

mccrindle



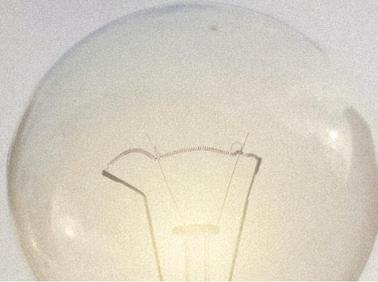
Demonstrated quality

National Career
Development Industry
Study



Career Industry Council of Australia

May 2020



Acknowledgements

Shannon Wherrett and Stephanie Lockhart at McCrindle Research for data analysis and reporting.

Dr Elizabeth Knight at Centre for International Research on Education Systems (CIRES), Victoria University for significant conversations and collaborative working.

About the Career Industry Council of Australia

The Career Industry Council of Australia (CICA) is the national peak body representing the broad range of organisations and associations involved in providing career development services and programs throughout Australia.

Broadly, CICA focuses on quality assurance and contributes to systemic improvements in the quality of and access to career services for the benefit of all Australians across the lifespan and to the achievement of national policy priority outcomes.

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Research objectives

In February 2020, the Career Industry Council of Australia (CICA) in cooperation with the National Careers Institute (the Institute) commissioned McCrindle to undertake a national survey of those working in the career development industry. The key objectives of this research are to:

- Understand what makes a quality career development practitioner or person working in career development
- Explore the value of those working in the career development industry
- Measure the performance of those working in the career development industry
- Discover key motivators, and barriers for those working in the career development industry
- Find opportunities to scale the work of those working in the career development industry

Research methodology

The *National Career Development Industry Study* is the collation of quantitative data obtained through an online survey of 746 individuals working in the career development industry. The survey was in field from the 10th of March until the 6th of April 2020. The survey was in field during the constantly evolving time of COVID-19 which may have had an impact on those taking the survey as their work was likely to be changing.

The data in this report allows for comparisons with a 95% confidence interval and a 5% margin of error.

Graphs and rounding

Data labels on the graphs in this report have been rounded to the nearest whole number and may, therefore, sum to 99% or 101%. Any calculations where two data points have been added are based on raw data (not the data labels on the graph) which have been rounded once combined.

Where no sample size has been specified in the report for graphs, the responses represent the total survey sample (n=746).

Terminology

Throughout this report, respondents are referred to as those working in the career development industry. This includes career development practitioners and those delivering elements of career development in their role.

Career development practitioners may also be known as: Career Counsellor, Career Adviser, Guidance Officer, Guidance Counsellor, School Counsellor, Career Teacher.

People delivering elements of career development in their role may include: Rehabilitations Counsellors, Human Resource Professionals, Recruiters, Employment Service Providers, Disability Employment Service Providers, Player Development Managers/Advisers, Career Coaches.

Segmentation

Throughout this report, demographic segments have been used to filter the results.

Executive summary

Those working in the career development industry could have an even larger impact if given the structure to scale.

Those working in the career development industry provide an essential service which has a lasting impact for their clients and society as a whole. They are highly qualified, experienced and are motivated to help their clients fulfil their potential. Not only are they performing well in their roles, but they also have a high job satisfaction and are positive about the future of the sector. This report outlines how the career development industry could have an even larger impact if given the structure to scale.

There are opportunities to scale up the contribution of the career development industry

It is important to provide those working in the career development industry the structure to scale the work they do to allow them to have an even greater impact. This is not only beneficial for their students or clients, but for society as a whole. Those working in the career development industry believe the biggest blocker to them thriving in their workplace is feeling overworked and stressed (46%). This is followed by limited opportunities for career progression (32%). They also believe that a lack of quality leadership from managers is a blocker (29%).

Those working in the career development industry are highly qualified with lots of experience

The majority of those working in career development are working as career development practitioners (85%), while 15% work in the industry delivering elements of career development in their role. Two in three (67%) hold a relevant post-graduate qualification. The most common qualification is a graduate certificate in career development (48%).

Four in five people in the career development industry (81%) have prior experience in other industries or roles before beginning their careers in career development. Only 8% have worked in career development for their entire career. Once working in career development, they go on to have long careers with a quarter (26%) having worked in career development for 16 or more years. Two in five (41%) have been working in the industry for between six and 15 years while the remaining 33% have been working in the industry for less than five years.

Information is targeted and relevant

Students and clients of those working in the career development industry come to them for help because they are seeking career direction (91%) or looking for information about education opportunities (84%).

Those working in the industry are doing more than just individual work, they are producing scalable targeted resources for their settings. Eight in ten (80%) spend time preparing career education materials and seven in ten (70%) simplify labour market information, making it relevant to clients/students.

The most common activity that those working in the career development industry perform in their role is one-on-one consultations (90%). This is followed by connecting people with education and training (87%) and providing support in developing resumes, cover letters and selection criteria (86%).

Prioritising students or clients is important

Those working in career development have a human centred approach to their work. They believe the most important quality for people in

their industry to demonstrate is acting in the best interest of their clients or students (92% extremely important). Almost nine in ten (89%) also believe building trust and rapport with students or clients is an extremely important quality.

Those working in the career development industry are effectively building trust

When those working in the career development industry rate themselves against the core competencies of the Professional Standards for Australian Career Development Practitioners, they are most likely to rate themselves as very high in their ability to establish and maintain rapport with students/clients (81%). A similar proportion (80%) rate their ability to demonstrate commitment to professionalism as very high, followed by their use of effective verbal and written communication skills (79%).

The areas they are least likely to believe they are performing very high in is their ability to describe major career development theories, concepts, research and associated models and frameworks (14%) as well as applying career development theories, concepts, research and associated models and frameworks to practice (16%).

There is a desire to support students or clients to fulfil their potential

The biggest motivator in the role of those working in the career development industry is the desire to help students or clients fulfil their potential (96%). This is followed by using their skills and knowledge to help others (94%).

Those working in the career development industry believe their ability to offer unbiased career information (94%) distinguishes their service from informal conversations with family and friends about career advice. Their knowledge of qualifications needed for different career paths (89%) is also a point of difference.

Those working in the career development industry have a lasting impact

Almost all people working in the career development industry strongly/somewhat agree they add value to students or clients by educating them about their options (98%) and by building their confidence (97%). They believe their work has lasting impacts, with 74% strongly agreeing the work they do extends beyond the time they spend with students or clients.

One-on-one consultations are perceived to be the activity that allows those in the industry to have the largest impact (83%). Other activities that have a large impact include connecting people with education and training (58%) and delivering career education classes (44%).

There is high job satisfaction in the career development industry

With a Net Engagement Score of 49, those working in the career development industry enjoy a high level of job satisfaction. Unsurprisingly, therefore, almost two in three (64%) see themselves continuing to work in the industry in five years' time. One in three (34%) expect to remain in their current role for this period.

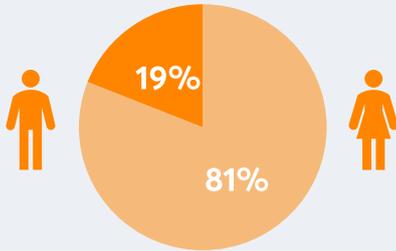
This positivity in their role flows on to their optimism for the future of the industry with 93% believing the career development industry will be better or the same in the next five years.

Performance is likely to be informally measured

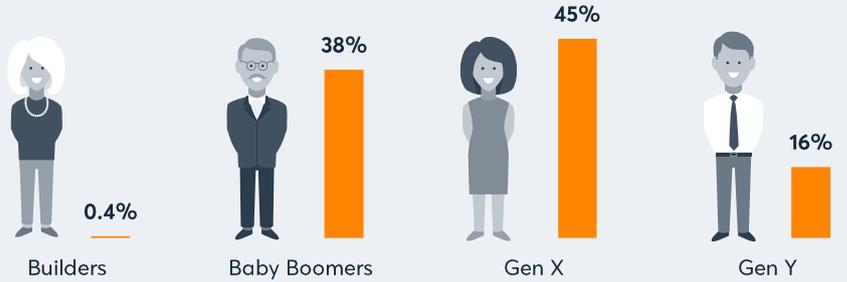
Performance is most likely to be measured informally through feedback from clients, student or parents (76%). Two in three of those working in the career development industry (68%) measure performance through self-assessment. This is followed by informal feedback from their line manager (55%) and performance reviews (52%).

Demographic summary

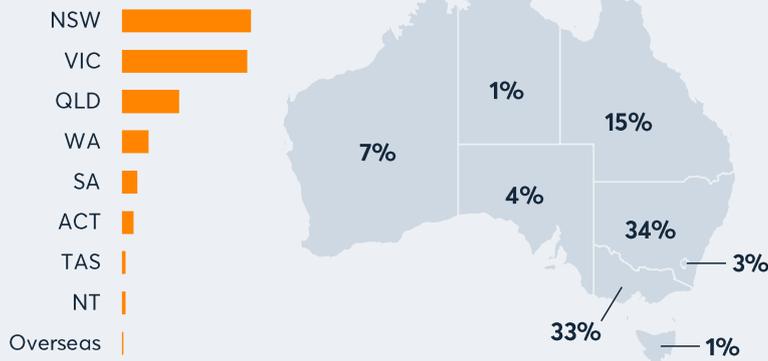
How do you identify?



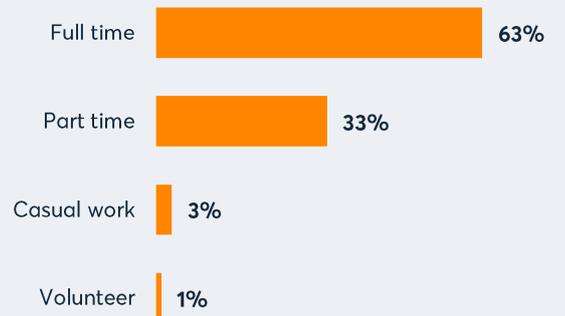
Generation breakdown of the industry



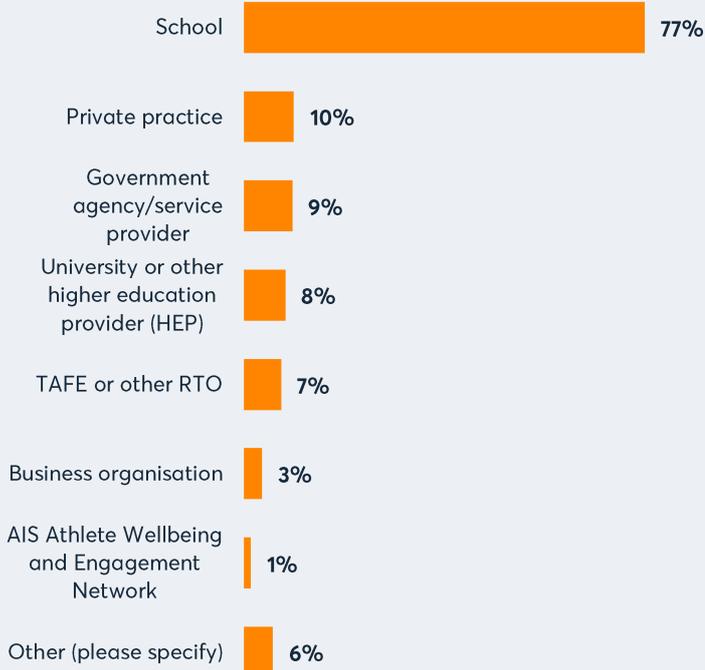
Where do you usually live?



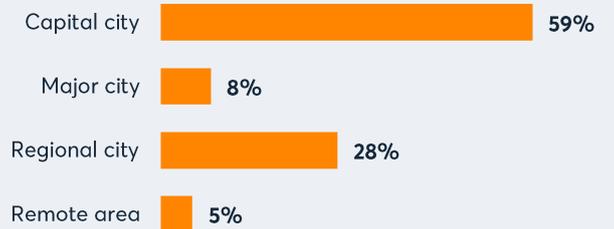
Which of the following best describes your employment status in career development?



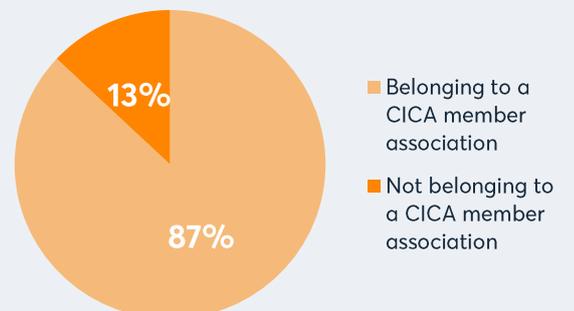
What kind of organisation/s do you work for in career development?



Which of the following best describes where you work?



CICA member association affiliation



Industry demographics

Those working in the career development industry are likely to hold post-graduate qualifications.

The majority of those working in career development are a career development practitioner (85%), while 15% are not practitioners but work in the sector and deliver elements of career development in their role.

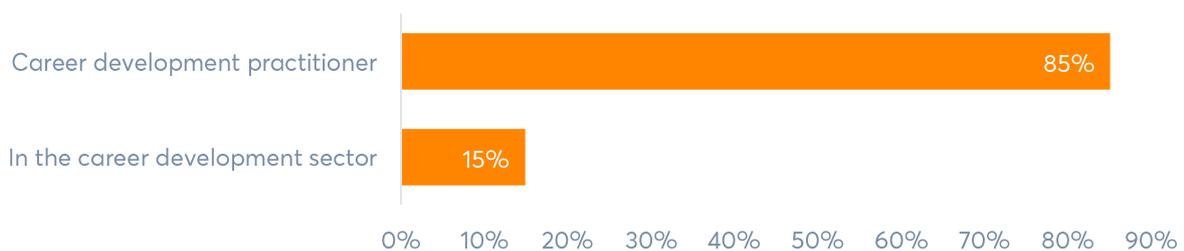
Three in four participants (77%) are working in a school. This is followed by one in ten (10%) who work at a private practice and 9% who work for a government agency or service provider.

Those working in the industry are most likely to hold a relevant post-graduate qualification in career development (67%) with the most likely

qualification being a Graduate Certificate in Career Development (48%). Other common post graduate qualifications are a Graduate Diploma in Career Development (9%) and a Masters in Career Development (9%). One in seven participants (14%) hold a Certificate IV in Career Development, while just 13% hold no relevant qualifications.

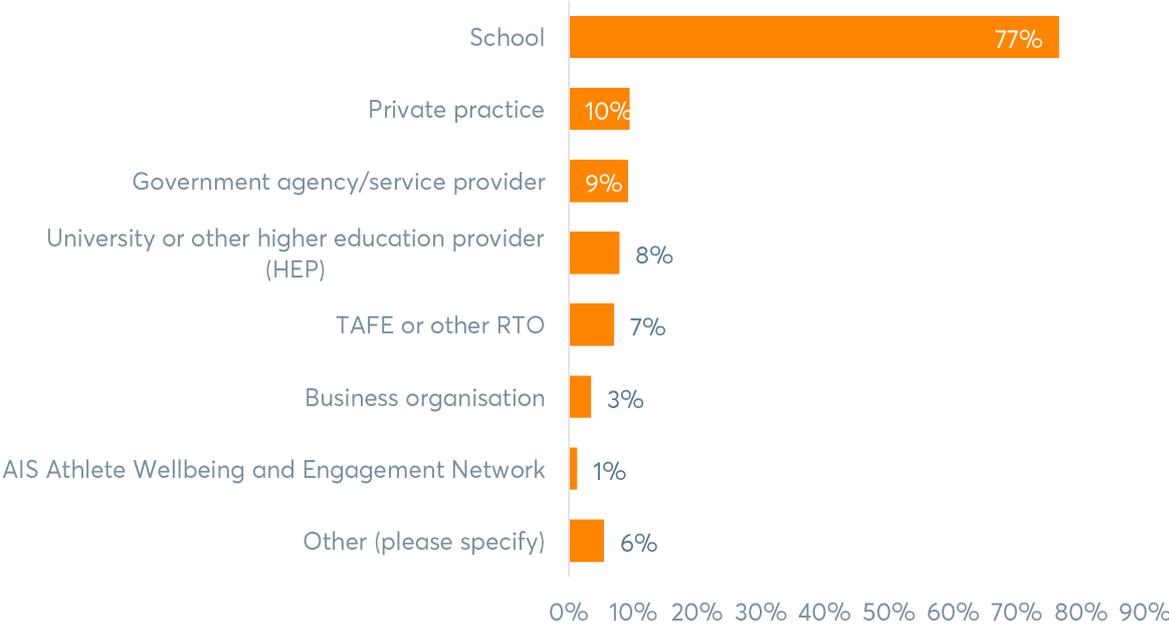
One in five participants (20%) selected 'other relevant qualification'. The most common qualification mentioned is a Masters in Guidance and Counselling, followed by a Masters in Education and Training from the Department of Education NSW.

Do you work as a career development practitioner or within the career development sector?



What kind of organisation/s do you work for in career development?

Please select all that apply.



Which of the following career development qualifications do you hold?

Please select all that apply.

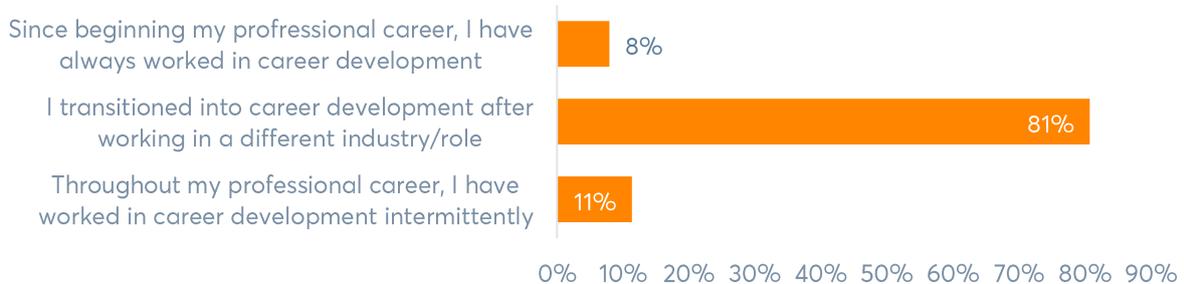


Those working in the career development industry often transition into career development after working in a different industry.

Those working in the industry are able to bring experience and understanding from their previous roles or industries they have worked in as they are unlikely to have always worked in career development. Four in five (81%) have transitioned into career development after working in a different industry or role, while only 8% have always worked in the industry.

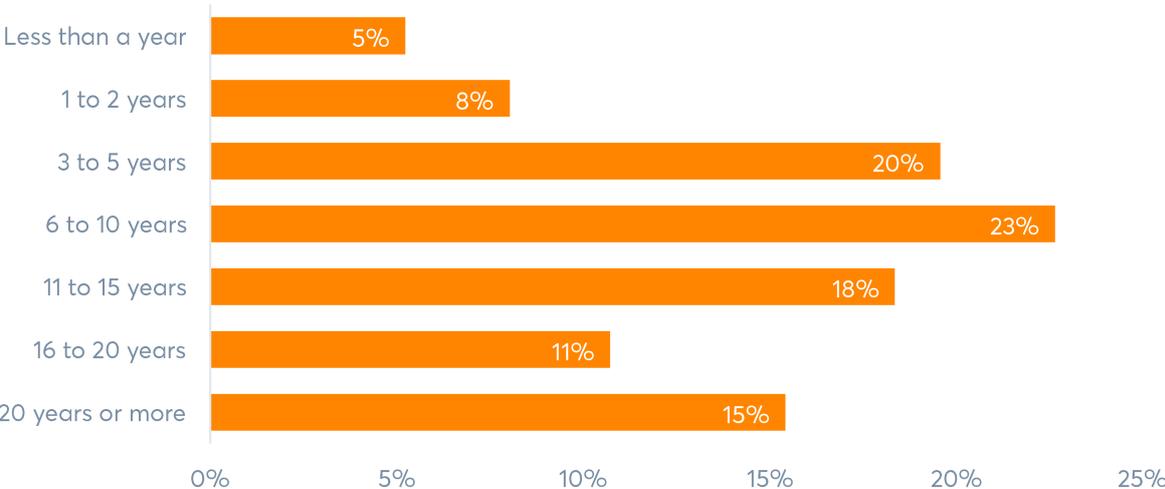
One in three people in the career development industry (33%) have been working in career development for five years or less. Two in five (41%) have been working in career development between six and 15 years, while the remaining 26% have been working in career development for 16 or more years.

Which of the following best describes your experience working in the career development sector?



How many years have you worked in career development?

If you have worked in career development intermittently, please subtract any years you were not working in the sector.



The need

Students and clients are seeking career direction.

It is evident that there is a need for the career development industry in Australia. When asked what reasons students or clients come to those working in the career development industry for help, the main reasons are because students or clients are looking for career direction (91%) and information about education opportunities (84%). More than seven in ten believe clients and students turn to them because they want to understand what jobs they are suited to (72%) or more simply because they were advised to meet with them (71%). One in five (21%) noted other reasons students or clients come to them for help. The most common reason is to develop written application skills, or advice for applying for jobs and degrees.

Those working as career development practitioners are more likely to have their students or clients coming to them to understand more about what jobs they are suited to than those who deliver elements of career development in their role (77% cf. 44%).

Those delivering elements of career development in their role, however, are more likely to have their clients come to them wanting to transition into a new career (36% cf. 30% career development practitioners).

Individuals develop bespoke resources

Those working in the career development industry are offering bespoke and individualised support for clients or students. Eight in ten (80%) are preparing career education materials, while 70% are working to simplify labour market information, making it relevant for students/clients.

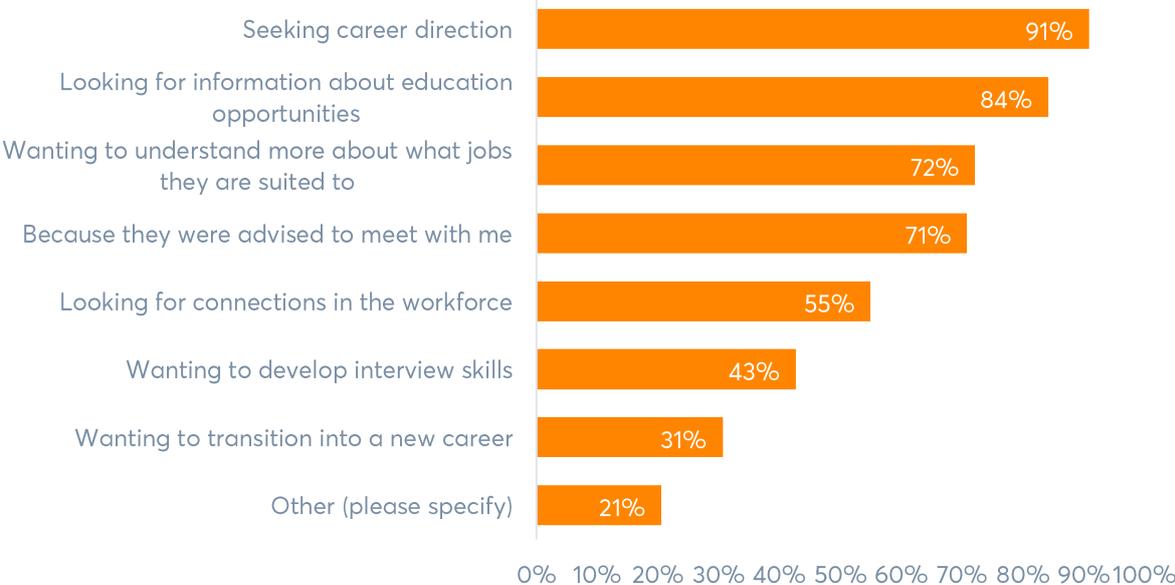
The career development activities that those working in the industry are most likely to perform in their role are one-on-one consultations (90%), connecting people with education and training (87%) and resumes, cover letters and selection criteria (86%). To a lesser extent, though still commonly performed, is researching possible jobs or career choices (85%) and recommending relevant events such as expos or open days (85%).

One in five (19%) also selected 'other' for activities they perform. The most common response for this is organising events and organising career expos.

Those delivering elements of career development in their role are much less likely than those working as career development practitioners to use on-on-one consultations (58% cf. 96%).

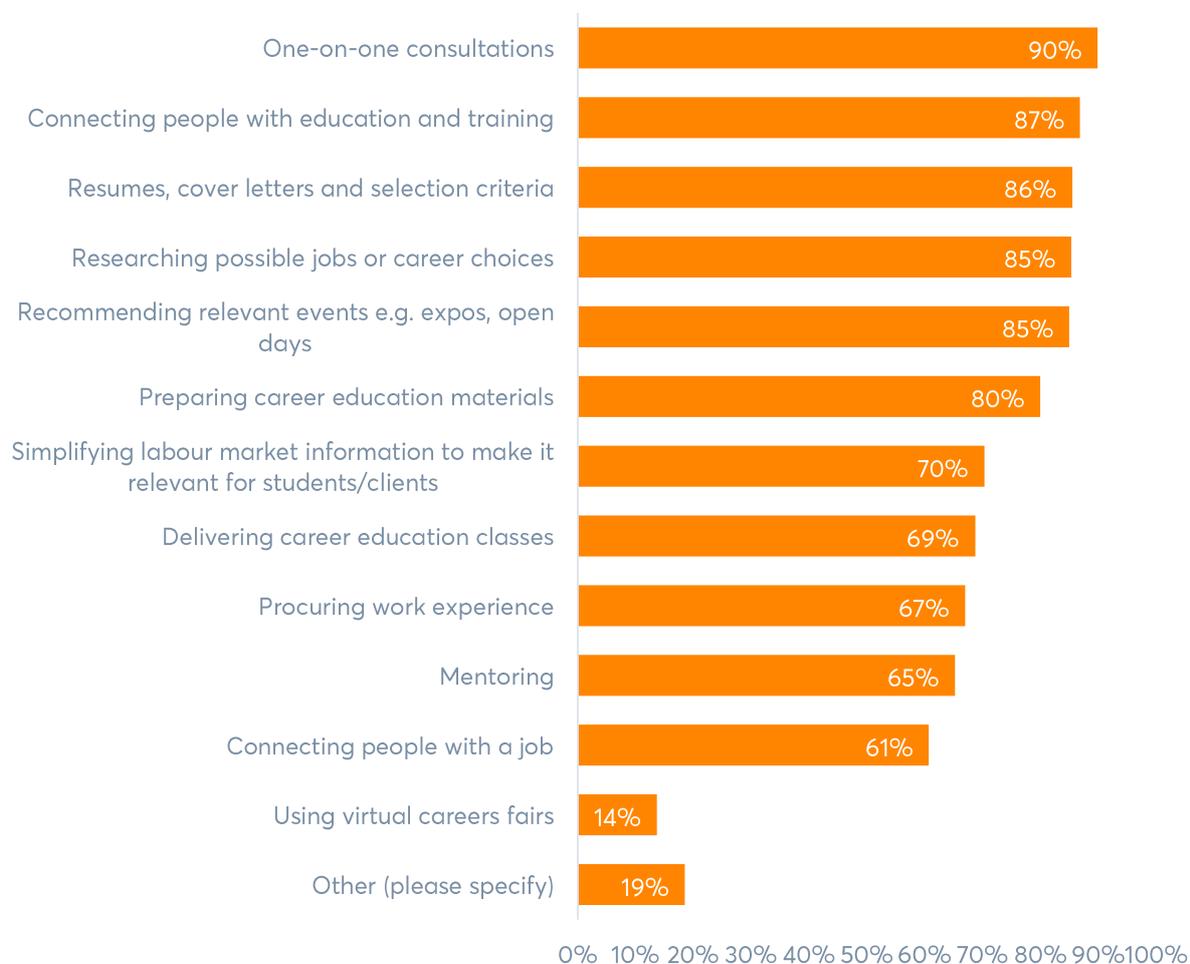
Why do your clients/students come to you for help?

Please select all that apply.



Which of the following career development activities do you perform in your role?

Please select all that apply.



Important qualities for those working in the career development industry

Prioritising students or clients is important.

More than nine in ten individuals working in the career development industry (92%) believe one of the most important qualities in their profession is acting in the best interest of students or clients, rating this as extremely important. Similarly, building trust and rapport with students or clients is also of high importance (89%). Acting professionally (86%), providing individualised support (80%) and respecting diversity (75%) are also seen as extremely important qualities for someone working in career development. Those working in the industry are least likely to view understanding and applying career development theories and frameworks as extremely important (29%).

Those working as career development practitioners are more likely than those delivering elements of career development in their role to believe both building trust and rapport with students or clients (91% cf. 78%) and providing individualised support (82% cf. 68%) is extremely important.

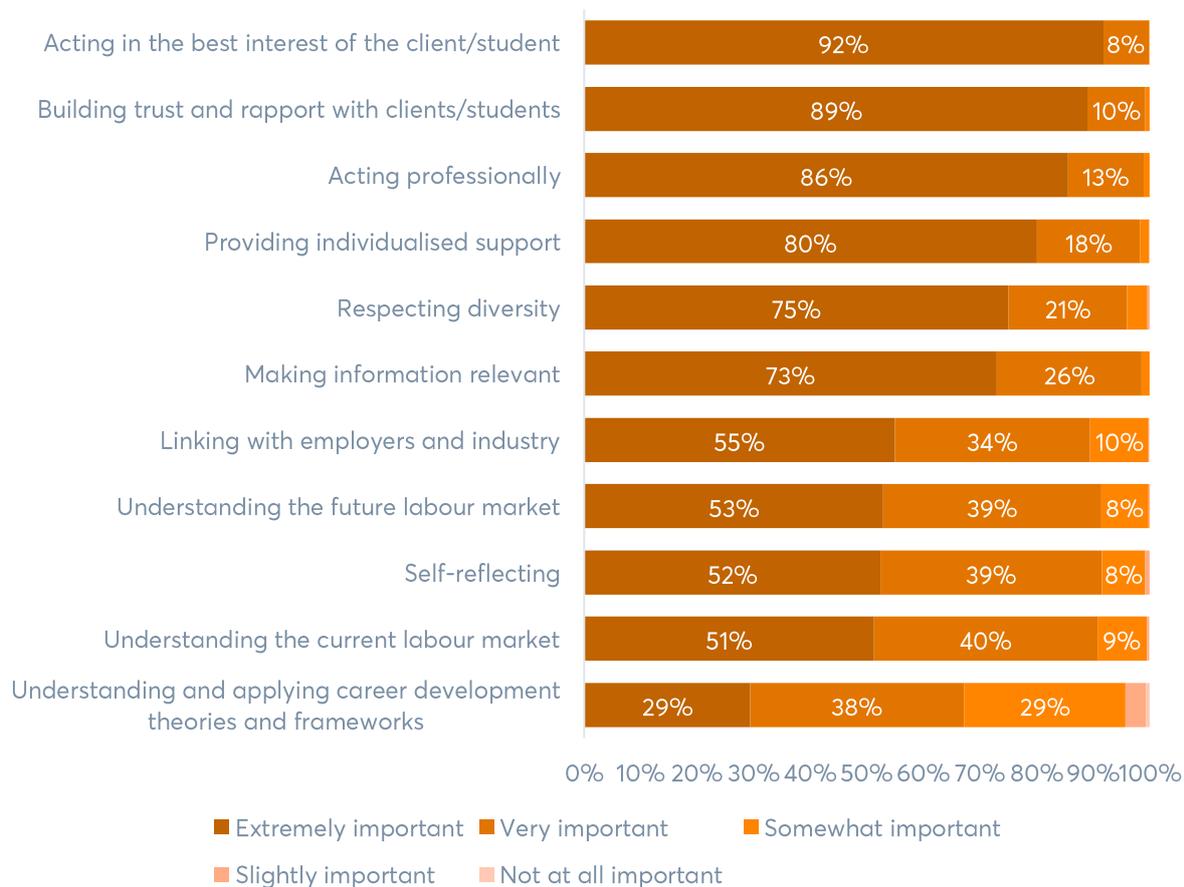
When those working in the career development industry are given the opportunity to define what quality in their industry looks like, the characteristics mentioned are focused on prioritising students and clients. Relevant career knowledge is seen to be important so that those working in the industry can guide clients down the right path. Listening and communication skills, as well as showing empathy and care for students/clients are also important qualities.

Subject knowledge – knowledge of educational institutions and pathways to these, knowledge of job markets and changes in these.

The ability to listen and extrapolate accurately from client conversations. Find the hidden concerns. Communication skills – written and oral – for clarity and to match audience.

True empathy combined with a desire to empower students to own and drive their career journey.

How important are the following qualities for those working in career development?



The Professional Standards for Australian Career Development Practitioners

The career development industry has a high performing workforce.

Those working in the career development industry were given the opportunity to rank themselves against the core competency areas of the Professional Standards for Australian Career Development Practitioners. Those working in the industry have the greatest amount of confidence in their performance to establish and maintain rapport (81% very high). Four in five (80%) also rate their ability to demonstrate commitment to professionalism as very high. This is followed by effective verbal and written communication skills (79%) and demonstrating commitment to and evidence of lifelong learning (77%). Recognising and respecting diversity is also rated very high (77%).

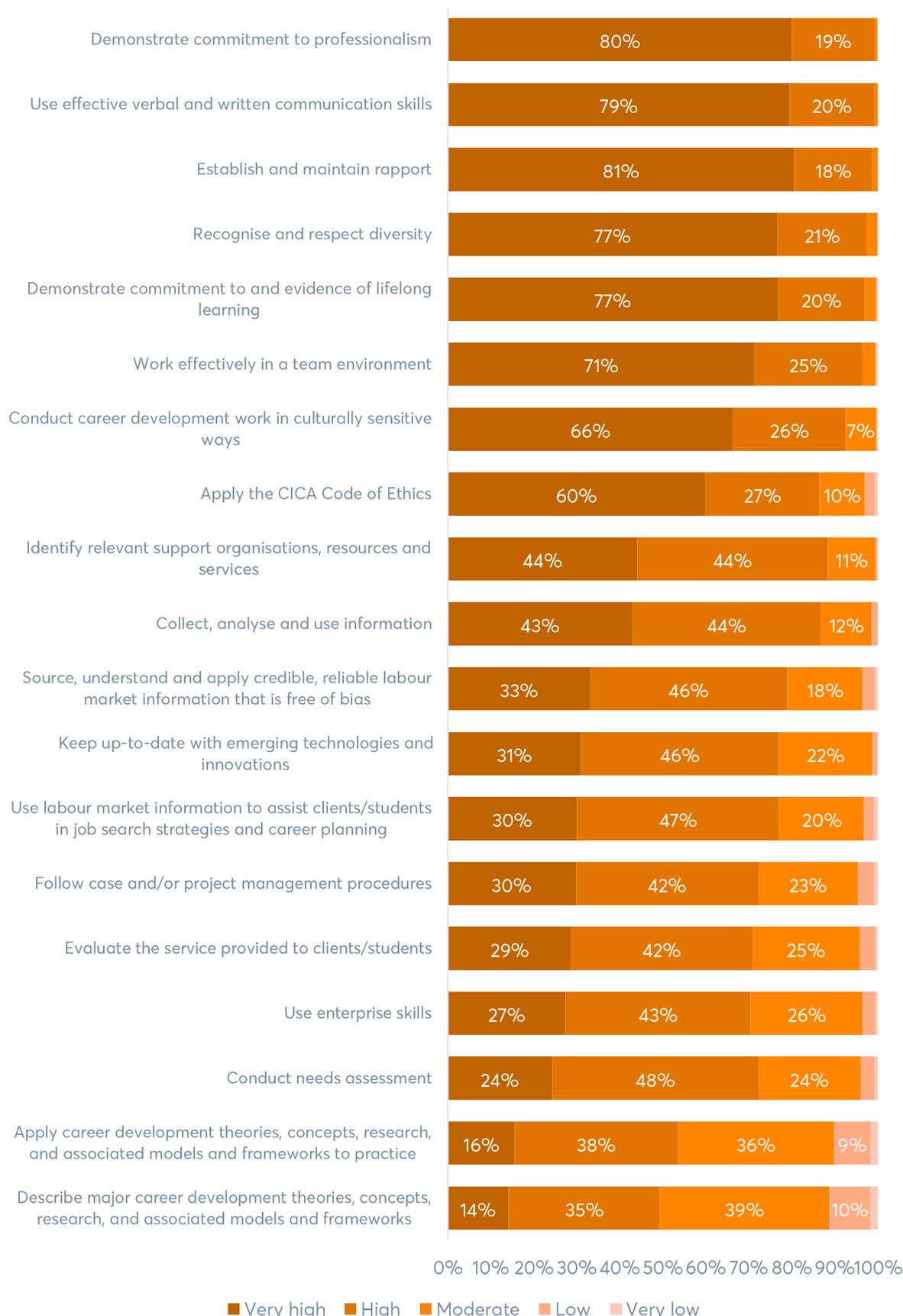
Those working in the career development industry are least likely to believe they are performing very

high in their ability to describe (14%) and apply (16%) major career development theories, concepts, research and associated models and frameworks.

Those working as career development practitioners are more likely than those delivering elements of career development in their role to rate their ability to establish and maintain rapport as very high (83% cf. 68%).

Those working in the career development industry in regional and remote areas are less likely than those working in capital and major cities to rate their ability to collect, analyse and use information as very high (36% cf. 47%).

How highly would you rate your performance in career development through the following competencies?



Distinguishing the value of the career development industry

Those working in the career development industry have a human centred approach.

Individuals are motivated to help their clients & students fulfil their potential

Those working in the career development industry have a human centred focus in their work. A key motivation to work in their role is the desire to help their students or clients fulfil their potential (96%). Using their skills and knowledge to help people is another great motivator for those working in the industry (94%). Furthermore, they are also motivated by their desire to improve student and client wellbeing (86%). They are much less likely to be motivated because of the money they receive (12%) or because of opportunities to grow in their role (37%).

Baby Boomers working in the career development industry are more likely than their younger counterparts to be motivated in their role by a desire to support equal opportunities for career outcomes (65% cf. 47% Gen X, 56% Gen Y).

Those who have been working in the industry for more than 15 years are more likely than those working in the industry for less time to be motivated in their role by working alongside like-minded team members (51% cf. 45% 6-15 years, 41% up to five years).

Those working in the career development industry provide unbiased advice

Australians may seek career advice from many different sources (including friends and family) in

addition to those working in the career development industry. Despite this, those working in the industry strongly believe the support they provide is distinct from informal conversations with family or friends in several ways.

The most distinctive feature that those working in the career development industry provide is unbiased career information (94%). This is followed by an understanding of the qualifications needed for different career paths (89%). They also believe the knowledge they have across a number of different industries distinguishes their support from informal conversations (85%).

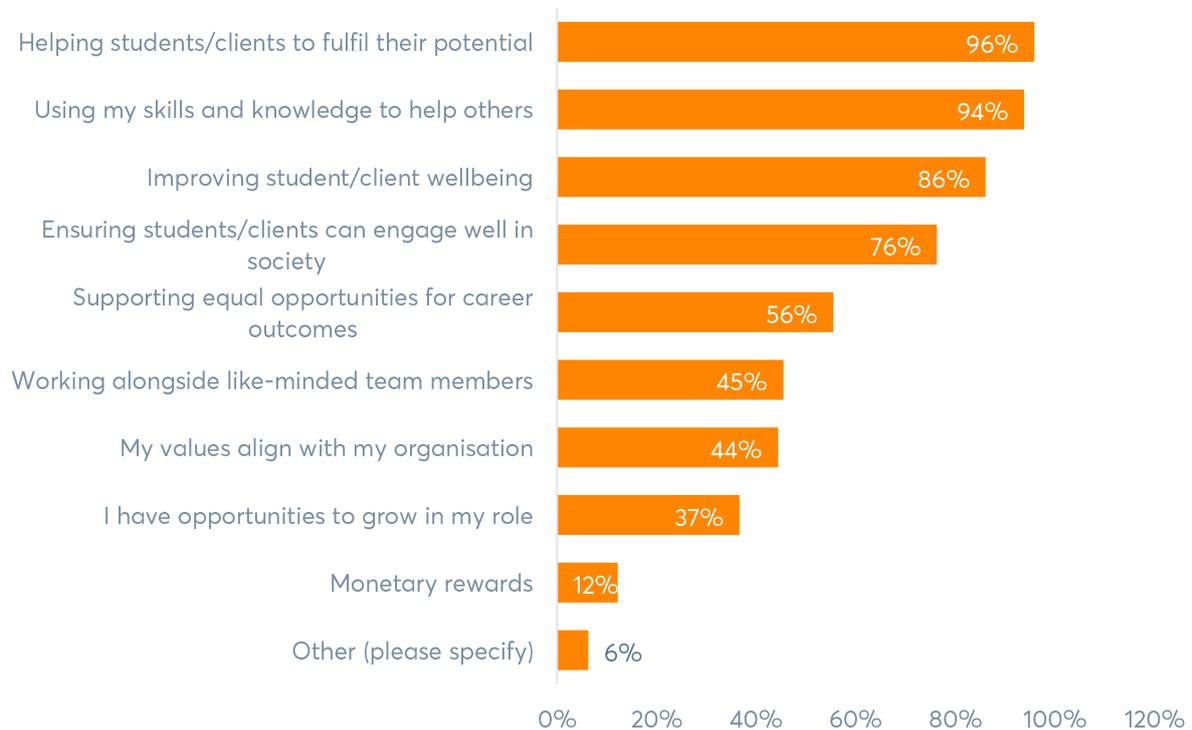
Value added by those working in the career development industry

Those working in the career development industry are most likely to believe they add value for their clients and students by educating them about their options (98%). This is followed by being able to build their confidence (97%) and helping them to map out their careers (92%).

Those working in the career development industry in regional and remote areas are more likely than those working in capital or major cities to strongly or somewhat agree they add value for their students or clients by helping them to find jobs suited to their skills (94% cf. 86%).

What motivates you in your role in career development?

Please select all that apply.

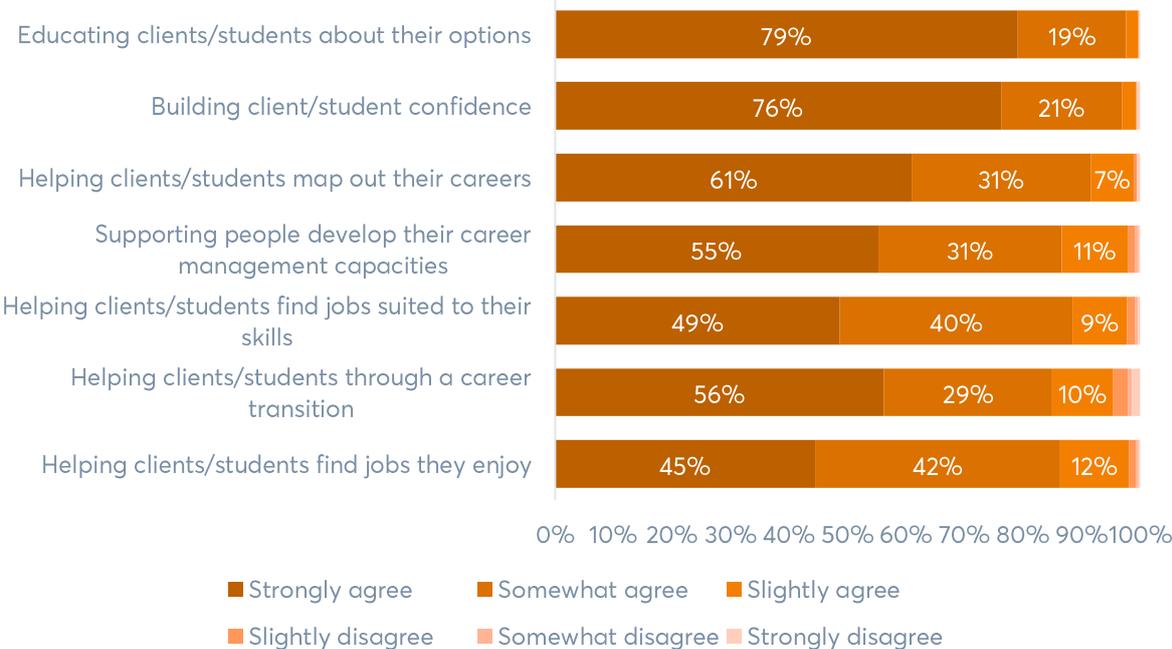


What do you believe distinguishes the advice provided by a professional career development practitioner compared to an informal conversation with family and friends?

Please select all that apply.



To what extent do you agree or disagree that you add value for your clients/students through the following?



The impact of the career development industry

Those working in the industry have a lasting impact.

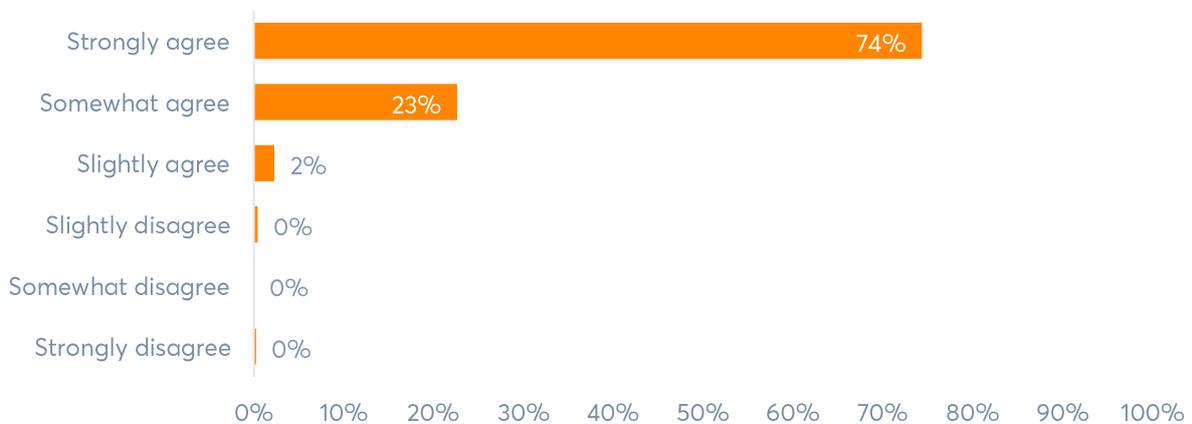
Three in four career individuals working in the career development industry (74%) strongly agree that the impact of the work they do extends beyond the time they are able to spend with their students or clients. A further 23% somewhat agree with this.

Positively, the activities and tasks that those working in the industry are doing are also what they believe to be the most beneficial for their students or clients. Almost all who offer one-on-one consultations (99%) believe this is extremely or very beneficial. Those working in the industry also believe in the benefit of connecting people with education and training (96%) followed by those who see the benefit in helping with resumes, cover letters and selection criteria (92%).

More than four in five (83%) believe that one-on-one consultations allow them to have the largest impact in their role. This is followed by 58% of those working in the career development industry who believe connecting people with education provides the largest impact. Four in ten (44%) also believe that delivering career education classes allows them to have a large impact.

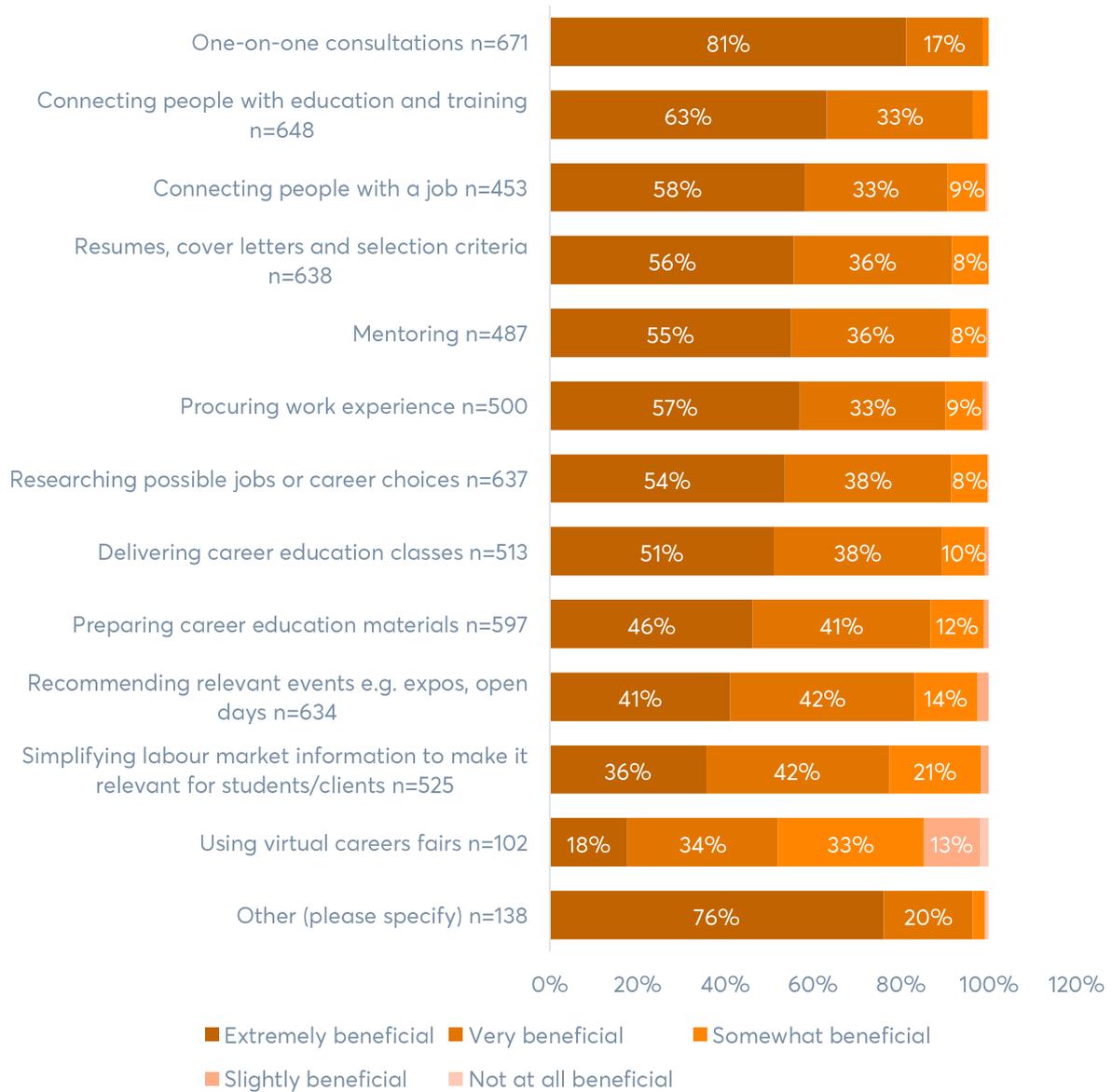
Those working in the career development industry in regional and remote areas are more likely than those working in capital and major cities to believe that procuring work experience for their clients/students allows them to have a large impact in their role (46% cf. 36%).

To what extent do you agree or disagree the impact of your work in career development extends beyond the time clients/students interact with you?



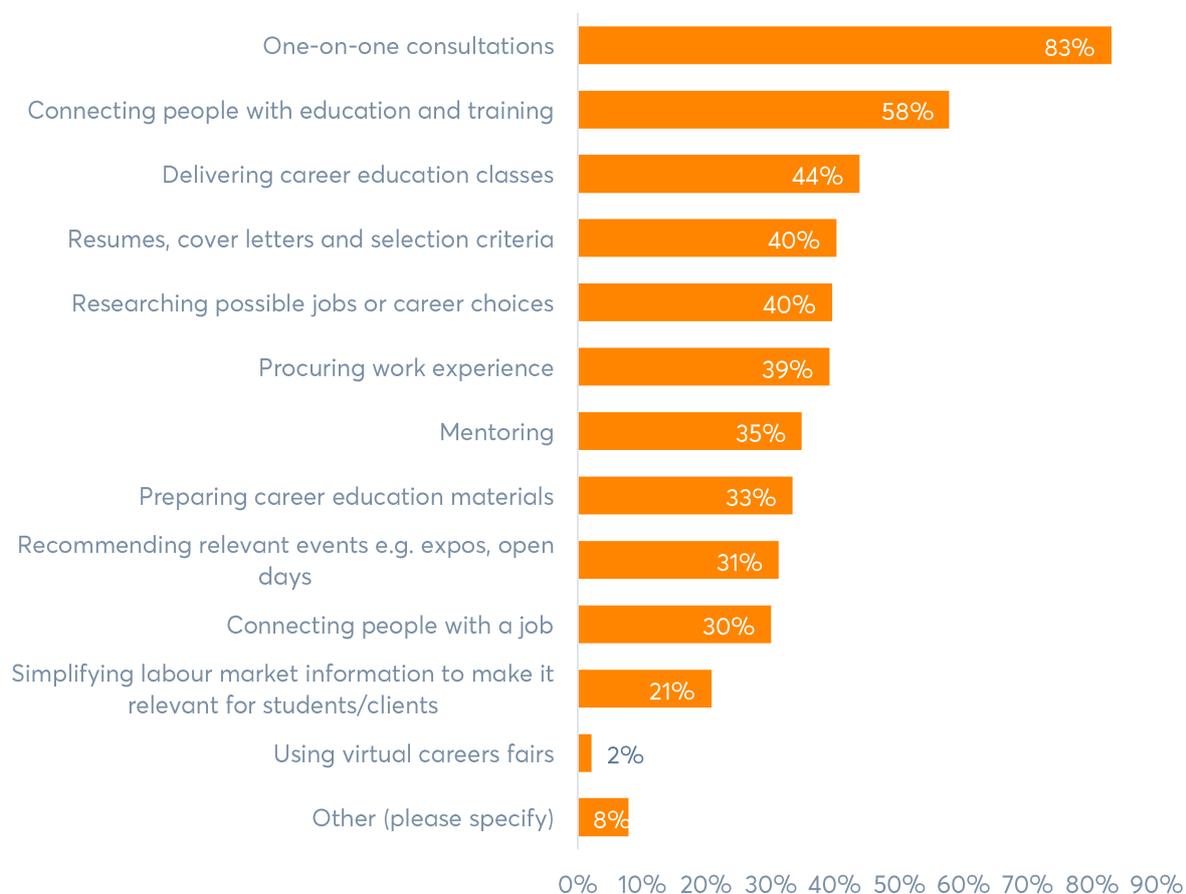
How beneficial are the following career development activities for your clients/students?

Career practitioners who perform the following activities.



Which of the following career development activities allow you to have the largest impact in your role?

Please select all that apply.



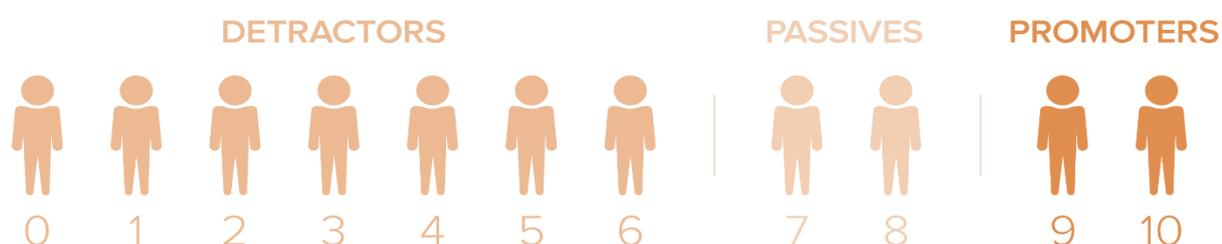
High job satisfaction

Net Engagement Score

The Net Engagement Score (NES) is calculated in the same way as the Net Promoter Score, developed by Bain & Company. The NES is based on the fundamental perspective that in every organisation, people can be divided into three categories: Promoters, Passives, and Detractors.

Individuals respond on a 0-to-10-point rating scale and are categorised as follows:

- Promoters (score 9-10)
- Passives (score 7-8)
- Detractors (score 0-6)



$$\text{NET ENGAGEMENT SCORE} = \% \text{ PROMOTERS} - \% \text{ DETRACTORS}$$

An organisation's NES score can range anywhere between -100 and 100. A score above 0 is considered a good score, with organisations often receiving a negative result.

Those working in the career development industry demonstrate a high level of engagement in their role.

Those working in the career development industry have an amazing Net Engagement Score of **49**. This suggests those working in the industry have a high level of engagement with their job. Positively, three in five (59%) are promoters, indicating they are highly engaged in their role. Three in ten (31%) fall into the passive category. Only 10% are detractors.

Those who are working as career development practitioners show a higher engagement rate with a larger NES score than those delivering elements of career development in their role (51 cf. 33).

Those who have been working in the career development industry for more than 15 years have a higher NES compared to those working in the industry for a shorter period of time (62 cf. 45 6-15 years, 42 up to five years).

When asked how likely it would be that those working in the career development industry see themselves in their current place of employment in five years' time, 60% fall into the promoter and passive category, meaning they are likely to stay. Two in five, however, (40%) are detractors, therefore unlikely to see themselves in their current place of employment in five years' time.

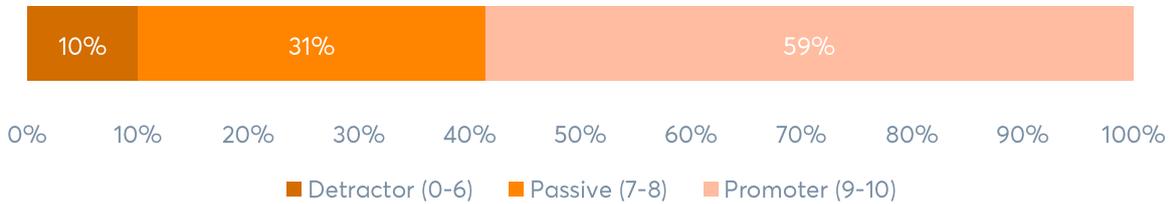
Role satisfaction is high as two in three individuals in the career development industry (64%) see themselves continuing to work in the industry in five years' time. One in three (34%) even see themselves remaining in their current role in the next five years which is a great figure considering the average job tenure in Australia is 2 years 9 months.¹ Although three in ten (29%) see themselves continuing to work in career development, they expect this will either be in a different role or a different workplace. One in five (19%) believe they will be retired within the next five years.

Those working as career development practitioners are more likely than those delivering elements of career development in their role to see themselves continuing to work in their current role in five years' time (37% cf. 22%).

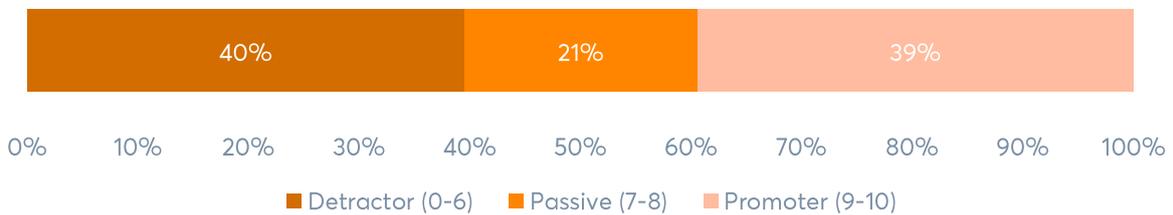
Not only are those working in the career development industry positive towards their role, they are positive about the future of the industry. More than nine in ten (93%) believe the career development industry will be about the same, or better in the next five years. Only 8% believe it will be worse.

¹¹ McCrindle *Ten Surprising facts about Australia* blog <https://mccrindle.com.au/insights/blog/ten-surprising-facts-about-australia/>

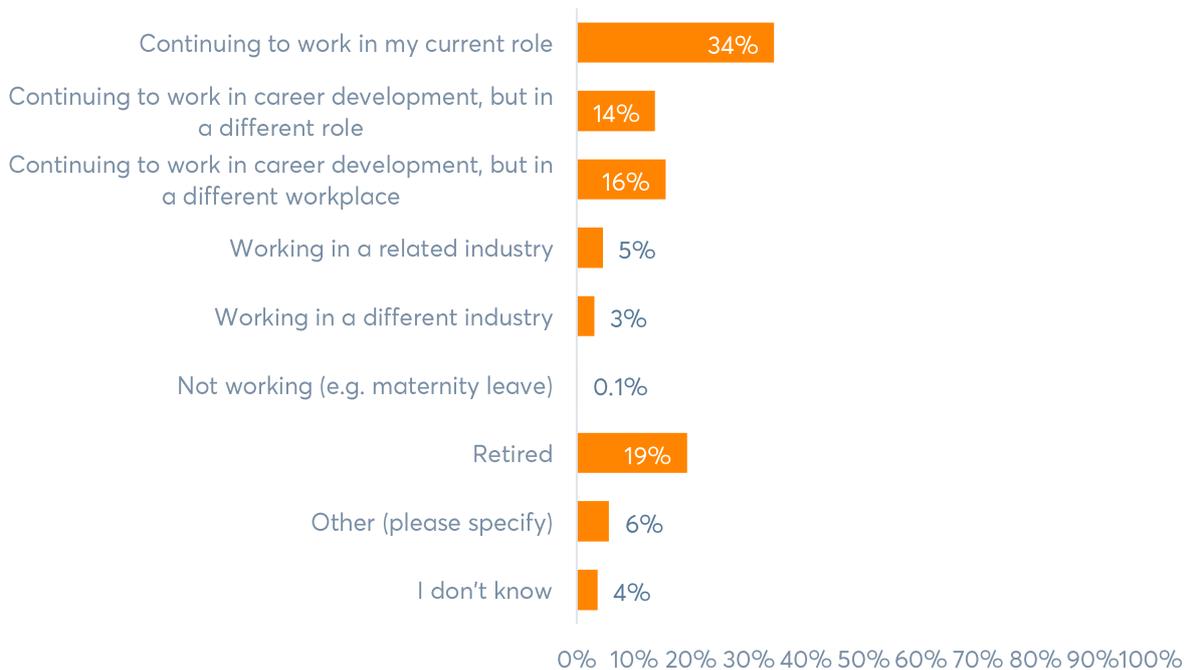
Thinking about how engaged you are in your current workplace and role, on a scale of 0-10 please rate your current engagement with your job.



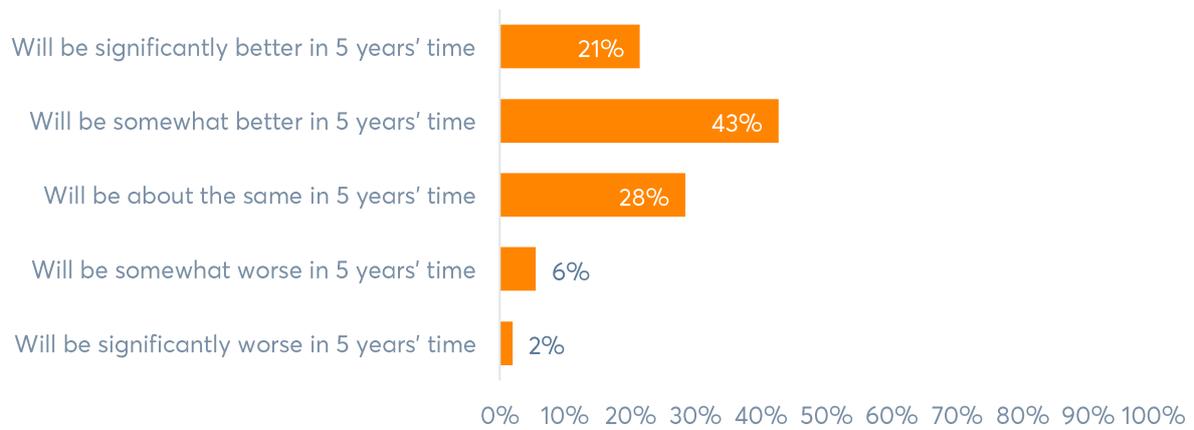
If it were up to you, on a scale of 0-10 how likely is it that you would still be working in your current place of employment in five years' time?



Where do you see yourself in five years' time?



Thinking about the career development sector as a whole, how optimistic are you about the future of the sector?



Measuring performance

Those working in the career development industry assess themselves well against the Professional Standards.

Performance is most likely to be measured informally for most of those in the career development industry as three in four (76%) have their performance measured through informal feedback from clients, students or parents. This is followed by two in three (68%) who measure performance through self-assessment. For over half of those working in the industry, performance is measured through informal feedback from their line manager (55%) or through performance reviews (52%).

Those who have been working in the industry for more than 15 years are more likely to measure their performance through self-assessment compared to those who have been in the industry for less time (74% cf. 65% 6-15 years, 68% up to five years).

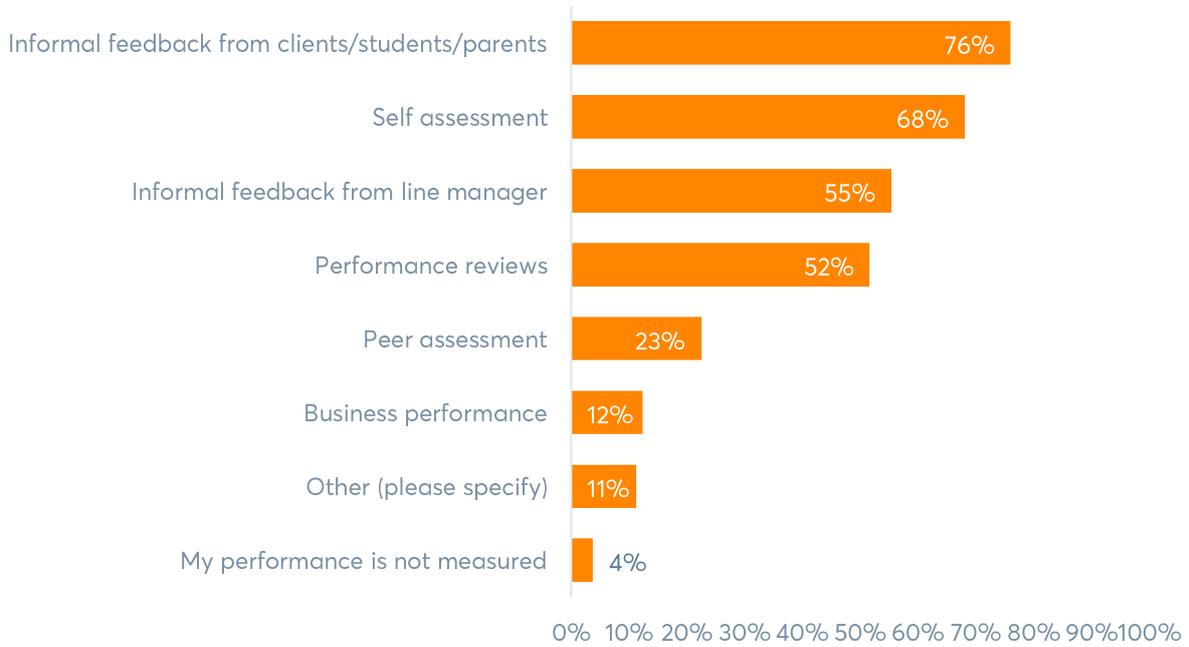
Professional Standard for Australian Career Development Practitioners

Most individuals working in the career development industry are aware of the Professional Standards for Australian Career Development Practitioners (92%), while only 8% are not. Almost half (49%) who are aware of the Professional Standards use this to measure performance. Two in five who are aware of the Standards (40%), however, never measure performance with the Professional Standards and 11% are unsure if they are used.

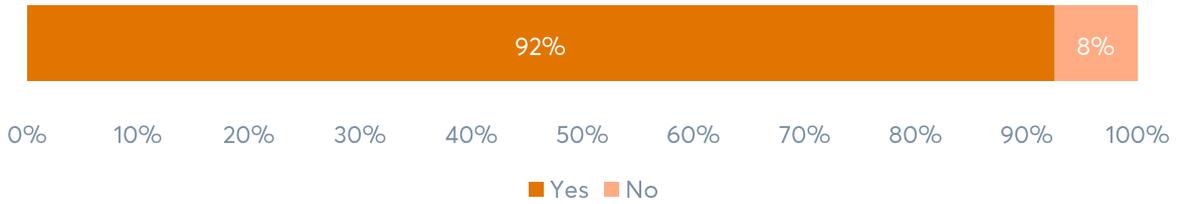
Those working as career development practitioners are more likely than those delivering elements of career development in their role to be aware of the Professional Standards for Australian Career Development Practitioners (95% cf. 78%).

In your role, how is your performance measured?

Please select all that apply.

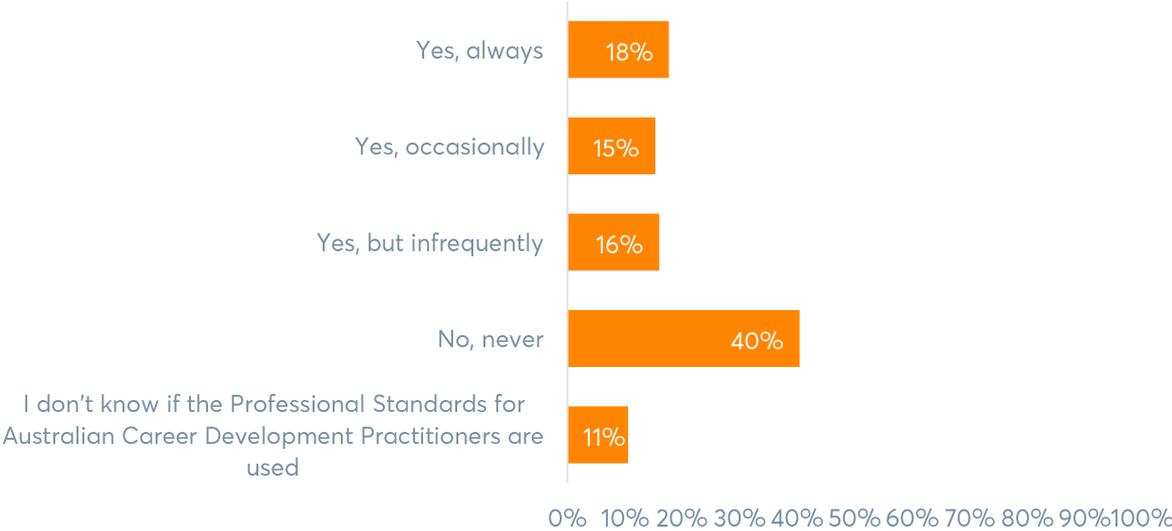


Are you aware of the Professional Standards for Australian Career Development Practitioners?



Are the Professional Standards for Australian Career Development Practitioners used when measuring your performance?

Career development practitioners aware of the Professional Standards for Australian Career Development Practitioners n=690



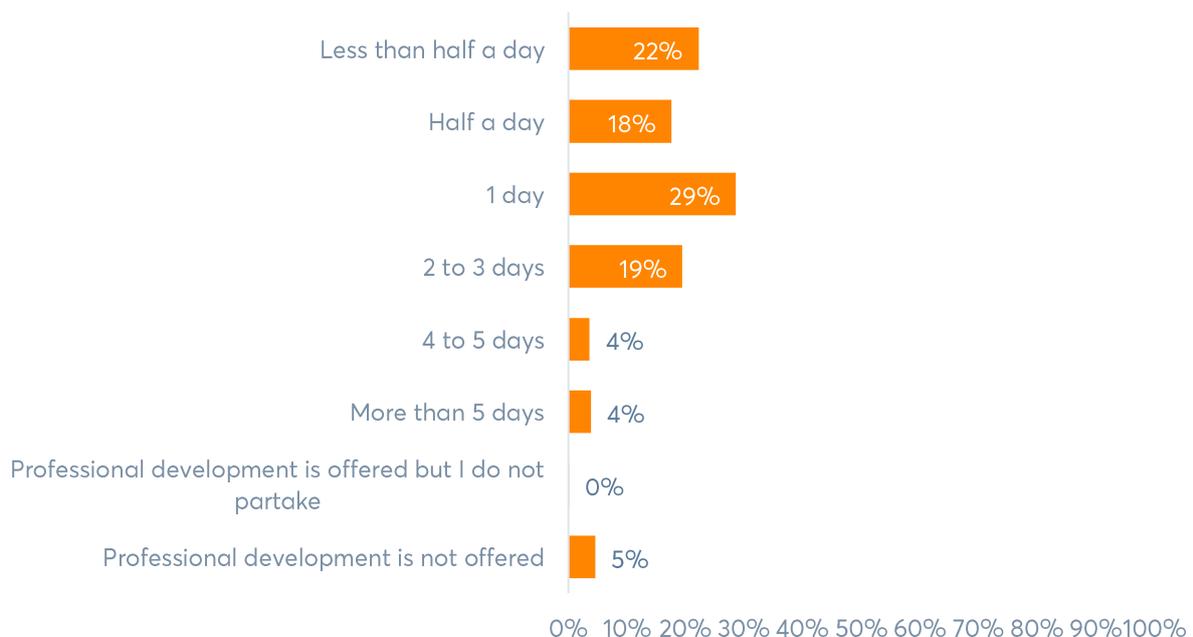
Professional development

Professional development could be one of the key ways to support those working in the career development industry and their desire to grow and have more training and development. Currently in a month, two in five (40%) spend half a day or less on professional development. A further 48% spend between one and three days, while 8% spend four days or more. For a small proportion (5%), professional development is not offered.

Not all of those who work in the career development industry have a budget for professional development with a quarter (25%) indicating they do not have a yearly professional development budget. Those working in the industry are most likely to have a yearly professional development budget less than \$1,000 (27%) while one in five (20%) have a budget of more than \$1000. A quarter (27%) are unsure of what their budget is.

Those working as career development practitioners are more likely to spend between one and three days on professional development a month compared to those who deliver elements of career development in their role (34% cf. 21%).

In your role in career development, how much time per month is spent on professional development?



What is your yearly professional development budget?



Scaling up

Those working in the career development industry could have an even larger impact if given the structure to scale.

Those working in the career development industry have a lot to contribute from the value they add for students or clients to the qualities they demonstrate. There are, however, areas that prevent them from being able to perform their role to the best of their ability. Feeling overworked and stressed is one of the biggest blockers for those in the industry to feeling like they are thriving at work (46%). Limited opportunities for career progression are another blocker to feeling as though they are thriving (32%). This is followed by a lack of quality leadership from managers (29%).

Those delivering elements of career development in their role are more likely than those working as career development practitioners to believe a lack of training and development is a blocker to feeling as though they are thriving at work (31% cf. 14%).

Those working in the career development industry believe they would be able to increase both the quality and impact of their work if their students or clients were more informed about career development (61%). More than (55%) believe more opportunities for training and development would increase the impact of their work, further highlighting their desire for career progression. More opportunities to be innovative (51%), better quality resources (43%) and greater flexibility in their role (42%) would also help to scale the impact of their work.

Those who have been in the industry for less time are more likely to believe they could increase the quality and impact of their work if they had more training and development compared to those who

have been working in the industry for longer (64% up to five years, 55% 6-15 years, 42% more than 15 years).

There is an interest to make more connections in the industry

Those working in the career development industry believe participating in more professional development activities is a key opportunity for their own career growth. They would also like to build their professional connections in the field to remain updated in career development. These connections could also benefit clients as they discover work experience opportunities and resources.

Access to a range of professional development activities.

Networking with industry and other career practitioners to improve my practice.

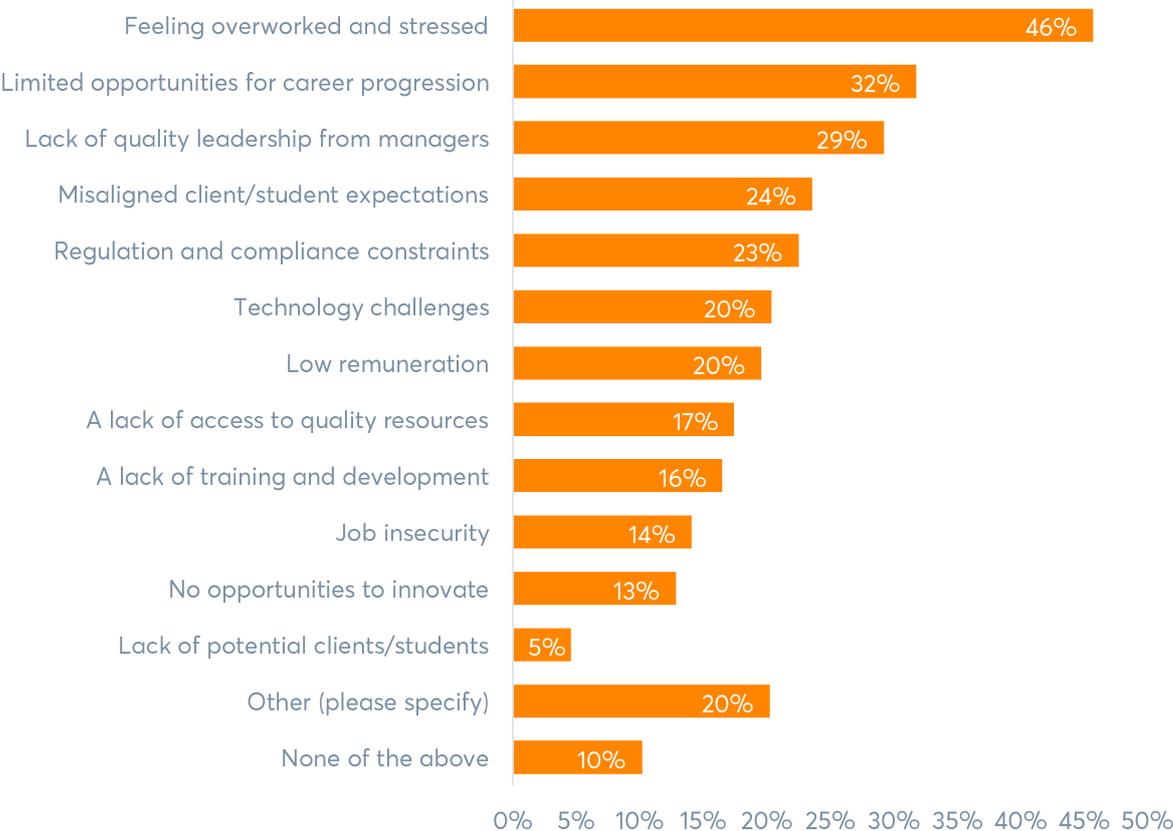
Networking with companies to receive more work experience opportunities and resources.

Just as those working in the industry want to grow their own connections in the field, they also believe this is a growth opportunity for their organisation. They believe their places of work can do more to engage young people in thinking about their career. This could be achieved by starting career education classes in earlier grades.

Better engagement with the local community to deliver suitable outcomes for students.

More far reaching implementation of career education in my school; reaching down to more junior year levels.

In your role in career development, which of the following are blockers to you thriving at work?
If you feel you are thriving at work, please select none of the above.



Which of the following would allow you to increase the quality and impact of your work?

Please select all that apply.



Glossary

Benchmarking

The process of measuring the performance of products, services, or processes against those considered to be industry best practice. Benchmarking identifies strengths and opportunities for improvement.

Career

A lifestyle concept that involves work, learning and leisure activities across the lifespan. Careers are dynamic, unique to each person, and involve balancing paid and unpaid work and personal life roles.

Career Counselling

A process that assists people by emphasising self-awareness and understanding in order to develop a satisfying and meaningful career direction that guides learning, work and transition decisions and manage changing work and learning environments over the lifespan. Career counselling may be conducted individually or in small groups. Career Counsellors hold Professional Qualifications in Career Development as well as Specialised Qualifications in career counselling.

Career Development

The process of managing life, learning, work, leisure, and transitions across the lifespan in order to move towards a personally determined future.

Career Development Practitioner

Career Development Practitioners provide a wide variety of services to diverse client groups in order to foster their career development. Career Development Practitioners may deliver services in settings such as, but not limited to, schools, higher education (e.g., TAFE and universities), business organisations, government agencies and private practice in a range of formats including one-to-one, small groups, via the web, large classes and self-help materials. Such services may include, but are not limited to, career counselling, career advice, career education, job placement, employment services, recruitment, career coaching, training, mentoring and coordinating work experience or internships programs. Career Development Practitioners may work at either a Professional or Associate level.

Career Development Services

A wide range of programs and services provided in many different jurisdictions and delivery settings to stimulate career development learning in order that clients gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways.

Career Education

The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings to assist students make informed decisions about their life, learning and work options and enable their effective participation in working life.

Career Information

Occupational and industry information, education and training information and social information related to the world of work sourced from resources such as computer-based career information delivery systems, the Internet, print and media materials, informational interviews, and workplace speakers.

Career Management Skills

The knowledge, skills and behaviours required by all citizens to manage and develop their learning and employment across their working lives. These skills include gathering, analysing, synthesising and organising self, educational and occupational information as well as the skills for making and implementing career decisions and transitions.

Code of Ethics

Guide the professional behaviour and practice of Australian Career Development Practitioners and inform the public about the ethical standards to which Australian Career Development Practitioners adhere.

Continuing Professional Development (CPD)

The ongoing maintenance and growth of professional excellence through participation in learning activities based on self-assessment and implemented for the benefits of participants, clients and the community.

Core Competency

The skills, knowledge and attitudes required by all Career Development Practitioners regardless of their work setting as set out in the Professional Standards for Australian Career Development Practitioners.

Labour Market

The market in which employers look and compete for workers and in which workers look and compete for employment.

Labour Market Information

Labour market information includes all quantitative or qualitative data and analysis related to employment and the workforce.

Learning

Learning is a holistic process involving thinking, feeling, perceiving and behaving as individuals relate with experience and interaction with the world throughout their lives. Learning may be formal, informal, non-formal, intentional or unintentional.

Lifelong learning

Purposeful learning activity undertaken on an ongoing basis to improve knowledge, skills and competence through education, training, work and general life experience.

Professional Career Development Practitioners

Work in a range of settings, coordinate teams including Associate Career Development Practitioners, and in supervisory roles.

Professional Standards

The systems and procedures in the career industry that: define the career industry, its membership and its services; recognise the diverse skills and knowledge of career practitioners; guide practitioner entry into the industry; provide a foundation for designing career practitioner training; provide quality assurance to the public and other stakeholders in the industry; and create an agreed terminology for the industry.

Qualification

Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.

Self-assessment

A process of assessing performance against particular standards, criteria, or competency standards to identify strengths and opportunities for improvement.



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