

Canadian Standards and Guidelines
for Career Development Practitioners

Areas of Specialization
Community Capacity Building

2004



S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.1 initiate and maintain effective relationships with key community partners

Why is this competency important?

- to maximize limited community resources
- to take a leadership role in bringing community partners together
- to identify various sources of funding
- to better co-ordinate services for clients within the community
- to develop professional knowledge and expertise
- to bring the community together in building a focused long-term strategy for unemployment reduction and economic growth
- to identify employment training and entrepreneurship opportunities to fill future needs
- to connect clients with community resources
- to help clients become self-sufficient
- to gather information on a variety of local resources

To demonstrate this competency, career development practitioners must:

- a) develop professional relationships with local organizations, agencies, services, businesses, politicians and social planners
- b) develop relationships with local community partners:
 - attend community gatherings regularly
 - visit with people new to the community
 - share information openly
- c) identify people who are supportive of career development from all sectors of the community:
 - look beyond the obvious to the local and unique
 - invite and include local people and businesses who have not been previously included

- d) seek out natural helpers within the community, e.g., *in churches and schools, at community events, friendship centres, post-secondary institutions and seniors' homes*:
 - assess suitability of individuals based on established criteria:
 - use a variety of assessment evaluations and techniques
- e) use natural helpers and other volunteers as community ambassadors
- f) establish advisory groups
- g) develop relationships with current and past clients:
 - provide follow-up services, as necessary

Notes

- Sustainable career development is the result of connections between individuals and their community resources. A career development worker could be the connector and spark for this environment.

Areas of Specialization

Community Capacity Building

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.2 work with the community to develop a community vision

Why is this competency important?

- to create a common understanding of the community's preferred future or vision

To demonstrate this competency, career development practitioners must:

- a) participate in diverse groups of community residents, businesses and organizations
- b) focus their efforts to discover local resources:
 - develop parameters for working together:
 - establish roles, responsibilities and the scope of the relationships
 - develop goals and objectives:
 - facilitate workshops and planning, if necessary
 - use visioning processes and/or scenario-building techniques
- c) scan the local economic and demographic environment
- d) conduct individual interviews with a variety of community members:
 - look for effective practices
 - facilitate discussions to validate previously established community vision statements
- e) link community vision statements to labour market needs through workshops, public forums and group presentations

Notes

- Visioning, setting goals and objectives, and planning require skilled facilitation and should be done with a group of committed and involved community citizens, businesses and organizations. The process requires time, energy, and conversation and cannot be done entirely by contracted professionals.

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.3 work with the community to assess current community capacity

Why is this competency important?

- to help communities respond to the diverse needs of client groups and situations
- to provide a link between the community, careers and economic development
- to use the community resources as a foundation and as the raw materials for local problem solving
- to encourage use of local resources rather than depending on external services

To demonstrate this competency, career development practitioners must:

- a) distribute data gathering instruments to community partners
- b) collaborate with community partners to assess clients' needs for community services in:
 - training
 - education
 - careers and employment
 - areas of family support
 - financial areas
- c) determine matches between current services provided and assessed client needs
- d) create opportunities for dialogue and sharing between community people:
 - support the community in designing guided conversations
 - design conversations around the discovery of assets, gifts, abilities and resources of the community
- e) help the community establish structures and processes for tracking trends and patterns
- f) develop a link between public information systems (e.g., *libraries*), private sources (e.g., *local and regional businesses*) and public services (e.g., *Human Resources Development Canada (HRDC), provincial/territorial*)

- g) gather and use information on:
- community demographics
 - community, national and global trends

Notes

- Local resources are discovered through in-depth research, e.g. *networking, Internet, previous works and studies.*
- Surveys should be used selectively, as they do not result in relationships developing between people in a community.
- Effective community conversations assume that everyone has a gift to give or contribute to the community. It is best to avoid a needs or deficit focus.

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

- S6.1.4 conduct an analysis of sectors based on human resources

Why is this competency important?

- to encourage community growth through a strength-based approach
- to foster financial growth and stability in the community
- to increase the sustainability of the community

To demonstrate this competency, career development practitioners must:

- a) establish a human resource database by profiling community members:
 - use life-role analysis and/or other profiling techniques
- b) encourage involvement of community groups, volunteers and municipal employees in the profiling process
- c) analyze profile data to determine community strengths:
 - organize human resource information into economic sectors
 - prioritize
- d) present the priority list to stakeholder groups
- e) train and use natural helpers to profile individuals
- f) access and use secondary research

Notes

- Profiling should be done throughout the lifespan of the community.
- Career development processes that enhance community development are to be carried out over a long period of time.
- Assessing and then nurturing young talent is as important to the future of the community as is the assessment and development of the mature population.

Areas of Specialization

Community Capacity Building

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.5 conduct an analysis of sectors based on physical resources

Why is this competency important?

- to maximize the use of the current infrastructure
- to encourage collaborative partnerships
- to expand community potential

To demonstrate this competency, career development practitioners must:

- a) conduct an inventory of public and private structures
- b) maintain an inventory of undeveloped sites, including:
 - logistical information, e.g., *bus routes, proximity to daycare centres*
- c) determine potential in the areas surrounding the community
- d) maintain relationships with local land and building developers
- e) assess educational resources

Notes

- Empty commercial spaces are expensive in the form of taxes, property maintenance and, in most cases, mortgage payments to someone. Such spaces offer opportunities for non-competitive start-ups. For instance, a vacated restaurant space offers potential for the establishment of a program that features a test kitchen. It offers people the opportunity to test recipes, conduct marketing focus groups, undertake feasibility studies and/or offer products for sale. This example is typical of the inside-out approach to community development. Such programs fall under the mandate of career development practitioners who wish to concentrate on program development. Community resources are often hard to discover.

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.6 work with the community to determine the gaps between visions, goals and capacity

Why is this competency important?

- to promote and prioritize use of available resources
- to establish and maintain resources that develop and engage the local labour force
- to facilitate a spirit of collaboration
- to celebrate and promote the strengths and diversity of the community and its resources

To demonstrate this competency, career development practitioners must:

- a) distribute data gathering tools:
 - identify overlaps and gaps in services
- b) collaborate with community partners to gather and analyze data

Notes

- When people are engaged in discovering their assets, the deficits or gaps seem to be filled from within the community without the development of programs from the outside. Gaps or needs are usually very easy to identify.

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.7 work with the community to develop action plans to address economic, social, educational and employment goals

local resources to solve problems. The process is often not structured, but rather is a result of people knowing each other and taking action.

- The outcomes of community building from an asset focus cannot be predetermined - they are the result of engaged and active local people who mobilize local resources.

Why is this competency important?

- to maximize the use of available resources
- to contribute to the economic well-being of families and the community
- to create a self-reliant community
- to enhance economic, career and employment development
- to reduce gaps between goals and capacity

To demonstrate this competency, career development practitioners must:

- a) participate in the creation of implementation plans agreed upon by community partners:
 - ensure plans are realistic, attainable and measurable with reasonable timelines
 - ensure plans include contingencies for:
 - human resources
 - financial resources
 - physical resources
 - prioritize alternatives
- b) research best practices
- c) contribute to the development of services appropriate to the community
- d) work with community partners to adjust, shift or add services that will reduce gaps and eliminate unnecessary duplication

Notes

- Addressing economic, social, educational and employment goals is the community's work. Career development practitioners can support this by acting as resources. They are not meant to lead these activities.
- A community building approach can be sparked by a career development practitioner, but sustainable community development is a result of local people defining the problem, designing the solution, and then implementing it. They may call on outside resources when necessary, but a healthy community builds on its

Areas of Specialization

Community Capacity Building

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.8 help the community and individuals identify employment and lifestyle alternatives

Why is this competency important?

- to build an adaptable workforce
- to increase employability and basic skill levels
- to improve life skills, including leadership skills
- to enhance community wellness
- to increase options and introduce new work and education opportunities

To demonstrate this competency, career development practitioners must:

- a) identify specific skill sets within the human resource inventory
- b) develop life-role profiles of individuals in the community, e.g., *unemployed, underemployed, entrepreneurs, people in transition*
- c) identify and conduct life-role profiles on the gaps identified by employers in the community
- d) develop and distribute material on work alternatives, including, e.g.,
 - *entrepreneurship*
 - *self-employment*
 - *working from the home*
 - *consulting*
 - *contracting*
 - *talent pooling*
 - *agent/broker*
 - *multi-tracking*
 - *part-time and casual employment*
 - *work sharing*
 - *traditional lifestyle, e.g., homemaker, hunting and trapping*
 - *retirement*
- e) develop and deliver workshops on workability, basic life skills and on radical change in the changing world of work

- f) train volunteers as mentors and coaches:
 - select the volunteers from the inventory of natural helpers, school officials and provincial/territorial government departments responsible for labour market initiatives

Notes

- Fostering good community development takes time. Collaborative partnerships that include all interested clients need to be maintained and the career development practitioner can play a key role in this activity.

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.9 work with the community to implement action plans

Why is this competency important?

- to contribute to the well-being of families and the community
- to create a self-reliant community
- to enhance economic development

To demonstrate this competency, career development practitioners must:

- a) assist in establishing ownership of the action plan:
 - develop a core group of natural helpers and representatives of the community's diversity to lead the implementation process:
 - individuals in this group should be respected by and committed to the community
- b) promote an environment that encourages sharing of resources, e.g., *financial, human resources, physical*
- c) work with individuals to assist them in identifying their roles
- d) encourage the community to take ownership of their plans, e.g., *encourage individuals to volunteer for certain roles*
- e) act as resources during the implementation process, when asked

Notes

- The role of the career development practitioner is to support the community's efforts, not to drive them.

S6 Community Capacity Building

S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity

S6.1.10 work with the community to evaluate action plans

Why is this competency important?

- to determine what is working and what is not
- to provide a source of information for future endeavours
- to determine new or revised action plans
- to encourage accountability

To demonstrate this competency, career development practitioners must:

- a) encourage the community to define success:
 - help the community to establish evaluation criteria
- b) work with the community to:
 - identify and create evaluation tools
 - collect data, e.g., *by interview or by survey*
 - analyze the data
 - create reports with recommendations
 - revisit plans and revise them, as necessary

Areas of Specialization

Community Capacity Building

SSC2 Group Facilitation

SSC2.1 Facilitate Groups

SSC2.1.1 describe the principles of group facilitation

Why is this competency important?

- to increase interaction among all group members
- to increase the facilitator's confidence and competence in dealing with groups
- to anticipate behaviours in group settings
- to adjust interventions to different types of groups and to individuals within those groups
- to enhance client learning in a group setting

To demonstrate this competency, career development practitioners must:

describe the principles of group facilitation:

- a) a group's atmosphere and performance will change as it goes through stages:
 - recognize that each group progresses through stages differently
 - describe different stages, e.g., *initial, planning, working*
 - describe models of stages:
 - forming, storming, norming, performing
 - Bridges transition model
 - the job loss cycle
 - the grief cycle
- b) the group members take on roles in the group (e.g., *blocker, gatekeeper*):
 - there is value in all roles
 - the roles that group members take on will vary from group to group
 - group members can take on multiple roles
 - group members may change roles during the process
- c) facilitators will need to adjust their strategies and approaches to meet members' needs and roles
- d) a facilitator's behaviours have an impact on the group dynamics:
 - a facilitator should be aware of his or her own behaviours and beliefs and how they impact on the group
 - a facilitator should demonstrate respect for all group members

- e) the facilitator's role is to serve as the process expert:
 - a facilitator should use his or her knowledge and skills to guide the group members toward their goals
- f) the clients act as content experts:
 - a facilitator should respect and draw upon members' experiences, knowledge and expertise
- g) the most productive groups are those that exist in an environment:
 - that is safe and comfortable
 - where expectations and desired outcomes are clear

Notes

- For this cluster (SSC2) facilitation refers to an individual who is an expert in process only. For those individuals who communicate content, please refer to Facilitated Individual or Group Learning (S2).

SSC2 Group Facilitation

SSC2.1 Facilitate Groups

SSC2.1.2 facilitate groups

Why is this competency important?

- to create conditions of safety, comfort and clarity for participants
- to understand the importance of building a sense of community in a group situation
- to determine the group members' needs
- to understand and agree to the purpose of the interaction
- to achieve both the clients' and the organizations' goals

To demonstrate this competency, career development practitioners must:

- a) determine the needs and composition of the group, e.g., *youth, special needs, adult learners*
 - b) design and/or adapt a process tailored to the purpose and composition of a group, e.g., *learning, information gathering, therapeutic*
 - c) review the goals of the process, e.g., *information gathering*:
 - if the goals are pre-determined, practitioners will verify them with the group:
 - ensure the goals match the expectations of the group members
 - if the goals are not pre-determined, practitioners will establish them with the group:
 - clarify the expectations of the group members
 - determine what the desired outcomes are
 - d) help the group members establish how they will treat each other
 - e) identify the environmental preferences, values and beliefs of group members
 - f) develop and maintain a rapport with group members
 - g) initiate and maintain group members' involvement
 - h) facilitate communication among group members, e.g.,
 - *pose questions*
 - *acknowledge group members' comments*
 - *link group members' comments*
 - *build on group members' comments*
 - *summarize*
 - i) listen and observe:
 - monitor the process and content
- monitor the dynamics between themselves and the group members, e.g.,
 - *be aware of how their own behaviours and reactions impact the group*
 - *model the desired behaviours through anecdotes, self-disclosure and other communication skills*
 - monitor the dynamics between the group members:
 - encourage productive behaviours
 - j) be nonjudgmental:
 - remain neutral about content issues
 - k) solicit group members' feedback regularly
 - l) monitor progress towards goals:
 - make appropriate interventions
 - revisit the group expectations and the desired outcomes to focus discussions
 - use strategies to guide the group to the next stage, e.g., *summarize the problem and then pose a question to generate solutions to it*
 - follow the planned process, but be flexible as needs emerge:
 - adapt the approach as necessary
 - m) evaluate group outcomes

