

## MY CAREER INSIGHTS Career Consultant Benchmarking Guidelines

1. ADHERENCE	1.1. General	<ul style="list-style-type: none"> <li>Is reliable</li> <li>Commits to selected periods of work</li> <li>Adheres to requirements outlined in the Career Consultant's Guide</li> </ul>
	1.2 Professionalism	<ul style="list-style-type: none"> <li>Demonstrates personal integrity, honesty and sincerity</li> <li>Does not bring the ACCE/CEAV or the Department in to disrepute</li> <li>Acts as a role model for the profession</li> </ul>
	1.3 CICA Professional Standards	<p>1.3 (i) Ethical Principles for Professional Relationships</p> <ul style="list-style-type: none"> <li>Avoids or discloses conflicts of interest</li> <li>Resolves conflict through ethical decision-making and appropriate consultation</li> <li>Respects and acknowledges the contribution of other professionals</li> <li>Cooperates with other professionals and/or colleagues according to the ethical practices and procedures relevant to the situation</li> </ul> <p>1.3 (ii) Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works with others in the project's best interests</li> <li>Works cooperatively and respectfully with stakeholders</li> </ul>
2. QUALITY	2.1 Morrisby	<ul style="list-style-type: none"> <li>Demonstrates product knowledge (reflective of training) and an understanding of website functionality</li> <li>Unpacks the student's profile in a way where they feel supported to reflect on aspirations, abilities, interests and values</li> <li>Generates interview notes in a timely manner (quality of notes assessed subjectively at this stage)</li> </ul>
	2.2 CICA Professional Standards	<p>2.2 (i) Code of Ethics</p> <ul style="list-style-type: none"> <li>Accepts the rights of the student to make independent choices and to take responsibility for those choices and their consequences</li> <li>Treats each student fairly, equitably and without prejudice</li> <li>Refrains from consciously dictating to, judging or coercing student choices, values, lifestyles, plans or beliefs</li> </ul> <p>2.2 (ii) Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Establishes rapport and creates a climate of respect, openness, trust, positivity, comfort and empathy</li> <li>Ascertains, acknowledges, validates and respects the student's beliefs, values, opinions, contexts and perceptions</li> <li>Explains the content, purpose, potential benefits and results of tests and interventions in language that is easily understood by the person or persons for whom it is intended</li> <li>Uses language appropriate to the audience</li> </ul> <p>2.2 (iii) Diversity and Inclusion</p> <ul style="list-style-type: none"> <li>Works respectfully, effectively, appropriately and ethically with diverse student cohorts</li> <li>Appreciates that students may not share practitioner's personal or professional perspectives</li> </ul>