Projects

## Purpose & Context

Career Development Professionals (CDPs) initiate and lead research projects to further the field of career development and address current and emerging labour market challenges. Research also informs policy makers on how to tackle major local, regional and national challenges.

## Effective Performance

Competent career development professionals must be able to:

- P1. Identify challenge facing the career development field that would benefit from increased understanding
- P2. Identify existing research
- P3. Assess feasibility of research, considering:
  - Current state of research
  - Resources available, e.g. funding, staff, IT
  - Academic and/or governmental interest in the issue
- P4. Set research purpose and direction, for example:
  - Effects of transitional jobs after release from prison
  - Relationship between poverty and employment
  - Implications of digital disruption on labour markets
- P5. Write research plan, including:
  - Research objectives
  - Deliverables

- Timeframe
- Monitoring procedures
- Available resources

P6. Set research guidelines, e.g. timescale and reporting parameters

P7. Assess performance, e.g. project progress against evaluation criteria:

- Partner engagement
- Process
- Budget
- Workplan
- Timelines

P8. Adjust plans, methods, targets and responsibilities as necessary

P9. Select method of presenting findings, considering:

- Format
- Audience
- Action required, if any

P10. Present findings

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Sources of information on key challenges
- K2. Sources of funding and application processes
- K3. Project management tools
- K4. Research methods and methodologies

## Contextual Variables

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

- Scope and breadth of research may vary according to the needs of the organization, the community it serves, and the intended audience.

## Glossary & Key References

### Terms

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

- None

### Information Sources and Resources for Consideration

- None

## Context Rating Scales

### Criticality

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

- Moderate risk: CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A competent career development professional should conduct a minimum of 10 research studies using varied research methodologies and lead a minimum of 5 research projects to be proficient.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: RESEARCH

## 18.2 – Conduct Research

### Purpose & Context

Career Development Professionals (CDPs) conduct research relevant to their practice to inform their work and ensure the guidance they provide is mindful of the labour market of the day. This enables them to go beyond currently available publications in determining sectors, occupations and areas where the number of job opportunities is growing, and what skills are needed for them.

### Effective Performance

Competent career development professionals must be able to:

- P1. Identify issue to be researched
- P2. Conduct literature review:
  - Identify existing findings
  - Identify gaps in research
  - Review methods used in previous research
- P3. Write research questions
- P4. Select research methodology, considering:
  - Information needs
  - Implications on data collection and quality
  - Resources available
  - Time constraints
  - Audience and intended use of results
- P5. Select analytical methodologies:

- Qualitative research, e.g. focus groups, interviews, ethnographic research, case study, observation
- Quantitative research, e.g. online surveys, questionnaire, longitudinal studies

P6. Formulate data collection guidelines

P7. Collect data

P8. Assess quality of incoming data, adjusting data collection if required

P9. Prepare data for analysis:

- Select the appropriate software to organise the data, e.g., SPSS, Microsoft Excel
- Establish coding protocols
- Input data
- Clean data, e.g. edit:
  - Recode, if necessary
  - Check for errors
  - Identify and code missing values

P10. Perform data analysis

P11. Present findings

## Knowledge & Understanding

Competent career development professionals must know and understand:

**K1.** Sources of Labour Market Information, for example:

- Chamber of Commerce
- Other governmental sources, e.g. Statistics Canada Labour Force Survey
- Labour Market Information Council
- Industry councils for key industries, e.g. BuildForce for construction
- Private companies, e.g. RBC Economics

**K2.** Data collection methods, e.g. personal interviews, focus groups, online surveys

**K3.** Data analysis methods:

- Quantitative methods, e.g. analysis of variance, correlation
- Qualitative methods, e.g. content analysis

## Contextual Variables

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

- Research objectives will determine the methodologies to be used.

## Glossary & Key References

### Terms

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

- None

### Information Sources and Resources for Consideration

- None



## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A competent career development professional requires the experience of conducting a minimum of 10 research studies using varied research methodologies to be proficient.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: RESEARCH

# 18.2 – Perform Data Analysis and Reporting

## Purpose & Context

Career Development Practitioners (CDPs) analyze data sets and present their findings to inform their work, further the field of career development and inform policy makers.

## Effective Performance

Competent career development professionals must be able to:

### P1. Analyze qualitative data:

- Use software to retrieve and code data
- Select data analysis methods, e.g. narrative, discourse, content, framework, grounded theory
- Identify themes, patterns, and relationships
- Summarize findings

### P2. Analyze quantitative data:

- Conduct basic descriptive analyses, e.g. frequencies, mean and mode
- Select statistical methods
- Apply statistical methods:
  - Reassess the appropriateness of selected analytical methods, if necessary
- Identify relationships in data relevant to research objectives

### P3. Present findings:

- Highlight findings relating to the research objectives
- Use appropriate visualisations, e.g. bar charts for frequencies, line charts for time-series

P4. Manage data, e.g. back up files and data

## Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of qualitative data analysis, e.g. content analysis, narrative analysis, discourse analysis, framework analysis

K2. Key data collection/analysis software, e.g. SPSS, Microsoft Excel, Nvivo

K3. Common data analysis methods:

- Quantitative methods, e.g. analysis of variance, linear regression, statistical significance
- Qualitative methods, e.g. content analysis

## Contextual Variables

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

- Purpose of research will determine the research methodologies to be used.

## Glossary & Key References

### Terms

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

- **Content analysis:** research method to identify patterns and relationship between words, themes or concepts.
- **Narrative analysis:** research method which engages people in 'storytelling' that is used to build a coherent understanding of past, present and future events.
- **Discourse analysis:** research method that uses language in the form of texts and conversations to inform social and historical contexts and political meanings.

- **Framework analysis:** research method to identify commonalities and differences in qualitative data to draw conclusions most suited to inform social, health and medical research.
- **Grounded theory:** research method that uses data to analyze or develop theories.

## Information Sources and Resources for Consideration

- None

## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A competent career development professional requires the experience of conducting a minimum of 10 research studies using varied research methodologies and data types (i.e. qualitative and quantitative) to be proficient.

### Autonomy

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

## Automation

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

## Requisite Work Aids, Tools, Equipment or Materials

- Qualitative and quantitative research software
- Research databases

## COMPETENCY CATEGORY: CDP EXTENDED

## COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

# 19.1 – Identify Assessment and Evaluation Methods

## Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions. CDPs identify assessment and evaluation methods based on understanding of career development theory, client characteristics, the context and purpose of the assessment or evaluation, and the anticipated use of the results. CDPs must understand professional educational and psychological testing standards to ensure they will offer only assessment and evaluation services for which they are qualified. Many assessments require specialized training, education, or experience to administer and interpret correctly.

*Use of any assessment and evaluation that is not relevant to the context, purpose and anticipated use of the test results may invalidate the test's interpretation. CDPs must use recognized psychometric instruments that are without risk of harm to the test taker.*

## Effective Performance

Competent career development professionals must be able to:

**P1. Select assessment and evaluation assessment tools:**

- Verify intended use of test results, e.g. career counseling, education
- Identify test and appropriate norms to be used, considering:
  - Construct the test is measuring
  - Test purpose, context, and underlying theory
  - Characteristics of the norm group
- Psychometric characteristics, e.g. validity, reliability, fairness

- Administrative procedures, e.g. accommodations for people with disabilities, test administrator requirements, language, administration time
- Client characteristics, e.g. psychological, physical, cognitive, affective or behavioural conditions
- Accommodations available, e.g. modifications that are possible to test people with disabilities, modifications required to ensure language requirements are met
- Evaluate practicality of test, e.g. time required, costs, ease of administration procedures, test user qualifications
- Recognize importance of fairness in testing, e.g. unbiased, quality of language, cultural sensitivity
- Choose language version matched to level of proficiency of test taker

P2. Evaluate own qualifications to determine if qualified to administer and interpret results:

- Contract administration and interpretation to qualified persons, where necessary

P3. Identify accommodations required, for example:

- Person with disability:
  - Ask client to obtain physician-signed description of condition
  - Seek expert advice on potential effects of disabilities on test performance
  - Seek expert advice on use of alternative assessment procedures
- Language requirements:
  - Ask client to specify language requirements

## Knowledge & Understanding

Competent career development professionals must know and understand:

**K1.** Testing practice in the context area, e.g. assessment and evaluation measures appropriate for vocational and career planning purposes

**K2.** Testing principles and ethical use of tests, such as:

- Test construction, administration, scoring and interpretation
- Psychometrics and measurement, e.g. classical test theory
- Descriptive statistics, e.g. frequency distributions, statistics characterizing normal curve, measures of central tendency, measures of variation, indices of relationship
- Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating, cut scores
- Reliability and measurement error
- Validity and meaning of test scores
- Fairness

**K3.** Advantages and disadvantages of different types of assessment instruments, such as:

- Mental and physical ability tests
- Achievement tests, e.g. knowledge, work sample or performance test
- Interest measures, e.g. career related interests
- Work and personal values measures
- Personality inventories, e.g. vocational-oriented or clinical
- Assessment centres
- Interviews
- Comprehensive career planning measures



## Contextual Variables

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

- Assessment strategies will be identified based on client's needs.

## Glossary & Key References

### Terms

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

- **Validity:** degree to which a measurement tool measures what it claims to measure.
- **Reliability:** consistency of a measure to produce similar results under similar conditions.
- **Fairness:** assessment should be appropriate for all qualified subjects independent of race, religion, gender or age.
- **Norm group:** sample of the relevant population on whom the test scoring procedures and interpretations are based.
- **Test User Qualifications:** qualification levels required of test user specified by test publisher:
  - A: No special requirements
  - B: Bachelor's degree or master's degree in a related field and specialized training in psychometric assessment
  - C: Doctorate degree in psychology, education, or closely related field with high level of experience in test interpretation

### Information Sources and Resources for Consideration

- Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.
- Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

- Association for Assessment in Counseling and Education (AACE), a division of the American Counselling Association (ACA) <http://aac.nacat.edu/resources.html>

## Context Rating Scales

### Criticality

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

- Moderate risk: CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum experience of identifying the assessment and evaluation strategies of at least 40 different clients with varying assessment needs.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- Range of assessment and evaluation instruments

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

## 19.2 – Follow Administration Procedures Specified by Test Publisher

### Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions. CDPs administer assessment and evaluation instruments, following recognized testing practices and complying with test publisher recommendations. CDPs who administer tests should be familiar with associated legal, technical, and professional considerations. Test administrators should meet the qualifications required by the test publisher.

### Effective Performance

Competent career development professionals must be able to:

- P1. Provide relevant information to client prior to session, e.g. rights and responsibilities, purpose, content, format, test-taking strategies, scoring criteria, reporting, confidentiality
- P2. Obtain informed consent for the assessment or evaluation
- P3. Prepare for assessment and evaluation session:
  - Identify suitable location, e.g. accessible, quiet, comfortable with minimal distractions
  - Implement approved accommodations for test takers with disabilities, e.g. extended testing time, extra breaks, different test forms
  - Explain testing software or equipment to client, as applicable
- P4. Administer assessment and evaluation tools in compliance with test instructions

- P5. Observe testing session to identify test taker behaviour(s) that could comprise integrity of test results, e.g. signs of anxiety, signs of deteriorating health, not following instructions
- P6. Take appropriate action to correct behaviour
- P7. Record all environmental, health, emotional or other incidents that have occurred during the testing session that may impact test validity
- P8. Collect all test materials
- P9. Report any breaches of security, e.g. missing test materials, cheating
- P10. Secure test materials
- P11. Protect confidentiality of test information

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Testing principles and ethical use of tests
- K2. Legal rights of test takers
- K3. Confidentiality of test materials and test information

## Contextual Variables

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

- None

## Glossary & Key References

### Terms

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

- None

### Information Sources and Resources for Consideration

- Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.
- Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

## Context Rating Scales

### Criticality

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

- Moderate risk: CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum experience of administrating 10 different assessment tools in varying testing conditions.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- Test publisher testing guidelines

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

## 19.3 – Score, Interpret and Protect Confidentiality of Test Results

### Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions. CDPs ensure that test scoring, reporting and interpretation comply with test publishers' requirements. CDPs interpret results informed by the psychometric properties of the assessment, client characteristics that may impact the results, and the purpose of the assessment.

### Effective Performance

Competent career development professionals must be able to:

P1. Score test in line with test procedures

P2. Interpret results, considering:

- Technical documentation, e.g. limitations of test results, prescribed use and interpretation of scales, norm or comparison groups
- Psychometric characteristics, e.g. reliability, error of measurement, validity, fairness
- Purpose of the assessment and evaluation

P3. Protect confidentiality of results, for example:

- Obtain consent prior to releasing results to others
- Limit access to results
- Securely store results, e.g. encrypted data files
- Remove personal identifiers from databases of results used for research or other operational purposes

P4. Retain scores as prescribed by organizational or legal guidelines

P5. Report issues relevant to use and application of assessment and evaluation measure

## Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Testing principles and ethical use of tests

K2. Psychometrics and measurement, e.g. classical test theory

K3. Descriptive statistics, e.g. frequency distributions, measures of central tendency, measures of variation, indices of relationships

K4. Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating

K5. Reliability and measurement error

K6. Validity and meaning of test scores

K7. Fairness, e.g. ensuring test design, content and format do not result in biased test scores for particular groups

## Contextual Variables

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

— None

## Glossary & Key References

### Terms

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

— None

### Information Sources and Resources for Consideration

— Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.



- Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

## Context Rating Scales

### Criticality

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

- Moderate risk: CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum experience of scoring, interpreting 10 different assessment and evaluation tools as well as a minimum of one year experience in protecting test results.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

## COMPETENCY CATEGORY: CDP EXTENDED

## COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

## 19.4 – Report Assessment Results

### Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions, following professional and ethical standards regarding the use of assessment and evaluation results. CDPs are accountable for how the results will be used and the protection of client rights. Test results are communicated in a format that ensures client understanding of the meaning and interpretation of results, and how they can support career decisions. CDPs advise clients on the benefits and limitations of test results. Results are released only with the consent of the client or the client's legal representative, to persons qualified to interpret the data.

### Effective Performance

Competent career development professionals must be able to:

**P1. Explain results:**

- Use format relevant to context of assessment and client level of understanding
- Summarize results
- Describe norms, raw scores or derived score scales clearly, as applicable
- Explain how to use results to inform decisions, e.g. career decision, developmental needs

**P2. Advise client on benefits and limitations of test results and interpretations:**

- Benefits: provide insight on career interests which can better inform career decisions
- Limitations: results are based on self-reporting and may be limited by familiarity with career opportunities

**P3. Apply results to career development intervention:**

- Develop exploration strategies based on career interests identified in assessment
- Identify educational programs related to careers of choice

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Testing principles and ethical use of tests
- K2. Psychometrics and measurement, e.g. classical test theory
- K3. Descriptive statistics, e.g. frequency distributions, measures of central tendency, measures of variation, indices of relationships
- K4. Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating
- K5. Reliability and measurement error
- K6. Validity and meaning of test scores

## Contextual Variables

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

- None

## Glossary & Key References

### Terms

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

- None

### Information Sources and Resources for Consideration

- Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.

— Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

## Context Rating Scales

### Criticality

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

— Moderate risk: CRITICAL

### Frequency

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

— Routinely, regular course of procedure

### Level of Difficulty

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

— Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

— A career development professional requires a minimum experience of reporting assessment results to at least 40 clients with varying assessment needs.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

— None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

# 19.5 – Use Technology in Assessment and Evaluation

## Purpose & Context

Career Development Professionals (CDPs) use reputable technology in the selection, administration, scoring, and interpretation of assessment and evaluation results. CDPs adhere to professional and ethical principles of privacy and confidentiality.

## Effective Performance

Competent career development professionals must be able to:

**P1. Assess available technology-enabled assessment and evaluation tools, considering:**

- Test publisher's reputation
- Confidentiality of test results
- Security of data
- Accommodations available to meet needs of clients with disabilities

**P2. Select assessment and evaluation tools, considering:**

- Test purpose and context
- Psychometric properties, e.g. validity, reliability, fairness
- Client characteristics
- Accommodation options

**P3. Evaluate own qualifications to determine if qualified to administer and interpret results:**

- Contract administration and interpretation to qualified persons, where necessary

P4. Obtain informed consent, e.g. for use of assessment and evaluation tools, for use of results

P5. Select accommodations required, if appropriate

P6. Prepare for assessment and evaluation session:

- Verify technology works
- Select accommodations, as required

P7. Administer examination in compliance with test publisher's requirements

- Explain how to use the technology
- Verify mode of testing is appropriate
- Allow client time to practice
- Monitor assessment, as appropriate
  - Note any incident that may impact test results

P8. Verify results:

- Recognize unusual or unexpected results, e.g. pattern across scales, inconsistencies with information collected using other measures or interview findings
- Report results that appear erroneous to the testing publisher

P9. Interpret results, considering:

- Technical documentation, e.g. limitations of test results, prescribed use and interpretation of scales, norm or comparison groups
- Psychometric characteristics, e.g. reliability, error of measurement, validity, fairness
- Purpose of the assessment and evaluation

P10. Present results:

- Explain how to use results to inform decisions, e.g. career decision, developmental needs
- Describe norms, raw scores or derived score scales clearly, as applicable
- Advise client on benefits and limitations of test results and interpretations

**P11.** Protect confidentiality of results, as required:

- Comply with legislation and regulations, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

## Knowledge & Understanding

Competent career development professionals must know and understand:

**K1.** Testing practice in the context area, e.g. assessment and evaluation measures appropriate for vocational and career planning purposes

**K2.** Testing principles and ethical use of tests, such as:

- Test construction, administration, scoring and interpretation
- Psychometrics and measurement, e.g. classical test theory
- Descriptive statistics, e.g. frequency distributions, descriptive statistics characterizing the normal curve, measures of central tendency, measures of variation, indices of relationship
- Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating, cut scores
- Reliability and measurement error
- Validity and meaning of test scores
- Fairness

**K3.** Advantages and disadvantages of different types of assessment instruments, e.g. mental and physical ability tests, achievement tests:

- Knowledge
- Work sample or performance test

- Interest measures, e.g. career related interests
- Work and personal values measures
- Personality inventories, e.g. vocational-oriented or clinical
- Interviews
- Comprehensive career planning measures

K4. Legal rights of test takers

K5. Confidentiality of test materials and test information

K6. Descriptive statistics, e.g. frequency distributions, measures of central tendency, measures of variation, indices of relationships

K7. Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating

K8. Reliability and measurement error

K9. Validity and meaning of test scores

K10. Fairness, i.e. ensuring test design, content and format do not result in biased test scores for particular groups

## Contextual Variables

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

- Assessment and evaluation tools will be selected to meet the specific needs of each client.
- Administration and interpretation of results might be delegated to authorized individual as per test publisher guidelines.

## Glossary & Key References

### Terms

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

- None



## Information Sources and Resources for Consideration

- A Test-Taker's Guide to Technology-based Testing. International Test Commission, 2010.

## Context Rating Scales

### Criticality

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

- Moderate risk: CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum experience of reporting assessment results to at least 40 clients with varying assessment needs.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

## 20.1 – Promote Benefits of Career Development in Educational Settings

### Purpose & Context

Educators (e.g. K-12 teachers, career course facilitators, school administrators) play a vital role as career development professionals (CDPs) within the educational system. In their existing work delivering curriculum, supporting academic achievement, promoting mental health/wellness, and fostering student engagement, educators already integrate career development competencies (e.g. adaptability, critical thinking, problem solving) in their practice. As CDPs, educators link work, life, and learning to strengthening student success in the classroom and beyond.

### Effective Performance

Competent career development professionals must be able to:

- P1. Situate career and career development within the context of the classroom and educational system
- P2. Foster a holistic, lifelong, and critical approach to career development, for example:
  - Integrate work, life, and learning
  - Appreciate the complexity of careers and the world of work
  - Address common career development myths held by others, e.g. educators, families, students
- P3. Connect career development with student outcomes, for example:
  - Academic achievement
  - Student engagement
  - Mental health/wellness

- Life satisfaction/happiness
- Meaning/purpose in life
- Community contribution/involvement
- Relationships
- Coping skills

P4. Integrate relevant career concepts with educational frameworks, for example:

- CASEL's Social and Emotional Learning (SEL)
- CMEC's Pan-Canadian Global Competencies
- UN's Sustainable Development Goals

P5. Articulate the transferability of career-related skills, e.g. adaptability

P6. Infuse age- and grade-appropriate career development interventions into mental health/wellness lessons, activities, and discussions, and also mental health/wellness interventions into career development components, for example:

- Developing understanding of career-related demands and how those demands may act as stressors
- Reducing stress and developing career-related coping skills
- Providing information on mental health resources, making referrals where appropriate

P7. Link career development with mental health/wellness campaigns and community events

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Interpersonal and interviewing skills and strategies
- K2. Career development theories and frameworks

## Contextual Variables

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

- Mental health/wellness can still be a difficult subject amongst many individuals and communities and therefore CDPs may experience barriers in effective implementation

## Glossary & Key References

### Terms

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

- **Educators:** Represent a diverse group of professionals involved in the education system at all levels, grades, and ages. Educators comprise K-12 and post-secondary classroom teachers/instructors, early-childhood educators, career-related course facilitators, school administrators, and curriculum/program developers. Although the scope of their role as CDPs will vary depending on their specific context, all educators play an important role in the career development of students.

### Information Sources and Resources for Consideration

- Social and Emotional Learning <https://casel.org/what-is-sel/>
- Global Competencies [https://www.cmec.ca/682/Global\\_Competencies.html](https://www.cmec.ca/682/Global_Competencies.html)
- Sustainable Developmental Goals <https://sdgs.un.org/goals>

## Context Rating Scales

### Criticality

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

- Severe risk: EXTREMELY CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum of one year of experience as an educator and varied experiences in applying a career lens in their education practice.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

## COMPETENCY CATEGORY: CDP EXTENDED

## COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

## 20.2 – Mobilize Career Influencers

### Purpose & Context

Career development professionals (CDPs), who are educators (see 20.1), recognize the importance of engaging a diverse set of career influencers (e.g. teachers, families, elders, coaches/mentors, peers, employers) in students' career development from early years to post-secondary, and beyond. As CDPs, educators are career influencers themselves within the classroom and educational system more broadly. They shape students' understanding of career and career development, and engage a network of career influencers to support students in work, life, and learning.

### Effective Performance

Competent career development professionals must be able to:

- P1. Identify relevant “career influencers,” i.e. community members who influence students' understanding of career and career development. Examples of “influencers” may include but are not limited to:
  - Teachers
  - Other school staff, e.g. janitors, office secretaries, resource room aides
  - Families
  - Elders
  - Coaches and mentors
  - Peers
  - Employers
  - Spiritual leaders and advisors
- P2. Foster relationships with career influencers which inform and support career development using varied methods, such as:

- In-person, e.g. classroom visit, open house, parent-teacher conference, after-school event, career fair, show-and-tell, meet-and-greet, informational interview, work-site/office visit, field trip
- Technology-based, e.g. school website, email correspondence, social media, webinar
- Written communication, e.g. newsletter, take-home notice/reminder

**P3. Support career influencers to gain understanding of career and career development within schools and the educational system, for example:**

- Provide career development resources and guidance on how career influencers can support career development through effective career conversations with students
- Use formal structures such as school-based reporting systems and/or parent-teacher conferences to promote career concepts and principles
- Use a web portal dedicated to communicating how the school supports age- and grade-appropriate career development
- Use social media to communicate career ideas and/or events
- Hold information sessions on career topics, e.g. supporting early year career exploration at home, understanding the link between career development and mental health/wellness, having career conversations with children

**P4. Create opportunities for career influencers to participate in career development activities, for example:**

- Provide opportunities for community members to share their career experience within the classroom
- Invite families to attend school-based, career-related events with students
- Arrange for peers to share work, life, and learning tips and strategies for success
- Co-facilitate a lesson with employers, elders, or coaches/mentors
- Establish a network of career influencers who represent diverse occupations to form a Human Library

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Strategies for involving others in career development activities and programs

## Contextual Variables

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

- Ease of obtaining and maintaining engagement is impacted by a variety of factors, e.g. scheduling conflicts, lack of transportation, previous negative experiences with the school, language barriers, lack of financial support.
- Career influencers often do not even recognize that they are career influencers, and may need to be shown the impact they have on the career trajectories of the students they interact with. Assessment and evaluation tools will be selected to meet the specific needs of each client.

## Glossary & Key References

### Terms

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

- **Career Influencer:** any community member who has an influence on a student's understanding of career and career development.
- **Human Library:** A metaphor for a local network of community members, including family members, representing diverse roles and occupations; these contacts are like the resources in a library. Students can “check-out” several resources to find out more about community members' roles, work and local employment opportunities.

### Information Sources and Resources for Consideration

- Community-connected experiential learning. A policy framework for Ontario schools, kindergarten to grade 12. winter 2016 accessed January 24th, 2020  
<https://oce.ca/wp-content/uploads/2017/08/CCEL-Document.pdf>



## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum of one year of experience as an educator and varied experiences in collaborating with families of students.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

## COMPETENCY CATEGORY: CDP EXTENDED

## COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

## 20.3 – Integrate Career Development Across Curriculum

### Purpose & Context

Educators, as career development professionals (CDPs), translate career curriculum into age- and grade-appropriate lessons, activities, and discussions. As CDPs, educators may also work with others to develop cross-curriculum materials and strategies focused on integrating work, life, and learning competencies to support student success in the classroom and beyond.

### Effective Performance

Competent career development professionals must be able to:

**P1. Facilitate age- and grade-appropriate career curriculum, for example:**

- Support early year career development, e.g. fostering creativity, curiosity, resilience, and autonomy; building positive relationships within the community; exploring hopes and dreams
- Promote career awareness in elementary schools, e.g. exploring roles/opportunities in the community; developing a sense of personal skills/competence; facilitating opportunities to contribute at school, at home, and/or within the community
- Explore career possibilities in middle schools, e.g. providing opportunities to recognize skills, strengths, and interests, and develop new ones; expanding options/possibilities; developing transferrable skills
- Prepare for post-secondary studies and/or work search to support career aspirations, e.g. crafting plans to achieve academic, employment, and/or community engagement goals; cultivating a positive work attitude and ethic
- Support post-secondary success, e.g. facilitating school-to-work transitions; integrating academic courses with work opportunities (work-integrated

learning/internships); providing career services and supports such as resume writing workshops, academic advising

P2. Identify opportunities to integrate career concepts across curriculum content areas:

- Identify outcomes across content areas in a specific grade level that align with building occupational and career awareness
- Identify career influencers who are connected to those content areas and/or working in a range of occupations related to those content areas

P3. Access a career development community of practice:

- Engage with members of the school and the broader community, e.g. share information, invite feedback, facilitate discussion
- Co-create plans of action

P4. Develop learning activities or resources which connect work, life, and learning.

Examples include, but are not limited to::

- Classroom discussions on career-related topics, e.g. labour market information, gig economy, globalization, work disruption
- Guest speakers, e.g. professionals sharing personal experience and career paths
- Field activities, e.g. worksite visits, on-site observation
- Experiential learning, e.g. volunteering, part-time work, community service, internships, classroom exercises that replicate real work tasks
- Research assignments, e.g. identifying occupations using knowledge covered in the classroom, relate content to occupation-specific tasks, identify educational requirements for selected occupations
- Career-related assignments, e.g. develop a business plan, market a product, prepare an environmental scan of occupations within a service or organization
- Career exploration games, e.g. board games, online simulations

- Career exploration diary, e.g. student records own experiences, career learnings, reflections, process of career planning

**P5.** Support a learner-centred approach. Examples may include:

- Infuse principles of equity, diversity, and inclusion
- Attend to accessibility considerations
- Apply principles of universal design for learning (UDL)

**P6.** Support the implementation of the career curriculum. Examples include:

- Liaise between staff and subject matter experts
- Deliver information sessions, as required
- Deliver training sessions, as required

**P7.** Evaluate impact on career awareness. Examples include:

- Conduct student awareness surveys
- Document frequency and breadth of student experiences
- Record numbers of students participating in career activities

**P8.** Revise promotion of career awareness across curriculum, as required

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Provincially prescribed curriculum components, e.g. document organization, curriculum outcomes, skills frameworks, achievement indicators, assessment and evaluation
- K2. Scaffolding of learning in outcome-based early years, K-12, and post-secondary programs of studies
- K3. Experiential learning programs and opportunities, e.g. curricular, co-curricular, and extra-curricular
- K4. Key career development concepts, e.g. labour market information, gig economy, globalization, work disruption
- K5. Community resources
- K6. Characteristics of students with exceptional needs
- K7. Education system supports and resources available to students
- K8. Cross-curriculum career awareness strategies

## Contextual Variables

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

- Integrating career awareness across curriculum presents challenges and opportunities. Strategies should be developed at all program levels in collaboration with all staff.
- Community engagement is critical for successful cross-curriculum initiatives.

## Glossary & Key References

### Terms

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

- **Universal Design for Learning (UDL):** a framework offering insights into how humans learn and providing guidance for providing multiple means of engagement

(why we learn), representation (what we learn), and action and expression (how we learn).

- **Work-integrated learning:** a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting (also known as "co-operative education").

## Information Sources and Resources for Consideration

- CAST (n.d.). About universal design for learning.  
<https://www.cast.org/impact/universal-design-for-learning-udl>
- Comprehensive Guidance and Counselling Program: Supporting Student Success. 2007. Revised updated 2010. Nova Scotia. Department of Education. Student Services. ISBN: 1-55457-078-6
- Standards of Practice for Guidance Counsellors, 2014 Department of Education Newfoundland and Labrador
- Sultana, R. G. (2018). Enhancing the quality of career guidance in secondary schools: A handbook. University of Malta: Malta. ISBN 978-88-940328-0-2 accessed <http://myfutureproject.eu/>

## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum of one year of experience as an educator and varied experiences in collaborating with families of students.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

## 20.4 – Facilitate Experiential Learning Opportunities

### Purpose & Context

Educators, as career development professionals (CDPs), support the integration of experiential learning opportunities (e.g. mentoring, job shadowing, work-integrated learning, apprenticeship) within the classroom and educational system. Experiential learning provides students with opportunities to connect academic studies with quality experiences within workplaces or other practical settings. These experiences enhance employability, strengthen personal agency, and foster lifelong learning skills and attitudes.

As CDPs, educators may work with community/industry partners (e.g. employers) to develop, implement, and/or evaluate experiential learning opportunities.

### Effective Performance

Competent career development professionals must be able to:

- P1. Identify relevant community/industry partners, e.g. employers
- P2. Explain experiential learning principles, for example:
  - Learning by doing
  - Reflecting on experiences
  - Enhance relevance by connecting classroom knowledge with real-world situations
  - Roles and responsibilities of school representative, students, and community/industry partners
  - Key success factors, e.g. skill development, personal agency, and confidence
  - Enhance employability by contributing to personal portfolios



**P3. Identify age- and grade-appropriate forms of experiential learning, for example:**

- Mentor/buddy programs
- Field trips
- Simulations
- Volunteering
- Short-term work experiences
- Job shadowing
- Apprenticeships
- Industry projects
- Supervised paid in-person or virtual work experience
- Work-integrated learning

**P4. Define parameters of experiential learning, for example:**

- Location and duration
- Contact information for community/industry partner, school representative, and student
- Pre-requisites, e.g. criminal records check, WHMIS, safe food handling
- Learning outcomes, objectives, and activities
- Resource requirements, e.g. financial, technology, equipment, transportation
- Accommodation requirements
- Health and safety measures, e.g. health and safety policies and procedures, personal safety equipment, reporting accidents or unsafe practices, health and safety insurance
- Supervision and reporting procedures

**P5. Prepare for the experiential learning, for example:**

- Collaboratively develop personal learning plans
- Outline contextual factors, e.g. unionized workplace setting,
- Develop experiential learning agreement, e.g. informed consent, parent/guardian permission slips
- Identify performance measure(s)
- Develop evaluation strategy, e.g. lessons learned, challenges, solutions, recommendations

P6. Support student and community/industry partner during experiential learning

P7. Evaluate experiential learning outcomes for student and community/industry partner

P8. Recognize contribution of community partner, e.g. public acknowledgement

P9. Recognize learning, e.g. formal education credits, certificate of completion

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Experiential learning program management and administration, e.g. policies and procedures, roles and responsibilities, program coordination
- K2. Experiential learning principles
- K3. Benefits of experiential learning
- K4. Forms of experiential learning
- K5. Principles of risk assessment

## Contextual Variables

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

- Community engagement is critical to provide a range of experiential learning opportunities. The number of community and business resources available in the community will impact the range of experiences available to students

## Glossary & Key References

### Terms

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

- **Job shadowing:** training that provides a student with opportunities to learn work activities by observing an experienced worker performing on the job.
- **Work-integrated learning:** a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting (also known as “co-operative education”)

### Information Sources and Resources for Consideration

- Community-connected experiential learning. A policy framework for Ontario schools, kindergarten to grade 12. winter 2016 accessed January 24th, 2020  
<https://oce.ca/wp-content/uploads/2017/08/CCEL-Document.pdf>
- Co-operative Education and Work-Integrated Learning Canada.  
<https://cewilcanada.ca/>

## Context Rating Scales

### Criticality

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

- High probability of risk: VERY CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum of one year of experience as an educator as well as varied opportunities to engage with community and industry stakeholders.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

## 20.5 – Design and Implement Career Program(s)

### Purpose & Context

Educators, as career development professionals (CDPs), may design and implement comprehensive career programs to provide opportunities for students to set and achieve age- and grade-appropriate goals pertaining to living, learning, and working. As CDPs, educators recognize the importance of creating and delivering inclusive career development programming using a wide range of styles, media, and format. CDPs work with all students in an equitable career program.

### Effective Performance

Competent career development professionals must be able to:

- P1. Locate and review provincially mandated curriculum, where available
- P2. Engage career influencers and other stakeholders either formally, e.g. Advisory Committee, or informally in discussion
- P3. Assess needs
  - Identify where career content in current curricular and extracurricular program is lacking in depth/scope or missing entirely
  - Determine the level of career awareness of key stakeholders
  - Identify the level of community and partnership engagement in career service delivery
  - Research labour market trends
- P4. Establish priority areas, for example:

- Develop recommendations to Improve staffing, e.g. student/guidance counsellor or career education teacher ratio, grade- or industry-specific career specialists, training of guidance counsellors and career educators
- Develop age- and grade-appropriate career interventions, activities, or resources, e.g. cross-curriculum career integration, experiential learning
- Build engagement of parents/guardians
- Create partnerships with external parties, e.g. industry/community partners, businesses, trade officials, alumni
- Develop or provide access to resources that support educators' implementation of career programs, e.g. career exploration sites such as CHOICES/Xello, comprehensive career planning sites such as Blueprint
- Develop a career resource centre, e.g. self-help services, labour market information, occupational profiles
- Establish youth internship programs
- Develop school-to-work transition programs

P5. Identify priority activities to reach goals, for example:

- Curricular and extracurricular programs
- One-on-one guidance services
- Career resource centre
- Individual personalized career plans
- Work-integrated learning programs
- Experiential learning
- Community involvement
- Volunteering
- Part-time employment
- Career workshops

- Career fairs
- Mentoring program
- Human library

P6. Develop key performance indicators, for example:

- Number of partnerships with community stakeholders
- Number of completed individualized career plans
- Number of students who achieve an experiential learning credit or credential
- Number of grade 10 students who completed at least 2 career exploration activities
- Number of grade 11 students who can identify three key people in their support network, and how these people can provide support
- Number of grade 12 students who can identify 3 facts they've learned about financial planning and how these relate to their career pathway planning
- Learning maps, that document student plans
- Portfolio presentations, to provide evidence of breadth and depth of career planning

P7. Formulate operating requirements, e.g. budget, facilities, services, supplies, equipment, technology, staff support

P8. Develop program services, e.g. individual services, group activities, career fairs, volunteer fairs, career centre

P9. Implement program:

- Develop an action plan
- Allocate resources, e.g. people, equipment, materials, financial resources
- Establish a schedule for progress reviews
- Prepare reports, e.g. progress reports, quarterly results, final report

P10. Monitor implementation, for example:

- Track participation in experiential learning opportunities
- Assess level of involvement of career influencers, e.g. families, teachers, students, community/industry partners

P11. Measure program effectiveness using developed indicators, for example:

- Program's impact on career decisions
- Student participation in career exploration and planning process
- Surveys of graduates

P12. Revise program based on feedback from developed indicators

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. School counselling theory and techniques
- K2. Community resources
- K3. Characteristics of students, e.g. exceptional needs, special needs
- K4. Education system, e.g. educational supports and resources available for students



## Contextual Variables

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

- Level of support required, and offered, by stakeholders may vary, e.g. school administrator, staff members, parents, students, community, business stakeholders

## Glossary & Key References

### Terms

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

- **Career guidance:** career services included in educational program.
- **Human Library:** A metaphor for a local network of community members, including family members, representing diverse roles and occupations; these contacts are like resources in a library. Students can “check-out” several resources to find out more about community members’ roles, work, and local employment opportunities.

### Information Sources and Resources for Consideration

- Comprehensive Guidance and Counselling Program: Supporting Student Success. 2007. Revised updated 2010. Nova Scotia. Department of Education. Student Services. ISBN: 1-55457-078-6
- Standards of Practice for Guidance Counsellors, 2014 Department of Education Newfoundland and Labrador
- Reddy, L., Rauschenberger, J., Hurt, P. and Bray, J. Transforming Career Counselling: Bridging School to Career in the Workforce of the Future. Manufacturing Skills Standards Council (MSSC). April 2015. [sme.org](http://sme.org), [MSSCUSA.org](http://MSSCUSA.org)
- Ministry of Education Ontario. Creating pathways to success: an education and career/life planning program for Ontario schools: Policy and Program requirements, kindergarten to Grade 12. 2013  
<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Circumstantially, e.g. per project, when a specific event arises

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum of one year experience as a career guidance counsellor.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER MANAGEMENT

# 21.1 – Optimize Workforce Development

## Purpose & Context

Career Development Professionals (CDPs) help employers design workforce development strategies to meet organizational and employee needs.

## Effective Performance

Competent career development professionals must be able to:

### P1. Perform workforce planning:

- Review documentation, e.g. business plans, organizational goals, workforce planning strategies, emerging skill requirements, organizational chart
- Identify organizational needs, e.g. vacant positions, new position, requirements of new business
- Identify skill inventory, e.g. assess skills of current workforce
- Prepare strategies to address gaps, e.g. training, recruitment

### P2. Develop policies to optimize employee mobility, such as:

- Seek internal candidates to fill vacant positions
- Identify development needs
- Allocate resources for training and development
- Promote horizontal, lateral, vertical mobility

### P3. Formulate workforce development strategies, for example:

- Engage in career discussions, e.g. create opportunities to discuss and explore career interests
- Create developmental opportunities, e.g. cross-functional team assignments, secondments, job rotations, mentoring, coaching
- Provide career management resources, e.g. online self-assessments, access to job descriptions, internal job fairs, learning resources, self-management career tools

**P4. Implement workforce development strategies:**

- Develop communication strategy
- Deliver training
- Develop resources

**P5. Evaluate effectiveness of strategies using established indicators, such as:**

- Number of vacancies filled by internal candidates
- Employee retention

**P6. Recommend adjustments, as appropriate**

## Knowledge & Understanding

Competent career development professionals must know and understand:

**K1. Human resources management**

**K2. Performance management**

## Contextual Variables

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

- Type and size of organization will impact complexity of workforce development needs.

## Glossary & Key References

### Terms

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

- None

### Information Sources and Resources for Consideration

- None

## Context Rating Scales

### Criticality

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

- Minimal risk: SOMEWHAT CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- To become fully proficient, a career development should support at least 5 organizations of varied size in developing a competency-based talent management model.

### Autonomy

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

### Automation

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

### Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER MANAGEMENT

## 21.2 – Support Employee Mobility within the Organization

### Purpose & Context

Career Development Professionals (CDPs) support employee mobility to create an agile organization. CDPs promote multidirectional career pathways to build employee engagement.

### Effective Performance

Competent career development professionals must be able to:

P1. Assess performance against current job requirements, for example:

- Employee self-assessment
- Supervisor's assessment
- Performance discussion between employee and supervisor, e.g. key strengths
- Areas of improvement
- Individualized development plan (IDP) to close gaps and build on strengths

P2. Discuss career aspirations and goals, for example:

- Explore multi-directional career paths
- Identify career path of choice

P3. Assess employee:

- Determine gaps between competencies, experience and qualifications and target job requirements

P4. Develop individualized development plan (IDP), for example:

- Prioritize areas of development
- Identify development strategies, e.g. assignments, training courses, coaching
- Develop action plan:
  - Prioritize areas of development
  - Select developmental strategies, e.g. assignment, training courses, coaching
  - Identify resources and supports required
  - Set milestones and timelines, e.g. daily, weekly, monthly

**P5. Provide support and guidance:**

- Track progress and results

## Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Human resources management e.g. recruitment, selection, performance management, training and development, succession management**



## Contextual Variables

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

- None

## Glossary & Key References

### Terms

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

- **Talent mobility:** proactively moving employees throughout the organization to apply their skills, talents, and competencies where they are most needed.
- **Individual development plan (IDP):** tool used to document and track progress towards achievement of individual career goals. It includes the identification of personal goals, assessment results and action plan to develop competencies required for successful performance

### Information Sources and Resources for Consideration

- None

## Context Rating Scales

### Criticality

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

- No risk, no consequence: NOT CRITICAL

### Frequency

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

- Routinely, regular course of procedure

### Level of Difficulty

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

- Moderate difficulty or complexity

### Time Required to Gain Proficiency

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

- A career development professional requires a minimum experience of working with at least 40 different clients.

### Autonomy

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

### Automation

- It is **somewhat unlikely** that this competency will automate.

### Requisite Work Aids, Tools, Equipment or Materials

- None