

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: EMPLOYER OUTREACH AND RELATIONS

22.1 – Work with Employers to Create Job Opportunities

Purpose & Context

Career Development Professionals (CDPs) work with employers and other community stakeholders to create employment opportunities for clients.

Effective Performance

Competent career development professionals must be able to:

P1. Identify local labour market needs, for example:

- Review labour market information
- Attend business and industry events, e.g. conferences, job fairs, employer-related networking opportunities
- Consult professional network, e.g. HR, health professionals, educators, trainers
- Meet community service organizations, e.g. settlement agencies, associations
- Sign up for employment-related news alerts, e.g. construction of new infrastructure, anticipated hiring for new retail warehouse
- Contact prospective employers to inquire about work and experiential learning opportunities
- Meet with employers to identify skill shortages

P2. Identify gaps in community services that prevent access to work, e.g. transportation service, daycare, medical support

P3. Work with community associations to address gaps in services

P4. Identify list of potential employers best matched to client profiles

P5. Meet with employers to present service offerings, such as:

- Assistance in workforce planning, e.g. help develop recruitment and selection strategies, estimate future skills demand, assess current capacity, conduct job analysis, identify job requirements
- Development of new employment opportunities and innovative employment options, in alignment with provincial, territorial and federal law, e.g. internships, volunteer work experiences, on-the-job coaching, customized training and development, job shadowing
- Information sharing on government-funded services and programs, e.g. wage subsidy, employment training, adaptive and assistive technologies, tools and equipment, job crisis intervention services
- Support recruitment and selection efforts, e.g. select clients best fit for work requirements from database
- Ongoing support of referred clients, e.g. job maintenance strategies, support on issues and challenges during employment

P6. Develop service agreement

P7. Initiate contact between client and employer, e.g. schedule a pre-interview meeting

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Workforce planning, e.g. key principles, tools and resources

K2. Labour market requirements and trends

K3. Legislation and regulations relevant to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act, Employment Standards, Occupational Health and Safety

Contextual Variables

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

- Depending on their local situation, CDPs may build many relationships with potential employers or work closely with a small number of key employers

Glossary & Key References

Terms

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

- **Workforce planning:** identification of workforce needs and strategies to meet business objectives.

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 career development professional requires a minimum experience of working with at least 40 different employers to develop work opportunities for clients.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: EMPLOYER OUTREACH AND RELATIONS

22.2 – Support Employers in Development of Recruitment and Selection Strategies

Purpose & Context

Career Development Professionals (CDPs) provide guidance to employers on recruitment and selection strategies to support a diverse and inclusive workplace. CDPs establish long-term relationships with employers across industries, assisting them in defining work requirements, supporting recruitment and selection strategies, and searching candidate databases to identify candidates best suited to job requirements.

Effective Performance

Competent career development professionals must be able to:

- P1. Meet employers to identify current and future workforce needs
- P2. Promote benefits of diverse and inclusive workforce, e.g. creates innovation, increased productivity, increased talent pool, decreased turnover, increased employee engagement
- P3. Work with employer to create a workplace free from discrimination, e.g. HR policies, workplace accommodations
- P4. Assist employer in defining work requirements free of unintended barriers, for example:
 - Develop job descriptions
 - Identify possible barriers to employment specific to the organization
 - Develop pre-employment and integration of new employee strategies to address barriers, e.g. on-the-job training, partnering with educational institutions to deliver literacy, numeracy and technical training

- Review job descriptions to remove unintended barriers, i.e. identify only essential requirements for selection

P5. Discuss employment strategies for a more diverse and inclusive workforce, e.g. part-time, full-time, volunteer experience, internship, job sharing

P6. Provide employer assistance in recruitment, e.g. search database, work with other community stakeholders, provide referrals, access networks

P7. Recommend recruitment strategies to increase number of applicants, for example:

- Build accessible website, e.g. assistive technologies such as screen reader software, screen magnification, speech recognition
- Promote diverse and inclusive workplace
- Use inclusive job advertising

P8. Support implementation of selection process, for example:

- Identification of selection criteria
- Development of selection assessment grid, e.g. assessment tool for each criterion
- Development of assessment tools, as required
- Screening applicants
- Administering assessment
- Scoring assessment
- Reporting results
- Debriefing applicants

P9. Support negotiation of agreement, e.g. contractual, placement, such as:

- Work arrangements, e.g. work hours, working conditions, accommodations
- Support services, e.g. address performance issues, resolve conflicts

P10. Provide support to employers and employees throughout recruitment and selection process

Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Employment laws and regulations relevant to recruitment and selection
- K2. Human rights, specifically in relation to employment applications, hiring practices, discrimination, duty to accommodate and harassment, principles of diversity and equity, employment equity
- K3. Occupational Health & Safety Act, WHMIS, first aid, reporting requirements for injury/illness
- K4. Advanced knowledge of key issues impacting recruitment, selection, training and development, HR planning, compensation, retention
- K5. Website trends, e.g. mobile optimization, simplification of process to submit résumé
- K6. Human resource management key concepts, e.g. workforce planning, performance management, training and development, compensation and rewards, engagement and retention

Contextual Variables

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

- A career development professional requires a minimum experience of supporting at least 40 different employers in the development of recruitment and selection strategies.

Glossary & Key References

Terms

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

- **Recruitment:** overall process for identifying ideal job applicants, determining the time period for the recruitment activities, determining the key location and tools to advertise the jobs and elaborating the details of the recruitment process (who, where, when, how).
- **Selection:** overall process for identifying the key criteria that will be used to identify the best applicant, selecting the most effective assessment strategy for those criteria, administering and scoring the assessment, and determining the ideal candidate for the job.
- **Selection criteria:** the key qualifications that will be used to assess candidates.
- **Inclusive job advertisement:** approach to optimize recruitment of a diverse workforce, including using non-traditional approaches to sourcing potential applicants, focusing on bona fide requirements, using gender-neutral language, removing 'years of experience', eliminating jargon, offering flexible working schedule

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

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: EMPLOYER OUTREACH AND RELATIONS

22.3 – Support Employers in Development of Recruitment and Selection Strategies

Purpose & Context

Career Development Professionals (CDPs) provide support to employers to create a workplace environment that will foster engagement and retention. CDPs work with employers to ensure human resource practices are designed to reduce turnover, improve employee satisfaction, and contribute to organizational success.

CDPs also work with employees to address any challenges that arise during employment.

Effective Performance

Competent career development professionals must be able to:

P1. Inform employee and employer of respective rights and responsibilities

P2. Inform employer on how to build employee engagement, for example:

- Advise on implementation of HR best practices, e.g. selection and recruitment, training and development, health safety and wellness, succession planning, performance management
- Offer solutions on how to create a diverse and inclusive work environment, e.g. flexible work arrangements, assistive technology, job redesign, (re)-training, coaching and mentoring, workplace redesign

P3. Inform employee on strategies to keep the job once hired:

- Determine human resources policies in place
- Follow human resource policies and procedures, e.g. attendance, dress code, hours of work, holidays

- Plan and organize work activities
- Ask questions to clarify understanding
- Seek feedback on how to improve behavior
- Find opportunities for growth and development
- Respect others, e.g. avoid gossiping, avoid spreading rumours
- Look for opportunities to help others

P4. Recognize challenges that arise during employment, such as:

- Employee-related, for example:
 - Absenteeism
 - Reduced productivity
 - Substance abuse
 - Unprofessional appearance
 - Problems with interpersonal relationships
 - Workplace accidents due to negligence
 - Excessive use of sick days
- Employer-related, for example:
 - Unpaid wages
 - Occupational health and safety violations
 - Harassment
 - Discrimination
 - Regulatory non-compliance

P5. Negotiate solutions to address challenges, for example:

- Assist employees in finding affordable childcare

- Procure support aids
- Retrain or move employee to a different position
- Modify employee schedule
- Advise on legal issues, e.g. duty to accommodate
- Provide guidance on performance and attendance issues
- Recommend workspace adaptation, e.g. equipment, lighting

P6. Provide ongoing support to employers and employees throughout employment

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Employment laws and regulations

K2. Human rights as they apply to, for example:

- Practices
- Discrimination
- Duty to accommodate
- Harassment
- Principles of diversity and equity
- Personal information and Electronic Documents Act (PIPEDA)
- Employment equity

K3. Human resource management key concepts, e.g. workforce planning, performance management, training and development, compensation and rewards, engagement and retention

Contextual Variables

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

- Employers may be eligible for government aid in adjusting their workplace, depending on provincial and/or municipal legislation.

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?

- A career development professional requires a minimum experience of working with at least 40 different employers and clients to develop job maintenance strategies.

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.1 – Assess Labour Market Needs

Purpose & Context

Career Development Professionals (CDPs) participate in labour market needs assessment in a specific city or region to identify labour market challenges, develop and update labour market information, and increase awareness and access to labour market information. CDPs work with stakeholders committed to the economic and social growth of the community.

Effective Performance

Competent career development professionals must be able to:

P1. Create a labour market strategy working group, including, for example:

- Business leaders
- Employers
- Community groups
- Agencies
- Associations
- Government
- Education and training providers

P2. Define roles and responsibilities

P3. Develop labour market goals

P4. Identify information and data to be collected, such as:

- Demographics, e.g. age, population trends, immigration trends, education trends

- Characteristics of local labour pool and employment, e.g. unemployment levels, participation
- Type of work, e.g. occupation, industry
- Tools and resources to connect people to jobs, e.g. training supports
- Workforce challenges and opportunities, e.g. labour shortages, credential recognition, automation, funding for increasing skills and job readiness

P5. Collect information and data using range of methods, e.g. surveys, interviews, focus groups

P6. Analyze information, e.g. compile statistics, integrate information from various sources, develop key recommendations to address employability issues

P7. Seek feedback on research findings, for example:

- Design conversations around the discovery of assets, gifts, abilities and resources of the community
- Use focus groups, surveys, telephone interviews and meetings with elders, employers, management, and clients

P8. Finalize report, e.g. integrate feedback from consultations

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Community needs analysis process

K2. Data collection methods

K3. Data sources, for example:

- Statistics Canada, e.g. census, labour force survey, annual migration estimates, population estimates, business counts
- Emsi dataset, e.g. Canadian occupational projection system, post-secondary information system
- Other, e.g. municipality data, Immigration, Refugees and Citizenship Canada

Contextual Variables

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

- The role of the CDPs will vary depending on the resources available in the community to participate in the community needs assessment.

Glossary & Key References

Terms

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

- **Community labour market needs assessment:** gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
- **Community labour market plans:** document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs.

Information Sources and Resources for Consideration

- Ottawa Community Labour Market Plan. 2018. Accessed January 23rd, 2020.
<https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf>
- Emsi labour market data knowledge base for Canada. Accessed January 30th, 2020
<https://www.economicmodeling.com/2015/10/27/introducing-the-ems-knowledge-base-for-canada/>

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 at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

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

- Inventory of referral resources
- Inventory of employers within the community

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.2 – Develop Labour Market Action Plan

Purpose & Context

Career Development Professionals (CDPs) participate in development of labour market action plans to address workforce challenges.

Effective Performance

Competent career development professionals must be able to:

- P1. Analyze labour market needs assessment findings
- P2. Set economic, social, educational and employment strategic goals, for example:
 - Improve productivity and competitiveness
 - Improve quality of employment
 - Grow diverse and inclusive workforce
- P3. Develop strategies to achieve stated goals, in areas such as:
 - Immigration
 - Recruitment and retention
 - Skills development
 - Trades training
- P4. Develop action plan, for example:
 - Identify outcome metrics
 - Define critical activities and timelines

- Identify resources
- Develop contingency plans
- Develop evaluation methodologies

P5. Submit document for review by stakeholders

P6. Finalize action plan using feedback from consultation

Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Human resources management, e.g. recruitment, training, staff retention
- K2. Factors that influence recruitment and retention
- K3. Community-based supports for employees and employers

Contextual Variables

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

- The role of the CDPs will vary depending on the resources available for the community to participate in the community needs assessment.

Glossary & Key References

Terms

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

- **Community labour market needs assessment:** gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
- **Community labour market plans:** document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs.

Information Sources and Resources for Consideration

- Ottawa Community Labour Market Plan. 2018. Accessed January 23rd, 2020.
<https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf>

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 career development professional requires at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.3 – Implement Labour Market Action Plan

Purpose & Context

Career Development Professionals (CDPs) work with community and employment stakeholders to support the successful implementation of labour market action plans. Successful collaboration between CDPs and community partners helps communities work toward achieving long term goals, leveraging partnerships to enhance economic development.

Effective Performance

Competent career development professionals must be able to:

P1. Present components of action plan, such as:

- Employment and training programs, e.g. short- and long-term
- Service delivery, e.g. eligibility, privacy
- Career services, e.g. job search, résumé preparation, employment support, job maintenance
- Planning and coordination, e.g. intake and referral
- Financial supports, e.g. employer financial supports, participant employment and training

P2. Delegate activities

P3. Develop communication strategy

P4. Establish a schedule for progress reviews, e.g. monthly, quarterly, end of year

P5. Prepare reports, e.g. progress reports, quarterly results, final report

P6. Share knowledge and expertise throughout the implementation process, as necessary

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Community Labour Market Plan

K2. Community resources

Contextual Variables

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

- The role of the CDPs will vary depending on the resources available for the community to participate in the community needs assessment.

Glossary & Key References

Terms

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

- **Community labour market needs assessment:** gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
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<https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf>

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 career development professional requires at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.4 – Evaluate Labour Market Action Plan

Purpose & Context

Career Development Professionals (CDPs) work with community partners to evaluate the implementation of the labour market action plan.

Effective Performance

Competent career development professionals must be able to:

P1. Identify evaluation criteria:

- Target group engagement, e.g. use of services by specific population
- Employer engagement, e.g. creation of partnerships, collaboration with community and service providers
- Delivery of program, e.g. timeliness, accessibility, transportation
- Simplification of policy framework, e.g. reduction of eligibility restrictions
- Program administration cost

P2. Select evaluation tools, e.g. surveys, interviews, data collection and analysis

P3. Collect data

P4. Analyze information

P5. Write report to document findings

P6. Disseminate findings

Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Evaluation tools and methods

Contextual Variables

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

- The role of the CDPs will vary depending on the resources available for the community to participate in the community needs assessment.

Glossary & Key References

Terms

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

- **Community labour market needs assessment:** gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
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Information Sources and Resources for Consideration

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<https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.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 at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.1 – Contribute to the Development of Public Policy

Purpose & Context

Career Development Professionals (CDPs) participate in the development of public policies to guide decisions and achieve better outcomes for their clients. Policy development is an iterative process that involves collaboration with stakeholders and influencers.

CDPs have a unique position in the community, working with and for multiple stakeholders. CDPs are aware of the impact of changing economic, social, and political factors on access to employment, education and social services. Matters such as poverty and unemployment, community capacity building, changing work patterns, increased scrutiny on measuring impacts of programs used, and much more are all informed by public policy and programs that CDPs may be able to influence.

Effective Performance

Competent career development professionals must be able to:

P1. Identify subject or problem to be addressed

P2. Conduct situational assessment, for example:

- Conduct literature review:
 - Produce summary of previous research on topic
 - Identify how policy decisions have resolved similar issues
- Gather data on public opinion, e.g. survey, petition
- Gather information on different viewpoints from interest groups, e.g. hold public consultation
- Identify factors contributing to the issue, e.g. political, economic, sociocultural

- Analyze existing policy, regulation, or legislation, where applicable
- Determine possible social and economic costs of current situation
- Determine possible social and economic outcomes of addressing situation
 - Identify influencers, e.g. potential allies and opponents of the policy effort

P3. Summarize policy issue, for example:

- State problem
- Describe current situation
- Summarize considerations
- Describe options
- Make recommendations
- Generate policy solutions, e.g. laws and ordinances, regulatory policies, executive order, business policies, organizational rules and bylaws
- Provide comparative information, best practices

P4. Draft policy, considering:

- Background statement, e.g. historical context, context, research outcomes
- Policy Title
- Operation of policy, e.g. planning, management and operational activities
- Statement of intent and scope
- Policy objectives
- Procedures on how to carry out the intent of the policy
- Plan for maintenance and periodic review of policy
- Related policies, procedures, documents

P5. Seek input on draft policy:

- Consult stakeholders
- Get opinion from subject matter experts, where needed

P6. Assess readiness for policy development, for example:

- Determine level of awareness
- Review factors that impact policy, where relevant, e.g. regulations, fiscal measures, systemic issues
- Identify constraints and barriers to implementation and mitigation strategies

P7. Revise policy based on consultation and collaboration

P8. Schedule periodic review of policy

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Current policy debates on the issues to be addressed

Contextual Variables

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

- CDPs may contribute to the development of a range of types and forms of policies, including broad policies formulating government-wide direction, specific policy to address a sector or an issue, or operational policies to guide decisions on programs or project selection.

Glossary & Key References

Terms

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

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

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?

- Very hard or challenging

Time Required to Gain Proficiency

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

- A career development professional must have participated in a supporting role in the development process of at least two public policies.

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.2 – Develop Advocacy Strategies

Purpose & Context

Career Development Professional (CDPs) advocate for policy-based solutions to achieve economic development and social progress.

Effective Performance

Competent career development professionals must be able to:

P1. Set measurable advocacy goals, considering:

- Organizational vision and mission statement
- National policy on the issue
- Political environment
- Current public opinion
- Identify audiences, for example:
 - Allies
 - Opponents
 - Decision makers,
 - Influencers, for example:
 - Family
 - Community leaders
 - International community
 - Policy makers
 - Media

- Academics
- Experts

P2. Identify strategies to raise awareness, for example:

- Hold press conference
- Launch social media campaign
- Develop informational websites
- Organize coalition events

P3. Develop action plan, for example:

- Prioritize activities
- Identify resources needed, e.g. human, technology, financial, equipment
- Set timelines

P4. Implement action plan

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Current social, political and economic context of the field of career development

Contextual Variables

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

- CDPs may need to develop advocacy strategies in challenging situations, including having limited resources and funding, inadequate risk management, non-established network of stakeholders etc.

Glossary & Key References

Terms

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

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

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?

- Very hard or challenging

Time Required to Gain Proficiency

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

- A career development professional must have participated in a supporting role in the development of an advocacy strategy. A career development professional must also have recognized expertise in the field of career development, hold a position of authority in an organization and nurture a network of relationships (personal, public, professional and organizational).

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.3 – Advocate on Behalf of Profession

Purpose & Context

Career Development Professionals (CDPs) advocate on behalf of the profession to advance the field of practice.

Effective Performance

Competent career development professionals must be able to:

P1. Identify issues impacting advancement of field of practice, for example:

- Lack of public recognition
- Limited research funding
- Limited use of Standards of Practice
- Unclear inter-professional boundaries
- Absence of evidence-based practice
- Limited professional development opportunities

P2. Identify solutions to address challenges, for example:

- Education programs based on standards of practice, e.g. competency framework
- Public recognition campaign
- Scientific research funding

P3. Participate in advocacy initiatives, such as:

- Support development and implementation of public policies

- Support integration of career awareness across curriculum
- Champion advancements in practice, policy, research and education
- Present positions on emerging practice issues
- Participate in development of professional identity
- Participate in professional associations
- Build alliances with career development professionals and other professionals, e.g. social workers, psychologists, educators, healthcare, correctional services
- Educate public and other professionals about practice, e.g. roles, educational backgrounds, similarities and differences with other professions
- Publish scientific research

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Advocacy principles

Contextual Variables

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

- CDPs may need to advocate on behalf of profession in challenging situations, including having limited resources and funding, inadequate risk management, non-established network of stakeholders, etc.

Glossary & Key References

Terms

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

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

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 must have recognized expertise in the field of career development, hold a position of authority in an organization, and nurture a network of relationships (personal, public, professional and organizational).

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.4 – Build Public Awareness of Career Development Professionals

Purpose & Context

Career Development Professionals (CDPs) participate in raising public awareness of the role CDPs play in helping individuals navigate learning and employment transitions across their lifespan. CDPs create collaboration opportunities to promote positive health, social and economic outcomes. Building public awareness helps increase the profile of CDPs in the community and better conveys the importance of the essential services provided.

Effective Performance

Competent career development professionals must be able to:

P1. Conduct research to determine level of awareness of key characteristics of the profession, such as:

- Standards of Professional Practice
 - Designation
 - Educational qualifications
- Evidence-based, effective practice
- Importance and benefits of career development
- Professional career development associations and networks
- Career development resources

P2. Conduct research on other programs and services directed at target market, i.e. ways in which CDPs clients are being served through other means

P3. Build a public awareness campaign, for example:

- Define goal and objectives
- Establish budget and timelines
- Define success measures
- Identify target audience, e.g. government, employers, job seekers, students
- Develop key message
- Identify collaborative partnerships
- Brainstorm a list of events, programs, initiatives
- Select communication tools, such as:
 - Social media, e.g. Twitter, YouTube, Instagram, Facebook
 - Online channels, e.g. emails, website, blogs
 - Print media campaign, e.g. advertising, news release
- Develop plan of action, e.g. what, who, when
- Launch campaign

P4. Measure impact of public awareness campaign:

- Develop Key Performance Indicators (KPIs)
- Select data collection method(s), e.g. survey, interview
- Analyse data
- Publish findings, if appropriate

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Current social, political and economic context of the field of career development

Contextual Variables

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

- CDPs may need to build public awareness in challenging situations, including having limited resources and funding, absence of networks, or lack of existing academic research and literature.

Glossary & Key References

Terms

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

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

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 must have recognized expertise in the field of career development, hold a position of authority in an organization, and nurture a network of relationships (personal, public, professional and organizational).

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.1 – Build Strategic Plan

Purpose & Context

Career Development Professionals (CDPs) develop strategic plans to deliver career development services and achieve organizational goals.

Effective Performance

Competent career development professionals must be able to:

- P1. Establish strategic planning team
- P2. Review current data, e.g. last strategic plan, mission statement, vision statement, values statements, financial records
- P3. Identify internal and external stakeholders, e.g. employees, community organizations, agencies, associations, clients, employers, educational institutions, government
- P4. Identify consultation approach, e.g. interviews, survey, town hall, group discussions, board meeting
- P5. Conduct a strategic organizational and environmental assessment, for example:
 - Identify internal strengths
 - Identify areas for improvement
 - Analyze trends, e.g. local, regional, national, international
 - Identify assets unique to the community
 - Identify potential opportunities and threats, both internal and external
- P6. Identify strategic priority areas, for example:
 - Customized services for job seekers

- Customized services for employers
- Education and training services
- Outreach programs
- Inclusion and accessibility
- Need for integrated approach
- Engagement of all stakeholders

P7. Develop strategic goals

P8. Develop action plans for each strategic goal:

- Identify key activities, e.g. by department, unit, team member
- Break down each activity into specific actions
- Set timelines
- Identify resources, e.g. people, equipment, materials
- Develop key performance indicators

P9. Develop budget requirements

P10. Develop implementation strategy:

- Develop communication strategy
- Determine reporting requirements
- Establish a schedule for progress reviews, e.g. monthly, quarterly, end of year
- Identify training requirements

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Strategic planning

Contextual Variables

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

- The type of organization within which the career services are delivered will impact the complexity of developing a strategic plan.

Glossary & Key References

Terms

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

- **Strategic goal:** statement describing a specific measurable outcome, deadline and accountability area.

Information Sources and Resources for Consideration

- OnStrategy. Essential Guide to Strategic Planning. accessed March 2, 2020.
<https://onstrategyhq.com/resources/strategic-planning-process-basics/>

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?

- Timely, e.g. every month, weekly, hourly

Level of Difficulty

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

- 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 5 years of experience in various managerial roles to develop a strategic plan.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.2 – Build Strategic Partnerships

Purpose & Context

Career Development Professionals (CDPs) establish strategic partnerships with community-based organizations, third party providers and agencies who share common values and goals. The partnerships provide opportunities to share specialized capabilities and resources to address challenges the organization may not have the capacity to address on its own.

Effective Performance

Competent career development professionals must be able to:

- P1. Identify opportunities to improve organizational outcomes through use of partnerships, e.g. increase outreach capacity
- P2. Identify potential community-based organizations with whom partnership would be beneficial, e.g. settlement agencies, associations that support employment of people with disabilities
- P3. Meet potential partners, e.g. community-based organizations, agencies
 - Confirm interest in establishing partnership
 - Clarify shared goals and objectives
 - Identify opportunities to work together, e.g. shared services, shared resources
 - Identify requirements, e.g. work schedule, financial mechanism, reporting, measurement of success
 - Develop action plan to achieve partnership goals
- P4. Develop partnership agreements, considering:
 - Purpose

- Governance
- Strategic goals
- Services and resources
- Funding agreement
- Communications
- Key performance indicators
- Reporting mechanism

P5. Maintain partnership engagement, for example:

- Schedule regular reviews to assess partnership progress and challenges
- Establish communication processes
- Hold collaborative planning meetings, as needed, e.g. weekly, bi-weekly, monthly

Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Types of partnerships, e.g. community, government, education, faith-based
- K2. Community resources, e.g. physical assets, economic assets, knowledge, networks, local institutions
- K3. Current partnerships, e.g. effectiveness of relationship, delineation of roles and responsibilities
- K4. Organizational readiness for partnering

Contextual Variables

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

- Reasons for establishing partnerships are numerous, including to eliminate duplication of effort, pool resources, address social issues, create long-term social change, and deliver services.
- Types of partnerships will vary, e.g. informal or formal agreements

Glossary & Key References

Terms

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

- **Partnership:** organizations who work together to achieve a common goal.

Information Sources and Resources for Consideration

- John Snow, Inc. (JSI). Engaging your community: a toolkit for partnership, collaboration and action. 2012.
https://publications.jsi.com/JSIInternet/Inc/Common/_download_pub.cfm?id=14333&lid=3

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 the experience of developing at least 5 partnership agreements, representing a broad range of stakeholders.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.3 – Develop Performance Monitoring System

Purpose & Context

Career Development Professionals (CDPs) develop performance monitoring systems to measure organizational performance relevant to career development services. Performance monitoring systems facilitate the collection of data that may help identify how to improve program outcomes.

Caseload refers to the number of clients a CDP manages. Caseloads are assigned taking into consideration the complexity of each individual case and the evidence-based approach required for a successful outcome. Information systems are useful tools to inform decisions on how best to allocate resources including staff, local resources, agencies and voluntary organizations.

Effective Performance

Competent career development professionals must be able to:

P1. Identify organizational goals

P2. Develop key performance indicators for each goal, for example:

- Caseload management, e.g. number of clients, type of services delivered, duration, outcomes
- Partnerships engagement, e.g. type of service
- Client service, e.g. satisfaction level, areas of improvements
- Finance, e.g. salaries, expenses related to service delivery
- Administration, e.g. number of staff, number of support staff

P3. Develop data collection methods, for example:

- Surveys, interviews
- Client records
- Partnership reporting forms
- Financial reports

P4. Identify performance management system requirements:

- Information required, e.g. quantitative and qualitative data
- Data collection sources, e.g. current forms, existing data base
- Reporting requirements, e.g. frequency, key performance indicators
- Compatibility with current IT infrastructure
- Financial constraints
- Privacy and confidentiality

P5. Recommend build or buy management system

Knowledge & Understanding

Competent career development professionals must know and understand:

- K1. Performance management systems, e.g. performance measurement, reporting, monitoring, business planning**

Contextual Variables

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

- Performance management systems measures vary according to the need of the organization. Transitioning to a performance management system may present challenges, e.g. resistance by users, producing meaningful reports.

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 career development professional requires at least three years of experience delivering services and assessing outcomes.

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.4 – Prepare Performance Reports

Purpose & Context

Career Development Practitioners (CDPs) prepare reports to track organizational progress against performance metrics. The performance reports are used to inform decision making.

Effective Performance

Competent career development professionals must be able to:

P1. Review performance report requirements

P2. Compile quantitative data, for example:

- Number of intake interviews
- Description of clients served, e.g. age, experience, education
- Services delivered, e.g. type, duration, frequency, outcomes
- Caseload, e.g. caseload ratio
- Service coordination, e.g. with association, agencies, government services, health care professional
- Service provider, e.g. quality
- Financial, e.g. cost per case, cost of administration

P3. Compile qualitative data, such as:

- Client opinions and feedback
- Employer opinions and feedback
- Information collected during client interviews

P4. Analyze findings:

- Look for patterns or relationships, e.g. frequencies, cross-tabulations
- Interpret results, e.g. the extent to which results meet performance goals
- Identify limitations of data
- Integrate data with information from other sources, if appropriate

P5. Describe outcomes:

- Link findings to performance goals
- Phrase recommendations, e.g. need to outsource more services, reassign caseloads
- Describe limitations of findings

P6. Store information and data:

- Follow organization's requirements for record management
- Archive data, supporting documentation, data collection instruments
- Ensure security and confidentiality of information and data stored

P7. Report data against set targets or expected performance

P8. Summarize key messages in an easy to understand way, e.g. with a visual dashboard or brief executive summary

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Performance-based management decision models, e.g. service selection and funding decisions

K2. Type of performance-based management reports, e.g. service quality, inactive cases

K3. Business planning, e.g. using performance management information to guide decisions

Contextual Variables

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

- Performance reports are typically agency driven and/or required by outcomes.

Glossary & Key References

Terms

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

- **Key performance indicators:** quantifiable measures used to evaluate the performance of an organization.
- **Performance management systems:** system used to store and analyze data useful to make decisions about service outcomes

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?

- High probability of risk: VERY CRITICAL

Frequency

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

- Timely, e.g. every month, weekly, hourly

Level of Difficulty

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

- 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 experience of assisting in the preparation of a range of performance reports.

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.5 – Manage Risk

Purpose & Context

Career Development Professionals (CDPs) manage risk on an ongoing basis to ensure effective and efficient delivery of services. CDPs reduce potential loss and liability by identifying risk factors and implementing appropriate risk management strategies. Considerations may include staff and client safety, protection of client data and information, adherence to professional codes of conduct and industry standards, and financial integrity.

Effective Performance

Competent career development professionals must be able to:

P1. Identify potential risks to clients, CDPs, and organization, such as:

- Violence
- Economic downturn
- Tarnished reputation
- Poor caseload ratio
- Breach of confidentiality
- Inappropriate conduct
- Elimination of social programs
- Non-compliance to legal, ethical and professional practice requirements

P2. Evaluate the risk, e.g. rank risks based on impact (severity) and likelihood (magnitude)

P3. Implement risk management strategies, for example:

- Secure data storage

- Obtain insurance
- Conduct employee training
- Monitor employee performance
- Provide ongoing performance feedback to employees
- Document client meetings, e.g. decisions made, follow up activities
- Ensure all parties understand roles and responsibilities
- Ensure signed informed consent of client is obtained
- Implement business continuity plans and procedures

P4. Monitor the service delivery to identify emerging risks

P5. Address risk situations

P6. Evaluate effectiveness of risk management strategies on ongoing basis

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Risk management strategies and techniques, e.g. risk retention, risk control, risk avoidance, risk financing

Contextual Variables

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

- A practice may face risks specific to its location and situation, e.g. adverse weather events, inability for clients to reach CDPs, reduction in government funding

Glossary & Key References

Terms

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

- **Risk:** condition or factor that may result in loss or injury
- **Risk management:** continued effort to prevent loss or injury by recognizing existing and potential risks and taking reasonable and effective action to minimize likelihood and/or impact of those risks.
- **Liability:** legal responsibility for which one is accountable

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?

- High probability of risk: VERY CRITICAL

Frequency

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

- Routinely, regular course of procedure

Level of Difficulty

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

- Moderate difficulty or complexity

Time Required to Gain Proficiency

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

- A career development professional requires at least one business cycle supporting risk management strategies and producing relevant reports.

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: OUTREACH AND LEADERSHIP

COMPETENCY AREA: CAREER DEVELOPMENT LEADERSHIP

26.1 – Mentor Others

Purpose & Context

Career Development Professionals (CDPs) share career successes, challenges and lessons learned with mentees. CDPs support the professional growth of career development practitioners to strengthen the talent in the field.

Effective Performance

Competent career development professionals must be able to:

P1. Conduct introduction meeting:

- Share expectations, e.g. motivation, personal and career goals
- Define roles and responsibilities
- Address confidentiality, information and data sharing requirements
- Agree on details of mentorship, for example:
 - Duration, e.g. three, six, twelve months
 - Time commitment
 - Frequency of meetings, e.g. weekly, monthly
 - Meeting formats, e.g. in-person, phone, email
 - Location of meetings
 - Duration of meetings
 - Meeting cancellation process
- Clarify special needs and circumstances

P2. Prepare mentorship agreement

P3. Conduct research to support mentee's goals, for example:

- Identify resources
- Reach out to colleagues and professional network

P4. Conduct needs assessment:

- Confirm mentee's professional goals
- Facilitate mentee's self-assessment
- Identify gaps in skills, knowledge and thinking
- Identify development opportunities
- Develop individual development plan (IDP)

P5. Conduct regular progress meetings:

- Ask mentee to prepare agenda for meeting
- Prepare for meeting, e.g. identify strategy to address agenda items

P6. Schedule final wrap-up meeting to establish closure:

- Share experiences and impact, e.g. refer to IDP
- Evaluate mentee's perception of the success of the mentorship, e.g. usefulness of mentorship to accomplish career goals
- Evaluate own perception on the success of the mentorship, e.g. mentee's personal growth

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Components of an individualized development plan (IDP)

K2. Legislation and procedures relevant to confidentiality and privacy, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

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

- British Columbia Ministry of Social Development and Poverty Reduction. YMCA next step mentoring program: Mentorship Best Practices Toolkit. YWCA Metro Vancouver. November 2017.

https://ywcavan.org/sites/default/files/resources/downloads/Mentorship_Best_Practices_Toolkit_Oct2017_web_0.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?

- Minimal difficulty or complexity

Time Required to Gain Proficiency

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

- A competent career development professional requires a minimum of two years of experience mentoring at least 3 different mentees, representing a variety of individuals.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None

COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: CAREER DEVELOPMENT LEADERSHIP

26.2 – Lead Change

Purpose & Context

Career development professionals (CDPs) recognize the need for change to achieve business outcomes. CDPs build a change management strategy that engage people within the organization to ensure a successful implementation.

Effective Performance

Competent career development professionals must be able to:

P1. Identify areas for improvement, for example:

- Analyze performance measurement data
- Consult employees
- Consult stakeholders, e.g. employers, clients, community partners

P2. Look for innovative strategies to advance business objectives, solve issues, and address challenges, for example:

- Identify solution(s) to improve function, process or procedure
- Review trends in service delivery
- Consult employees to generate ideas on challenges
- Select change management approach, e.g. Kotter's 8-Step Process for Leading Change

P3. Prepare business case for proposed change, e.g. reason for proposed change, scope and impact, costs and benefits, desired business outcomes

P4. Secure buy-in from executive team, e.g. allocation of financial, human and material resources

P5. Establish change management team, e.g. representative group of employees at all levels and across functional areas

P6. Develop a change management implementation plan:

- Identify key project phases
- Develop action plan
- Set milestones
- Identify key resource, e.g. people, equipment, materials
- Schedule milestone project review

P7. Develop a communication strategy, for example:

- Identify key information to be shared
- Identify communication medium, e.g. newsletter, website
- Develop schedule of information messages
- Measure success of communication

P8. Meet with employees to launch the initiative:

- Present the change management team
- Explain change, e.g. need for change, extent of the change required, measures of success
- Share business case
- Describe project plan, e.g. phases, timelines, roles and responsibilities
- Engage employees in sharing concerns and ideas

P9. Monitor the implementation:

- Schedule formal review of projects, e.g. weekly for complex projects, monthly for straightforward initiatives
- Track progress

- Take corrective actions, as needed

P10. Measure the implementation success, for example:

- Increased level of client satisfaction
- Reduction of time to find work
- Increased level of stakeholder engagement

P11. Adjust implementation plan, as required

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Change management frameworks, e.g.. principles, types and stages of change

K2. Project management

Contextual Variables

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

- Nature of the change may impact the challenges of implementing change, e.g. introducing a new process, service restructuring.
- Change is disruptive and may create an environment of uncertainty and fear and lead to resistance from employees, clients and other stakeholders.

Glossary & Key References

Terms

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

- Business case: justifications and net benefits for undertaking a project, program or course of action.

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?

- 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?

- To be fully proficient in this competency, a career development professional should have three years experience participating in change management initiatives in a position of leadership.

Autonomy

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

Automation

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

Requisite Work Aids, Tools, Equipment or Materials

- None