

Standards for Career Guidance



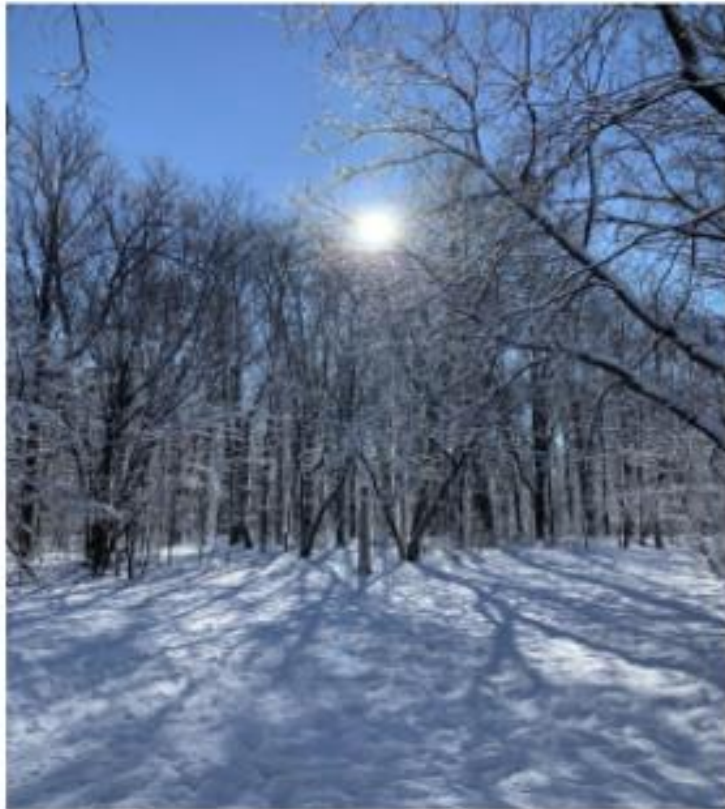
**ETF
2023**

“As the working world becomes increasingly complex, career guidance is becoming ever more important to individuals, employers and to society.”

(Joint statement by the OECD, UNESCO, ILO, European Commission, ETF and CEDEFOP, 2019)



This is
where I
am right
now!



The Canadian Context

- Canadian Standards & Guidelines for Career Development Practitioners (development began in 1996; launched in 2001)
- Widely adopted and owned by the sector – but less by employers/governments
- Series of regional voluntary certification programs loosely aligned to the standard
- Over a decade of meetings with regional associations to agree to collaborate and build a cohesive approach
- 2018-2021 – Government funding to reimagine our standard and test national certification



Definition of a CDP



Pan-Canadian Competency Framework



National Competency Profile



National Industry Standard for CCDP Certification



Certification Process for the national designation



Bilingual assets developed from the Canadian Standards Initiative

Code of Ethics for CDPS



Website, Taking Charge and LMS for public access



Micro-Credentials for Educators as Career Influencers



Our Why

The Benefits of Professional Standards



For the Profession



For Career Development
Professionals



For Employers and
Funders



For the Public

For more information

<https://www.ccdp-pcdc.ca/>

<http://ccdp-pcdc.ca/fr>



ccdf

Canadian
Career Development
Foundation

fcdc

Fondation canadienne
pour le développement
de carrière

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GETTING STARTED

PRE-DEVELOPMENT DECISIONS

Reflect on the Objectives

What are the main problem(s) we are solving?

Evolving Skills,
Job Demands

Lack of
Consistency,
Coherence

Lack of
Understanding
of Professional
Domain

Need for
Improved
Learner and
Worker Mobility

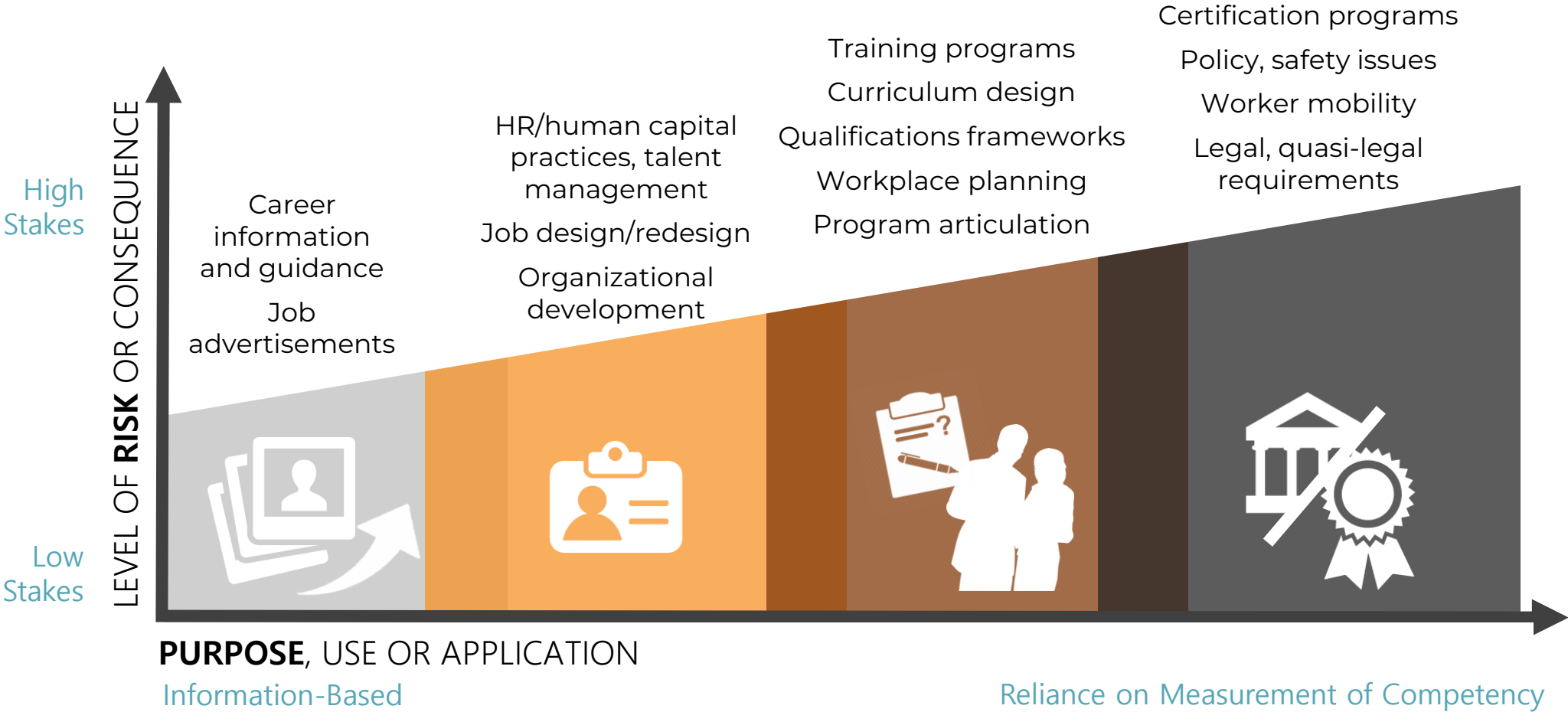
Increased
Emphasis
Competency,
Credentials

Need for
Improved
Career Paths,
Articulation

Improved
Productivity and
Competitiveness

Demand for
Greater Specificity
on Jobs and Skills

Determining the Appropriate Level of **Specificity**



Standards **Benchmark**

ALIGNING THE STANDARD TO THE OBJECTIVE



Entry to Practice

(Minimum Qualifications)

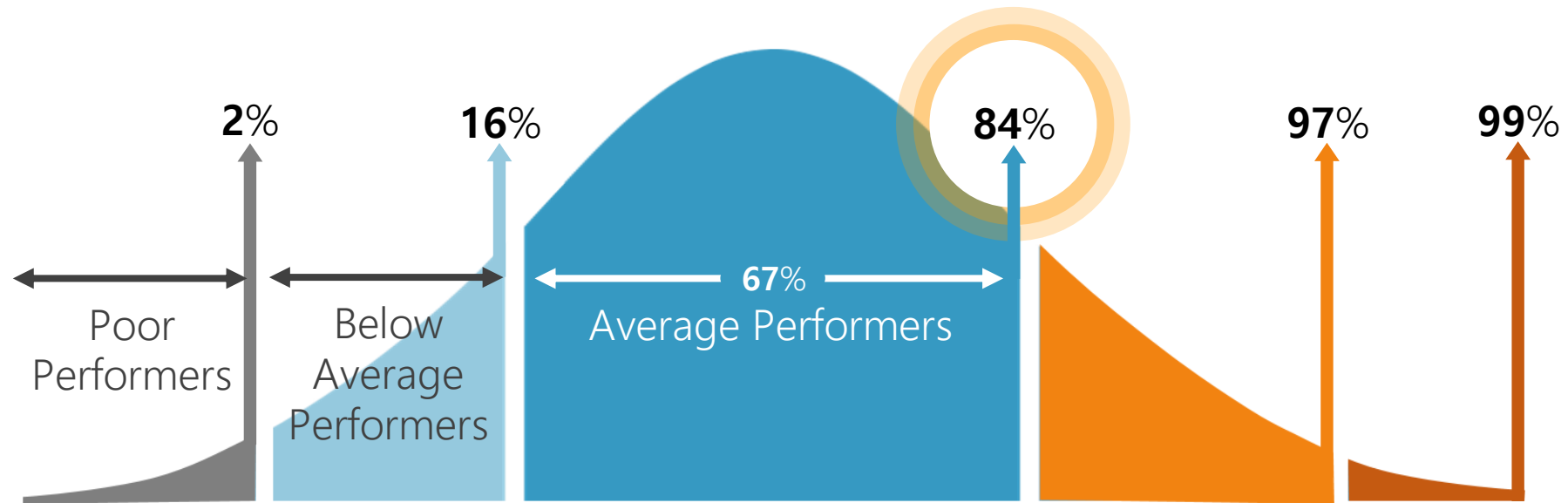
Emphasis on defining expectations of **'new hires' or job entrants**; people with essential social and employability skills

Fully Proficient

(‘Industry Professional’)

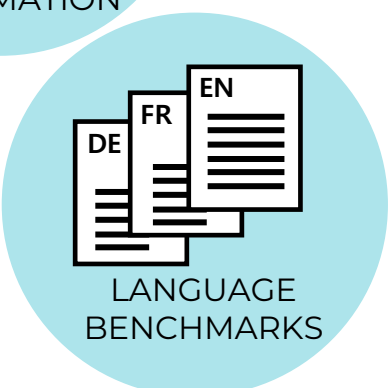
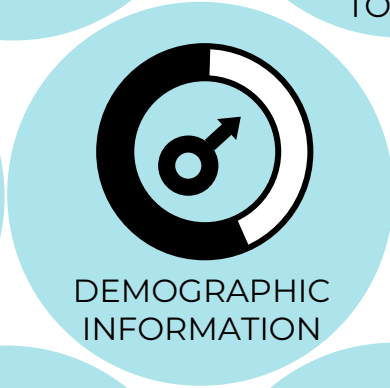
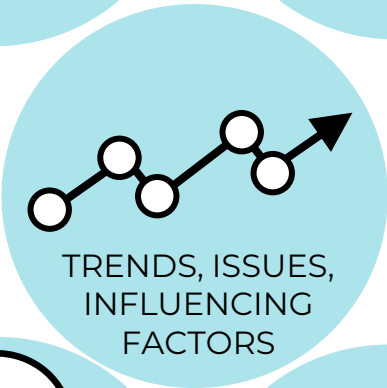
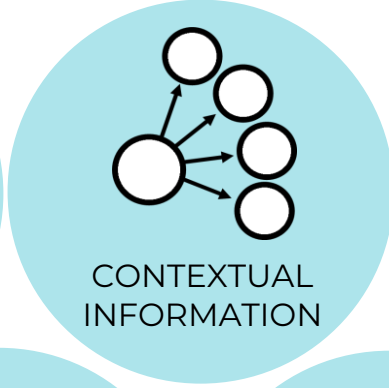
Emphasis on defining expectations of **'high performers'**; indicative of a well-experienced and knowledgeable worker

High, but **Attainable Benchmark**


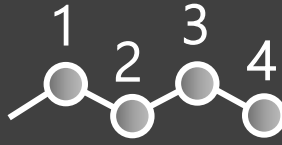










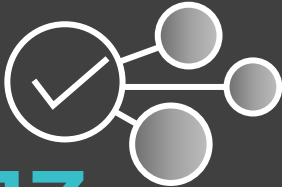




Distinguishes Exemplary Performers from Average Performers

What Type of **Information**?



Setting Competency Standards

1 ACCESSIBLE, EQUITABLE, FAIR 	2 COHERENT, RIGOROUS 	3 CONFIDENTIALITY & ANONYMITY 	4 CONSENSUS APPROACH 	5 COMPLIANT WITH REGULATIONS 
6 CURRENT, RELEVANT & VALID 	7 FLEXIBLE 	8 FORWARD LOOKING 	9 HARMONIZED 	10 GOVERNANCE STRUCTURE 
11 IMPARTIALITY & INDEPENDENCE 	12 OPENNESS AND TRANSPARENCY 	13 REPRESENTATIVE AND INCLUSIVE 	14 SOCIAL, ECONOMIC, AND POLITICALLY RELEVANT 	15 SUSTAINABLE 

Guiding Principles

1

Practical,
accessible, easy to
understand

2

Future-oriented,
informed by
trends, demand

3

Flexible; relevant
to appropriate
contexts

4

Cost-effective,
sustainable

5

Globally relevant

6

Scalable, and able
to integrate tools
and resources

7

**Informed by
subject matter
experts,** defensible

8

Inclusive of
competencies for
individual efforts,
work functions and
team collaboration

definition [def-uh-nish-uh n]

noun

CAREER DEVELOPMENT PROFESSIONALS

Career Development Professionals help individuals navigate learning and employment transitions across the lifespan.

Career Development Professionals help individuals to manage learning and employment, acquire and enhance skills, seek and create employment, and access community services that support personal and professional growth in an increasingly complex, interdependent and changing world.

Career Development Professionals collaborate with employers, education and training providers, community-based services, and other private and public institutions to promote positive health, social and economic outcomes of individuals, institutions and communities.

Outreach and Leadership

Beyond Client-CDP Interactions

CDP Advanced

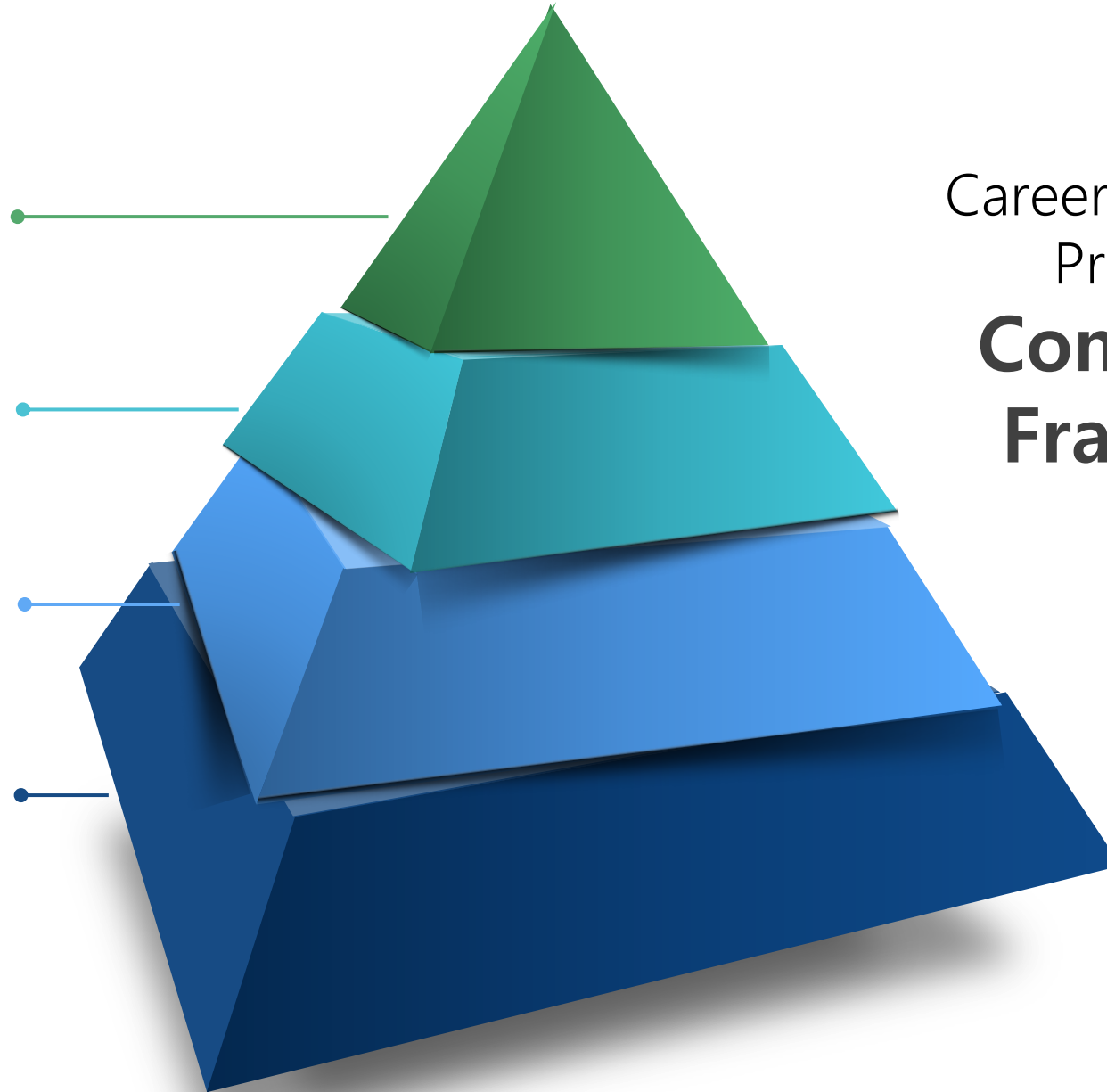
Common Competencies for Specialized Services

CDP Characteristic

Competencies Distinct to CDPs

Professional Practice

Foundational to the Professional Field of Practice



Career Development
Professional
**Competency
Framework**

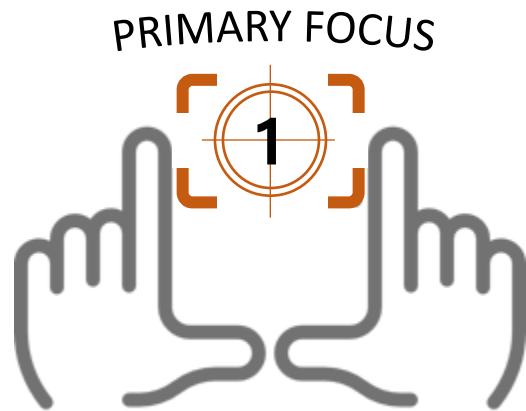


THE PROCESS

DEVELOPMENT MODEL

Setting a competency standard is more than a technical effort;

It's all about building
trust and **influence**



It's all about building **trust** and **influence**

1
**Defensible
Methodology,
Governance and
Decision-Making
Process**

Credible
Relevant, Practical
Informed Decision
Making

2
**Informed by
Accepted Guiding
Principles and
Values**

Competent
Guidance, Trusted
Leadership
Fair, Valid, Reliable
Outcomes

3
**Emphasis on
Commitment to
Quality**

Due Process: A
Constant Effort
Quality is Relevant,
Not Absolute

JOB & WORK ANALYSIS

METHODS, APPLICATIONS

WORK-ORIENTED

Functional Job Analysis
DACUM (Developing a Curriculum)
Task Inventories
Critical Incident Studies
Time-Motion Studies

WORKER-ORIENTED

Job Element Method
Occupational Analysis
BOK (Body of Knowledge)
Occupational Benchmarking
CAPS (Competency Profile Study/Survey)
Cognitive Task Analysis

HYBRID
APPROACH

Competency Framework

DEFINITION, FEATURES

A coherent library of competencies
for specified domain

Dynamic model

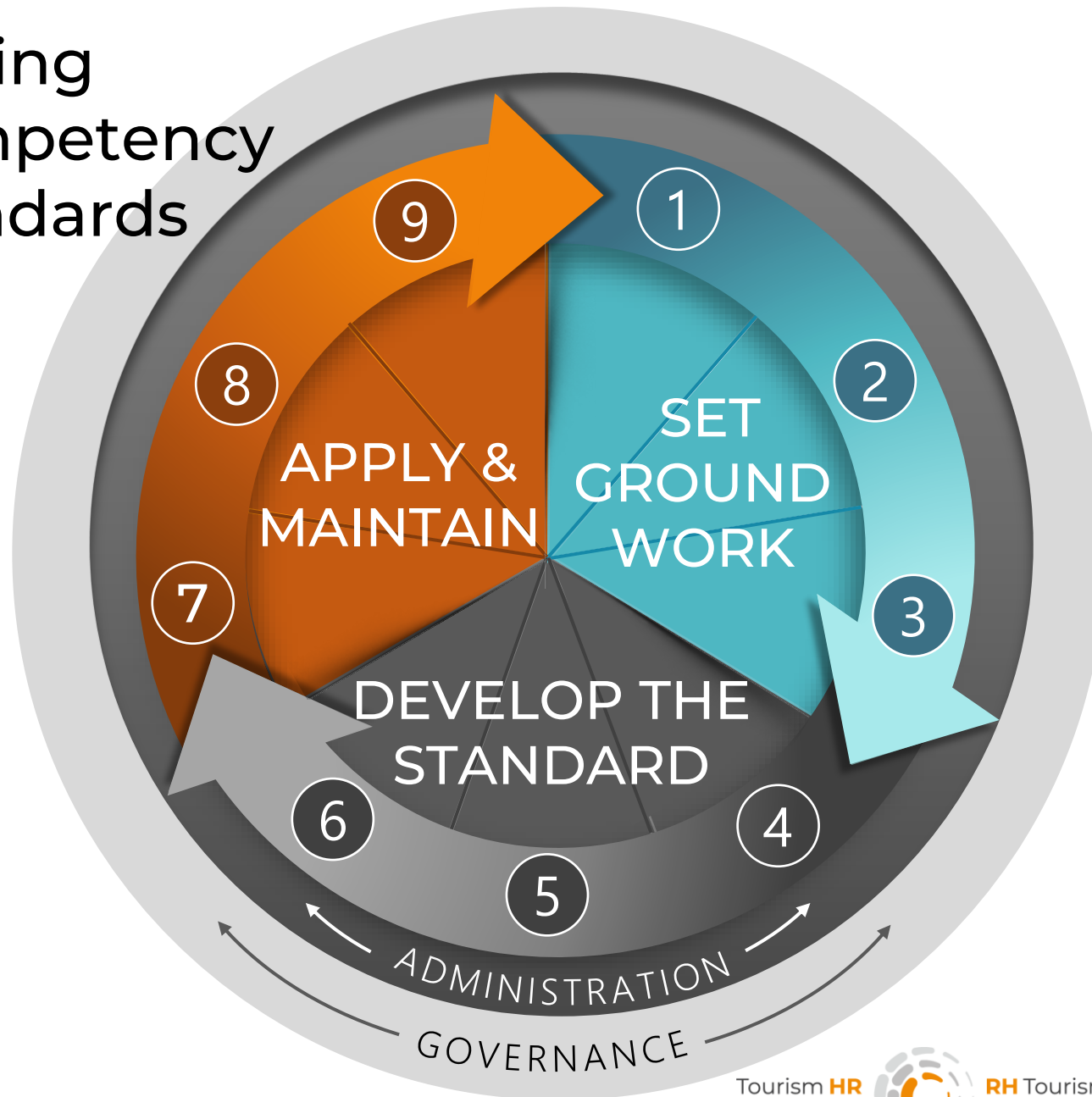
Multi-method / hybrid approach

Each competency element contains explicit and detailed information to define the expected standard of a fully proficient worker (i.e., set to a benchmark)

Competencies apply to full range of work and job contexts: transferable

Benchmarked against accepted practices; informed by trend analysis

Setting Competency Standards



- 1 PLANNING, INITIATION AND STAKEHOLDER ENGAGEMENT
- 2 DATA COLLECTION
- 3 FRAMEWORK DESIGN
- 4 DEVELOPMENT; BUILDING A FORMATIVE DRAFT
- 5 CONSULTATION, ANALYSIS, CONSOLIDATION
- 6 VALIDATION AND RATIFICATION
- 7 DISSEMINATION, IMPLEMENTATION, ADMIN
- 8 PROCESS AND PROGRAM EVALUATION
- 9 MAINTENANCE, CONTINUED QUALITY ASSURANCE

SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



PLANNING, INITIATION AND STAKEHOLDER ENGAGEMENT

1

Determine
Feasibility,
Demand

2

Design
Work Plan,
Project
Strategy

3

Confirm
Stakeholder
Engagement

4

Make
Decisions on
Scope of
Domain



Determine **Overall Feasibility**

Q1

Is there a **need**?
What is the **problem we are solving**?



It takes a **specialist** in understanding labour market issues, and ability to access **LM information**

Q2

Is there sufficient **market demand**?
Does something else already **exist**?



Due diligence required: verify what is already being done to solve problem, its efficacy, access...

Q3

What are the **exogenous factors** that may impact the ability to proceed?



Define **constraints, limitations**, key issues to overcome; and possible **opportunities**

Q4

Do we have **sufficient and appropriate resources** in hand?



Determine financial **resources needed**, and other resource demands; confirm these are in hand

Design Work Plan, Project Strategy

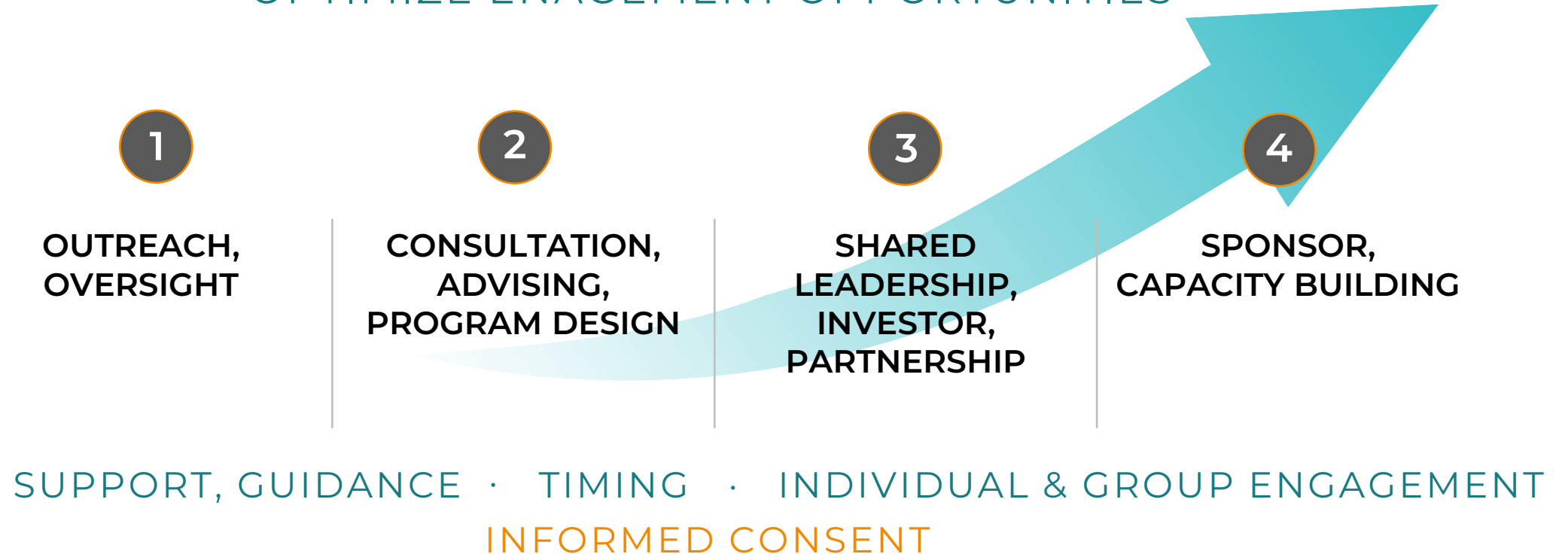


Stakeholder Engagement Plan



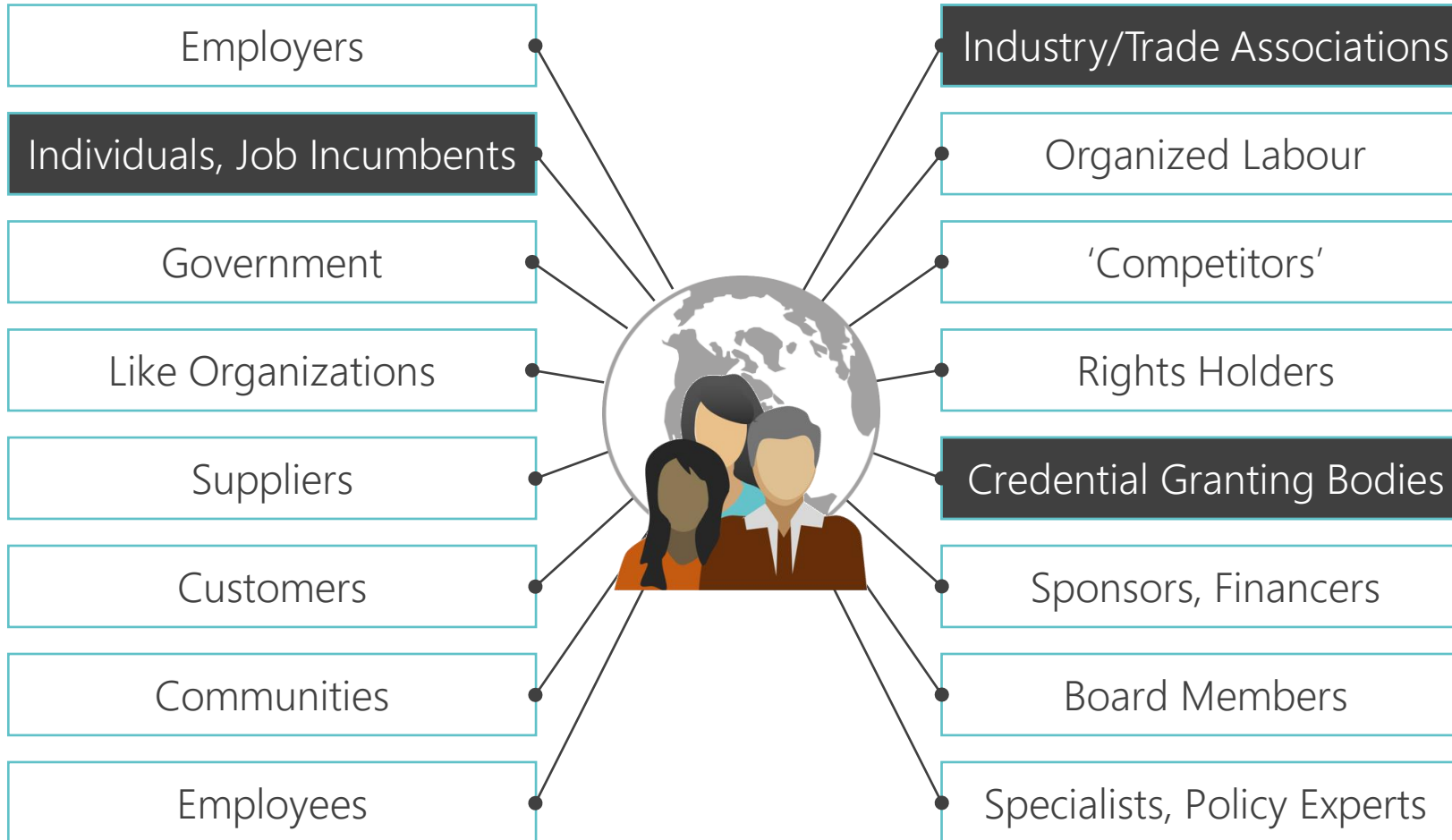
Stakeholder **Engagement Plan**

ACCOMMODATE DIFFERENT NEEDS AND CAPACITY
OPTIMIZE ENAGEMENT OPPORTUNITIES



JUST WHAT IS A STAKEHOLDER AND WHO ARE THEY?

Who Needs to be Involved? Why?



Diversity, Inclusion, Representative › Those Affected › Influencers

SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



DATA COLLECTION

1

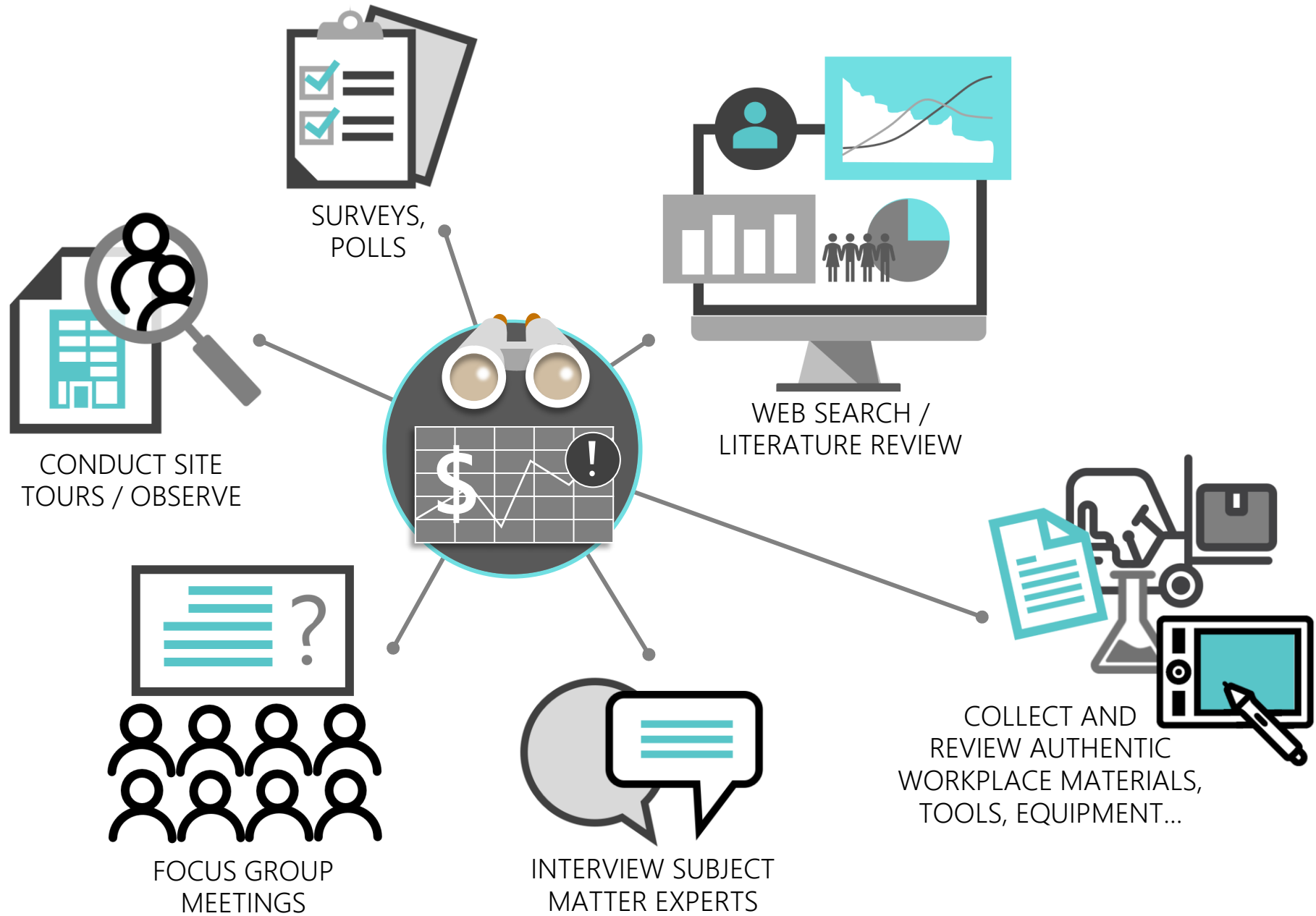
Qualitative &
Quantitative
Information

2

Trend
Analysis

3

Consolidation



Web Search, Literature Review

1

Collect Information from Various Sources

2

Prepare a Comparative,
Consolidated Summary

3

Analyze Data, Information

4

Prepare Consultation Drafts with
Annotated Notes

Summary & Synthesis

- Obtain good knowledge of field of practice
- Similarities, differences
- Tends to define/embody current practice
- Foundation to preparing formative drafts

Identify stakeholders

Focus Group Sessions

Qualitative data: focus on complex and novel material, where consensus is needed

Usually 12 – 18 people, over 2 or 3 days

Well-defined criteria to qualify participants

Carefully guided discussions, with a lot of open-ended questions and inquiry/discovery

Generates a lot of rich data; a 'good sample'



**'COFFEE
CONSULTATION
SESSIONS'**

Interview Subject Matter Experts

Qualitative data

Structured or semi-structured, depending on objective

Usually one-on-one, by phone, minutes to hours in duration

Focus is gathering targeted or precise data

Collect and Review Authentic Workplace Materials, Tools...

Qualitative data

Analysis of types of skills and knowledge associated with use of the tools

68 Regional Coffee Consultation Sessions and 4 Focus Groups

OCTOBER – DECEMBER 2019



SET GROUNDWORK

1

2

3

DEVELOP

4

5

6

IMPLEMENT, MAINTAIN

7

8

9

FRAMEWORK DESIGN

1

Consideration
of Objectives,
Limitations +

2

Decision on
Structure/
Format



SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



DEVELOPMENT, BUILDING A FORMATIVE DRAFT

1

Prepare Formative Draft

2

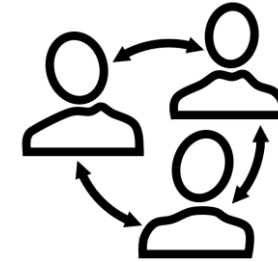
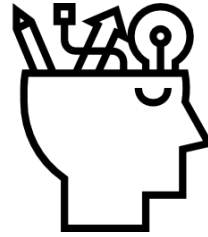
Use of Style Guide and Editorial Review

3

Prepare Annotated Draft

COMPETENCIES

Three Characteristic Dimensions



Functional

Performance / Skills

Savoir-Faire

Cognitive

Knowledge

Savoir

Social

Attitudes / Attributes

Savoir-Être

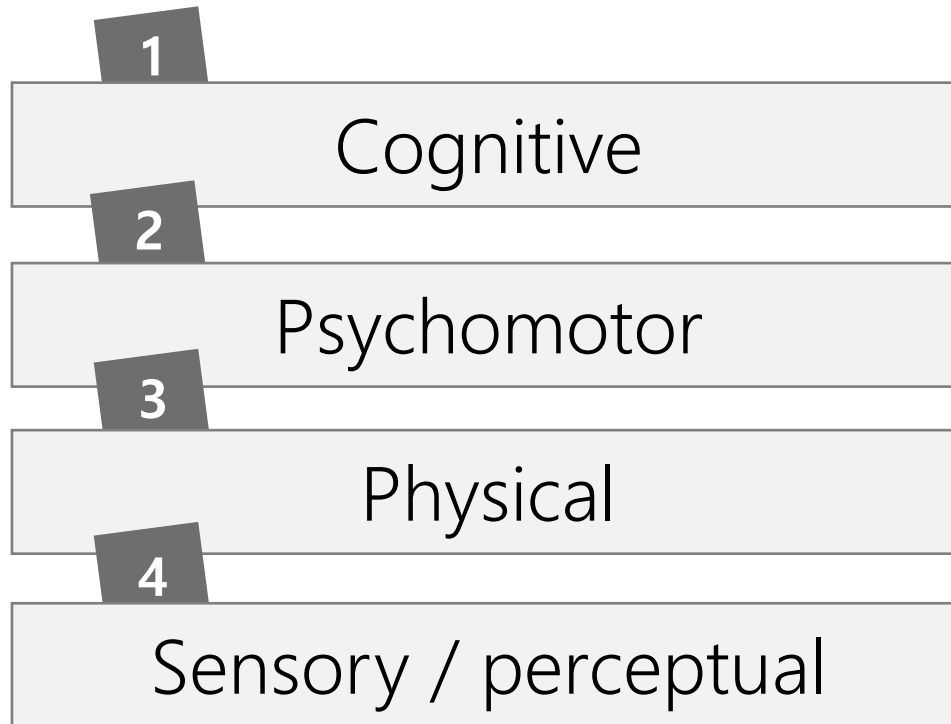




PERFORMANCE



KNOWLEDGE



Required performance (behaviours) of a competent practitioner, who is able to perform consistently, in the expected range of contexts with the intended level of proficiency, i.e. at the expected level of performance.

VERBS

Present Tense, Active Verbs, Simple Form

Active = worker (not work)

Present = 'timeless statements',
'eternal truths'

Direct, concise, less ambiguity



Example

(In order to perform consistently to the required standard, a...)

Competent practitioners must be able to:

P1 Develop working relationships with local stakeholders and professionals, e.g. legal counsel, tax specialist

P2 Compile target list and respond to requests for mergers and acquisitions

P3 Analyze the targets to determine suitability

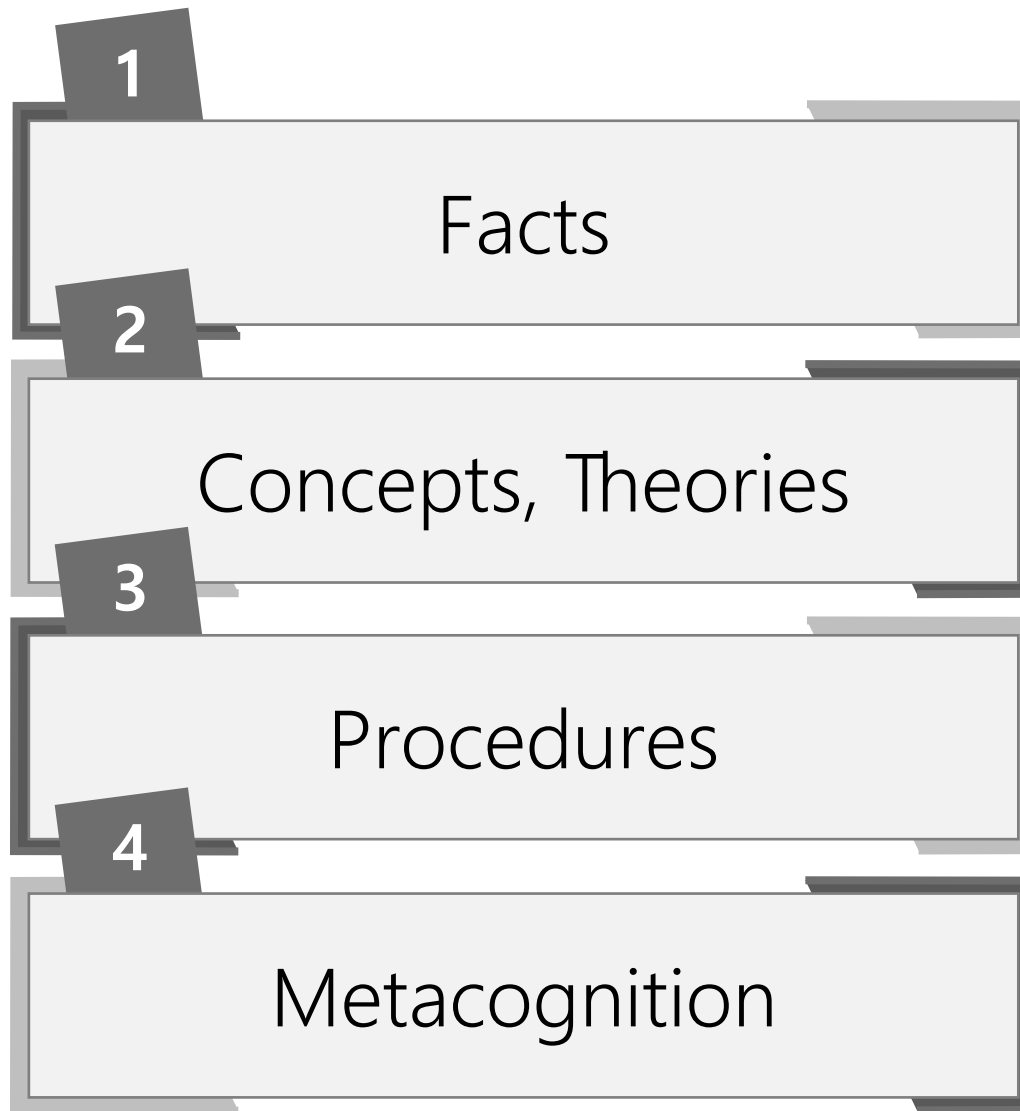
P4 Obtain approval from applicable jurisdictions for acquisitions

P5 Secure required financing:
> **Identify local and target market's financial institutions**



PERFORMANCE

- > Consistency, proficiency, right context(s)
- > Present tense, active verbs, simple form



Example

(In order to perform consistently to the required standard, a...)

Competent practitioners must know:

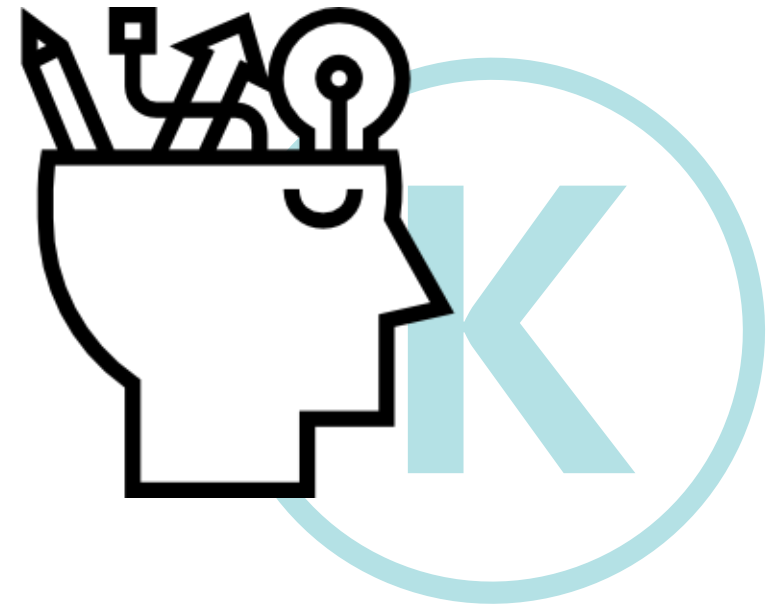
K1 Letter of credit and documentary collection processes and contents

K2 Cost of resolution options

K3 Dispute resolution methods commensurate with situation, for example:

- > **UNCITRAL Rules of Conciliation**
- > **UN Convention on Independent Guarantees and Stand-by Letters of Credit**
- > **Universal Copyright Protection Convention**

K4 Cost of resolution options



- > Declarative statements
- > May include references to supporting materials, e.g. Regulations

One Other Consideration

(In order to perform consistently to the required standard, a...)

Competent practitioners must be able to perform under the following variable conditions:

V1 Severe weather, e.g. extreme cold or heat, rain storms

V2 Use of safety gear compliant with local regulations

V3 Work at a fast pace, e.g. task completed within 30 minutes of incident



VARIABLE
CONDITIONS

> For example: potential job/work demands, constraints

Annotated Draft and Analysis

- Is it complete
- Is it accurate?
- Is it clear / does it make sense?
- Define terms, concepts
- Add examples
- Verify verb tense
- Review discrepancies
- Confirm that the competency is relevant
- Explore 'leveling considerations' (major skill, subskill...)

SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



CONSULTATION, ANALYSIS, CONSOLIDATION

1

Multiple
Consultation
Activities

2

Emphasis on
Refinement of
Technical
Content

3

Prepare
Penultimate
Draft

Stakeholder Consultation

MULTIPLE, ITERATIVE CONSULTATION EVENTS

Building on the benchmark research, this process seeks informed input to make decisions on the content and scope of the domain



FOCUS GROUP
MEETINGS



SURVEYS,
POLLS



INTERVIEW
SUBJECT MATTER
EXPERTS



CONDUCT SITE
TOURS / OBSERVE

- Trust and influence
- Need for skilled, prepared analyst
- Stakeholder engagement plan to inform strategic approach
- Use of multiple methods/options, and the need to accommodate and be flexible
- Necessity to obtain informed consent

Secondary and Corroborating Research

MAIN EMPHASIS = QUALITY ASSURANCE

Getting further information and data from qualified sources to address discrepancies and areas lacking specificity

Conducting a quality review and ensuring compliance with validation criteria

- Careful documentation/record keeping with focus on Rights holders
- Acknowledgement of limitations
- Orientation/information session
- Sign-off (endorsement) form

SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



VALIDATION AND RATIFICATION

1

Validation:
Three Phases

2

Ratification
and
Endorsement



VALIDATION

Three Stages to Consider



VALIDATION CRITERIA

QUALITATIVE & QUANTITATIVE REQUIREMENTS

SUBJECT EXPERTS



- Complete
- Accurate
- Appropriate specificity
- Clarity, lack of ambiguity
- Void of complex rhetoric, jargon
- Measurable, attainable
- Void of redundancy

VALIDATION CRITERIA

ESSENTIAL TECHNICAL REQUIREMENTS

JOB ANALYSTS, TECHNICAL EXPERTS



- Harmony, agreement, concordance, consistency
- Focused on objective
- Free of inherent bias; politically neutral
- Appropriate scope of domain
- Conformity with style guideline
- Verification of appropriate data sources and collection methods
- Appropriate projection
- Appropriate benchmark

CONTINUED, ONGOING VALIDATION

ACCOUNTABILITY & INFLUENCE MEASURES



Evidence / demonstration that standard fits need, e.g.

Assessment of people:

- informs testing specifications/ blueprint-specificity
- supports test item writing, validation

Curriculum development:

- learning outcomes
- instructional design

Evidence the standard supports the context, e.g.

Applicable in range of intended contexts (work environments, countries...)

FINAL ACCOUNTABILITY & QUALITY ASSURANCE MEASURES

ACCOUNTABILITY & INFLUENCE MEASURES

PROJECT ADVISORY COMMITTEE



TESTIMONIALS · ENDORSEMENT · INVESTMENT · LICENSING

SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



DISSEMINATION, IMPLEMENTATION AND ADMINISTRATION

1

Publication

2

Implement-
ation

3

Establish/
Operationalize
Admin,
Governance

Publication and Dissemination

MAIN EMPHASIS = QUALITY ASSURANCE

Substantive edit

Adaptation to alternative languages

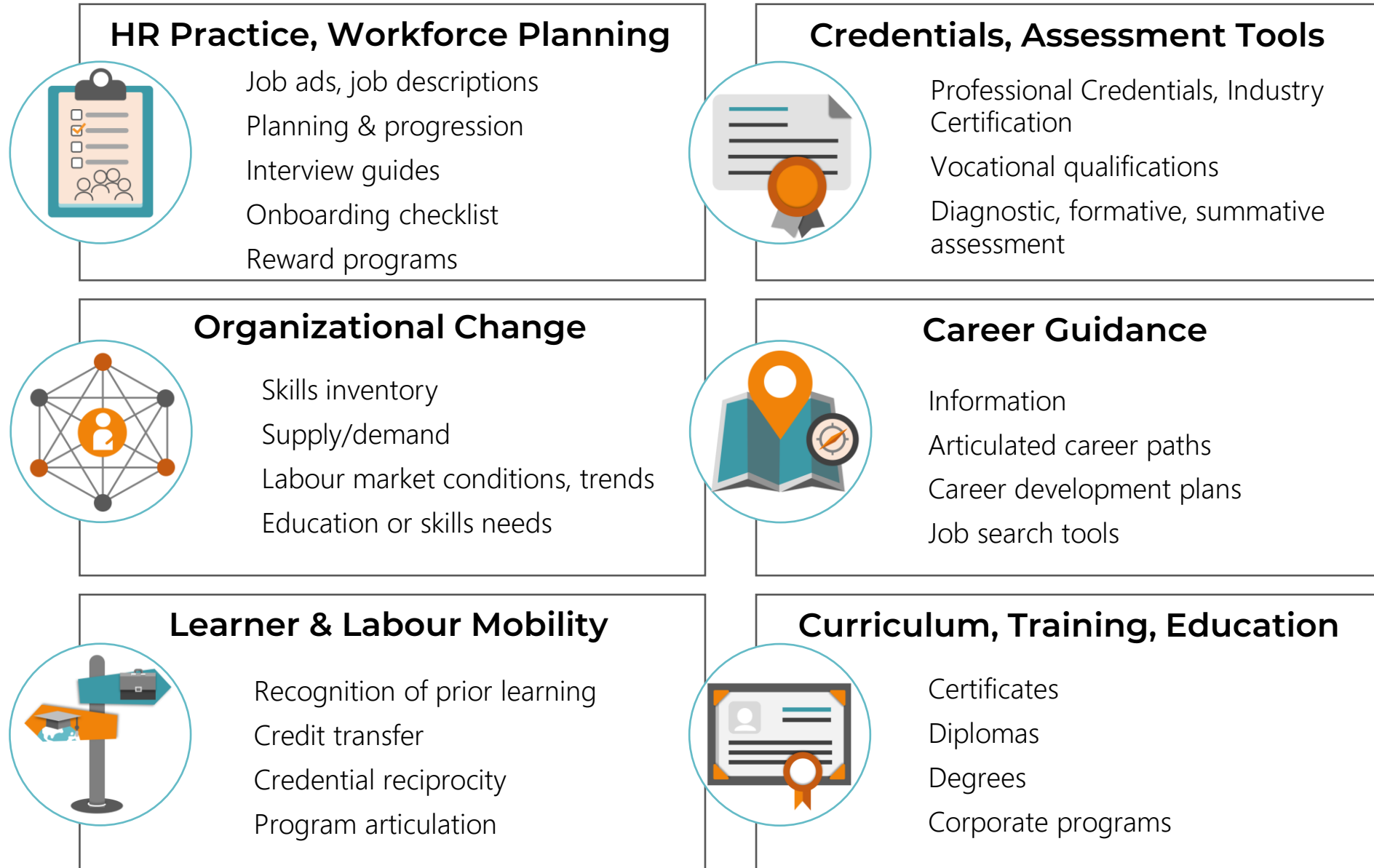
Adaptation to various formats

Design work to achieve publish-readiness

Broadcast strategies, marketing / promotion

- Access
- Timing, e.g. perpetual, just-in-time
- Identification of opportunities, e.g. programs, products, services; markets, key accounts...
- Promotion and marketing considerations
- Fulfilment requirements, e.g. storefront

Implementation, Application of the Competency Standards



SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



PROCESS AND PROGRAM EVALUATION



SET GROUNDWORK



DEVELOP



IMPLEMENT, MAINTAIN



MAINTENANCE AND CONTINUED QUALITY ASSURANCE

1

Develop
Maintenance
Plan, Policies,
Procedures

2

Set Quality
Assurance
Protocols,
Procedures



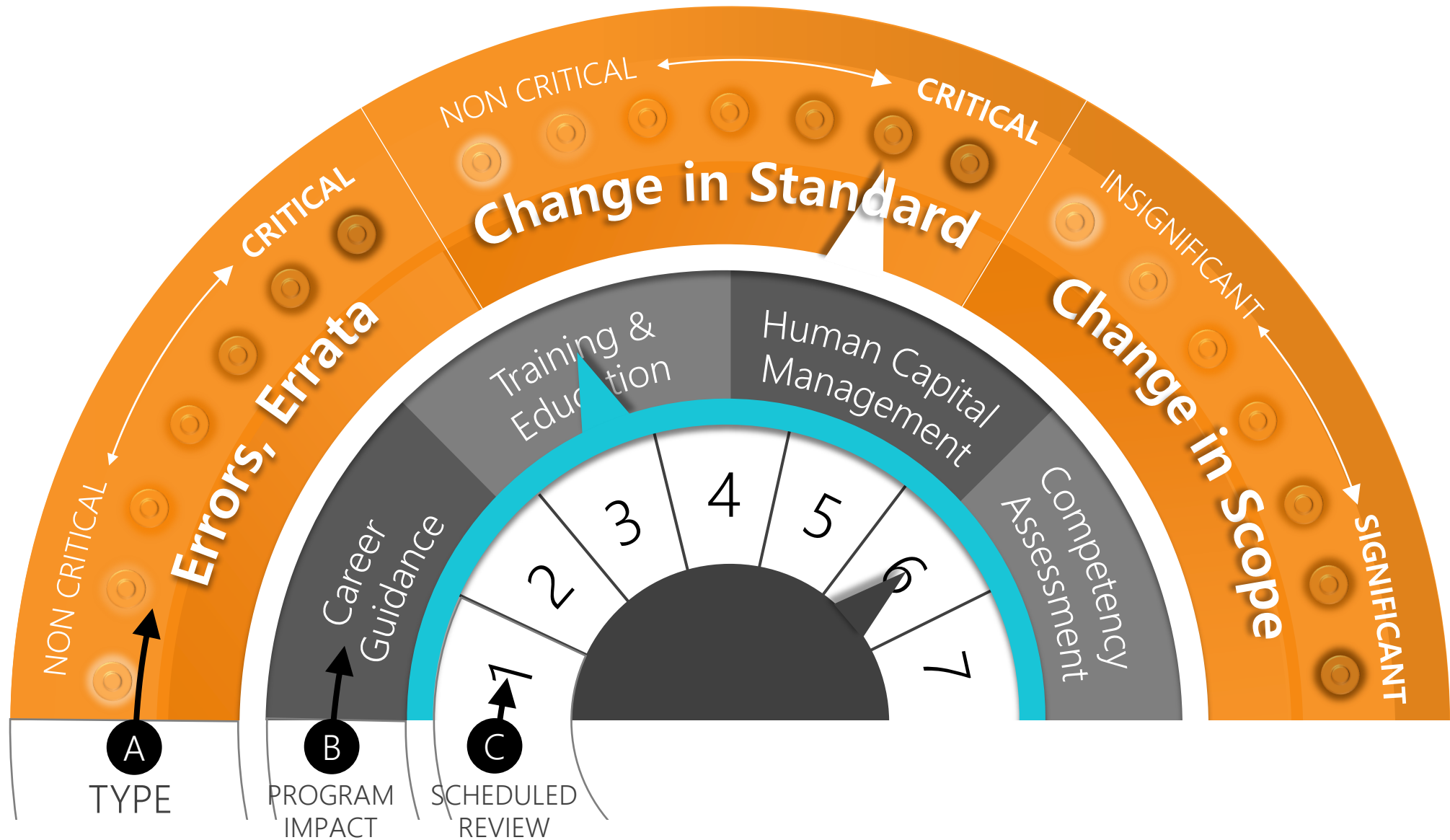
Process, Product and Service Improvement Plan

On-going, systematic collection of information or evidence on the use of the standards/competencies

Collection of information on factors that influence or affect the profession (e.g. changes in technology, regulations)

...to determine the need for changes or improvements

- Quality assurance; ensuring relevance, currency and compliance
- Feedback collection methods, tools
- Proactive collection
- Policies and plan, e.g. errata, substantive change, updates



A
TYPE

B
PROGRAM
IMPACT

C
SCHEDULED
REVIEW



Tourism HR Canada is a pan-Canadian organization with a mandate aimed at building a world-leading tourism workforce. Tourism HR Canada facilitates, coordinates, and enables human resource development activities that support a globally competitive and sustainable industry and foster the development of a dynamic and resilient workforce.

Tourism HR Canada is your source for current human resources issues and solutions, and works with the industry to attract, train, and retain valuable tourism professionals by giving them the tools and resources they need to succeed in their careers and entrepreneurial endeavours.

MANDATE

Building a Resilient, Competitive, and Inclusive Workforce

PRESENTER

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