

Career Management Best Practice – Code of Ethical Conduct

Codes of ethics educate and remind career practitioners as to their responsibilities in providing career services and provide guidance to the public of the ethical standards valued and upheld by the career development profession. This code of ethics provides career practitioners the ethical behaviour that practitioners should aspire to in providing a quality service to their clients that embodies lifelong learning and continuous improvement and equality of opportunity. This code of conduct underpins the ethical principles that career practitioners should observe when interacting with clients and client organisations. In so doing provide practitioners guidance on how to resolve the ethical dilemmas that invariably emerged in the course of providing their services.

This code embraces 3 main principles drawn from aspects of the Canadian Standards and Guidelines for Career Practitioners and the APA ethical principles and code of conduct for psychologists as follows:

1. Practitioner Attributes, Competency and Conduct

- 1.1 Aspire to uphold the conduct of conduct in every respect,
- 1.2 Career practitioners value high standards of professional competence,
- 1.3 Offer high standards of knowledge skills and expertise,
- 1.4 Be committed to lifelong learning and professional growth and development,
- 1.5 Know the boundaries of their expertise, have a comprehensive referral network and know when and where and what circumstances to seek advice from other professionals or refer clients to other professionals,
- 1.6 Never claim expertise, credentials, affiliations, awards or qualifications explicitly or implied that misrepresent individuals or the organisation,
- 1.7 Always promote the organisation and practice with integrity and in a professional manner,
- 1.8 Encourage and assist all individuals, affiliated organisations and client organisations to uphold high ethical standards,
- 1.9 Be honest, trustworthy and uphold stated and federal laws,
- 1.10 Know the limitations of and apply ethical use of paper, web and computer based assessments and career development tools.

2. Practitioner Relationships

- 2.1 As career development practitioners be aware of own values and biases and avoid imposing them on others,
- 2.2 Respect individual's autonomy, rights, personal dignity and right to self determination at all time,
- 2.3 Respect the privacy of clients and be open and transparent about the limits of confidentiality,
- 2.4 Only release confidential and personal information with the express permission of the client,
- 2.5 Proactively recognise, avoid and resolve conflicts of interest,
- 2.6 Consult with other professions upholding protocols of confidentiality where appropriate,
- 2.7 Report to management any breaches of confidentiality or perceived unethical behaviour,
- 2.8 Avoid personal relationships with clients but where this is not possible be aware of the ethical issues involved in such relationships and be responsible in monitoring the relationship to prevent harm and avoid exploitation,
- 2.9 Always act in the best interests of your client even if they are sent to you by a third party who is financing the intervention,
- 2.10 Make it clear to organisational clients the need to respect an individual's confidentiality in providing feedback and ethical boundaries that exist in career development service provision,
- 2.11 Avoid any conflict of interest at all times.

3. Ethical Decision Making

- 3.1 Recognise where ethical dilemmas exist,
- 3.2 Identify the relevant ethical issues,
- 3.3 Analyse and assess the short and long term risk and benefits associated with alternate courses of action,
- 3.4 Select a solution and critically evaluate the outcomes,
- 3.5 Reflect on the experience, and share it with colleagues
- 3.6 Learn and grow professionally from the situation,
- 3.7 Apply learnings to future situations.

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