

Core Competencies –Sample 2

Cluster	Areas	Functions	Competencies	T	W	O
Core	C1. Professional Behaviour	C1.1 Adhere to the Code of Ethics and the Ethical Decision-Making Model	C1.1.1 Follow the code of ethics and apply the ethical decision-making model	T	W	
			C1.1.2 Demonstrate professional attributes	T	W	
		C1.2 Demonstrate a Commitment to Professional Development	C1.2.1 Develop relationships with other professionals	T	W	
			C1.2.2 Demonstrate a commitment to lifelong learning	T	W	O
			C1.2.3 Keep up-to-date with technology	T	W	O
		C1.3 Use Analytical Skills	C1.3.1 Apply a solution-focused framework		W	
			C1.3.2 Collect, analyze and use information	T	W	
		C1.4 Manage Work	C1.4.1 Use planning and time management skills	T	W	O
			C1.4.2 Follow case and project management procedures		W	
			C1.4.3 Document client’s interactions and progress		W	
			C1.4.4 Evaluate the service provided to clients		W	

Evidence:

C1.1.1. I have completed formal Ethics training and have participated in formal and informal case conference discussion where we have had to establish an ethical position by refusing to share personal information of a client without consent. I have participated in discussions with staff and Management regarding ethical dilemmas and decision-making.

C1.1.2 and C.1.2.1. Throughout my career, I have developed and maintained excellent professional relationships with co-workers, employers, clients and community agencies. I have received numerous letters of reference/appreciation from clients and employers and have always received very positive reviews on performance appraisals and client satisfaction surveys regarding my professionalism.

C1.1.2.2 and C. 1.2.3. Throughout my career, I have participated in continuous learning whether through reading, researching, webinars, professional development and higher learning. I have annual professional development goals with my Manager and strive to achieve them. I continuously research new technologies for job search and participate in learning to update my skills.

C1.3.1. In working with multi-barriered clients, a solution-focused approach is the only approach. Together we work through steps and solutions that will help them to move forward. Through case conferencing, our team of staff brainstorms ideas and solutions for those who are really struggling.

C1.3.2. I am constantly collecting, analysing and utilizing information for day-to-day tasks. Being in an office that assists clients with their Second Career applications, we are required by the Ministry to collect LMI and analyse long term prospects for occupations of choice for the client. Keeping current in the field requires constant research and collection of information (job postings, educational opportunities, network opportunities) to share with client in supporting them to achieve their goals.

C1.4.1., C1.4.2 and C1.4.3. As a Case Manager who works in various sites offering itinerant services to clients, being organized and managing my time is of the utmost importance. I utilize an online calendar to keep track of appointments and tasks. I record case notes and email from satellite offices to keep files up to date and manage my time. I set time aside each week to conduct follow up calls and job matching activities. I am confident at multi-tasking and being efficient with my time.

C1.4.4. As an expectation from the Ministry and our employer is to improve practice and accountability, surveys are conducted with clients at several points throughout the service relationship. Surveys are conducted during one to one sessions and group facilitations. I make a point of checking in with each client during appointments to ensure I am providing appropriate referrals and service and to see if there is anything we haven't covered that they were hoping to review. This helps me to plan for the next session and ensure client satisfaction.

Cluster	Areas	Functions	Competencies	T	W	O
Core (cont)	C2. Interpersonal Competence	C2.1 Respect Diversity	C2.1.1 Recognize diversity	T	W	O
			C2.1.2 Respect diversity	T	W	O
		C2.2 Communicate Effectively	C2.2.1 Work with climate and context to enhance communication		W	
			C2.2.2 Use a framework for verbal communication		W	
			C2.2.3 Use a framework for written communication		W	
			C2.2.4 Use effective listening skills	T	W	
			C2.2.5 Clarify and provide feedback	T	W	
			C2.2.6 Establish and maintain collaborative work relationships		W	
		C2.3 Develop Productive Interactions with Clients	C2.3.1 Foster client self-reliance and self-management		W	
			C2.3.2 Deal with reluctant clients		W	

Evidence:

C.2.1.1 and C.2.1.2. In professional development I have taken workshops on how to respect and work with diversified clients. In addition, the Ethics course also covered diversity. The clients that I work with come from different cultures, ages, religious backgrounds, sexual orientations and abilities. I have taken courses on respecting various client groups (LGTBQ, Aboriginal, Youth) and strive to treat each client with dignity and respect.

C.2.2.1 and C.2.2.6 Building client relationships is of outmost importance to me. I easily establish rapport with clients and strive to ensure clients are comfortable and their needs are met. I openly accept constructive feedback to ensure I have done the best job possible. Clients share openly with me and I provide a non-judgmental environment. Letters of feedback from clients and feedback from performance reviews highlight my ability to form professional, warm relationships with clients. I believe my references with comment on this.

C.2.2.2., C.2.2.3., C.2.2.4 and C.2.2.5 As mentioned, building relationships is paramount. Rapport is the most important thing and to do this I practice effective listening, paraphrasing and empathize with their circumstances and situation. I exhibit body language that exhibits effective listening. I feel it is important to provide feedback to clients but strive to provide it in a sensitive, respectful manner. I communicate each appointment clearly in case notes and keep email/online correspondence professional. I finish each client session with an opportunity for the client to express their feedback for the session and check in with feelings and progress.

C.2.3.1. and C.2.3.2 Having spent my career working with clients with multiple barriers, you are often working with clients struggling with self-esteem and feelings of defeat and frustration. Building a rapport and working at a respectful pace with realistic expectations allows clients see their ability to move forward and take small steps towards their future goals. I feel it is important to highlight goals they have attained and celebrate in their successes to help in building self-confidence. In dealing with resistance/reluctant clients, it is important to gauge their readiness/willingness to participate in the process and encourage them to set their own goals/steps so they feel ownership in the process.

Cluster	Areas	Functions	Competencies	T	W	O
	C3. Career Development Knowledge	C3.1 Possess Career Development Knowledge	C3.1.1 Describe how human development models relate to career development	T		
			C3.1.2 Describe major career development theories	T		
			C3.1.3 Describe how change and transition affect clients moving through the career process	T		
			C3.1.4 Describe how life roles and values impact career development	T	W	
			C3.1.5 Identify major components of the career planning process.	T		
			C3.1.6 Identify the major organizations resources and community-based services for career development		W	

			C3.1.7 Explain components of labour market information	T	W	
			C3.1.8 Keep current about the labour market		W	O
			C3.1.9 Keep current about diversity issues	T	W	
			C3.1.10 Describe how diversity issues can impact career development	T		

Evidence:

C.3.1.1., C.3.1.2., C.3.1.3., C.3.1.4., C.3.1.5. All of these competencies were covered in my Career Theories and Ethics courses. In addition, I have taken some additional courses in Career Development Theories and Counselling women, which cover each competency. These courses, assignments and discussions provide a framework for working with clients in this field. I keep career theories in mind as I work with my clients. In particular I use Trait Factor theory when exploring their interests, values, skills, abilities, etc. and help them see how these can be used in other occupations. Helping a client to see how their life roles (Super) impact their decisions and explaining the concept of recycling has been very helpful for clients to normalize their experiences. Transition theories shared with clients also help them to understand their feelings and reactions to change.

C.3.1.6. As a RI Coordinator for over 10+ years and now as a Case Manager, I feel I am resourceful in locating community services and resources for clients. I am a strong client advocate. In addition, I have participated as a Board Member with several community agencies, which has increased this knowledge and enhanced relationships.

C.3.1.7 and C.3.1.8. I have attended several workshops on researching and staying current on LMI. In addition, I subscribe to a couple of LMI newsletters which arrive by email both monthly and quarterly. I keep current by reading the Career sections of newspapers and by participating in local economic development discussions. I have facilitated a workshop for clients assisting them in navigating LMI and assist Second Career clients in researching and interpreting LM data in preparing for their training proposals.

C.3.1.9. and C.3.1.10. Diversity issues impacting career development was covered in my Career Theories courses. To stay current on diversity issues I participate in workshops (ie. Mature Workers, LGBTQ, Aboriginal, Youth) and keep up to date through client experiences and newspapers and online resources.

Cluster	Areas	Functions	Competencies	T	W	O
	C4. Needs Assessment and Referral	C4.1 Refer Clients to the Appropriate Sources	C4.1.1 Respond to clients' needs		W	
C4.1.2 Develop and maintain a referral network				W		
C4.1.3 Make appropriate referrals				W		

Evidence:

C.4.1.1., C.4.1.2. and C.4.1.3. As a counsellor with over 17 years' experience, I am extremely comfortable in assessing and responding to client needs. I am responsible for assessing client needs during the intake process and making appropriate referrals to community agencies and resources as needed. The assessment interview includes looking at where the client is now, where they need or want to be, and how we can help them get there. We look at their strengths and barriers and together develop a goal and action plan to help them achieve their goals and meet their needs. I keep the employability dimensions in mind as I go through the assessment process with the client. Having a goal and a concrete action plan helps us both to acknowledge success and movement with the client and motivate the client to move forward. Our organization has procedures for making referrals and I am always respectful of the client in making referrals. As an organization located in a small rural area, agencies keep up to date by attending interagency meetings, regular email correspondence and/or case conferencing as well as following up on referrals.

Areas of Specialization

This applicant has selected Career Counselling and Information Resource Management

You only need to demonstrate **two (2)** areas of specialization and provide evidence to describe how you meet these 3 competencies. After the S&Gs were rolled out it became apparent that some competencies were relevant for more than one area of specialization. You will see this referred to as Shared Specialization Competencies SSC. These will be defined only once but referred to in the other specializations to which they apply. While all of the sub-competencies are important to illustrate the specialization, you may not comment on all of them but rather combine your comments where appropriate. When referring to the SSCs, make sure to refer back to where you outlined them in detail rather than necessarily completely copying them again. For more information, please see the *Sample Application* on the website. For more detailed information on the specialization competencies please see at www.career-dev-guidelines.org

Areas of Specialization	T	W	O
<p>S1 Assessment (i.e. guide client assessment, administer assessments to groups) Includes sub Competencies: S1.1.1 describe assessment instruments and methods S1.1.2 identify standardized career assessment instruments and informal assessment methods S1.1.3 explore appropriate instruments and procedures with clients S1.1.4 use standardized career assessment instruments S.1.1.5 review and evaluate results with clients</p> <p>SSC2 Group Facilitation SSC2.1 Facilitate Groups SSC2.1.1 describe the principles of group facilitation SSC2.1.2 facilitate groups</p>			
<p>Evidence:</p>			

<p>S2 Facilitated Individual and Group Learning □ (i.e. possess knowledge about how to facilitate learning, facilitate groups) Includes sub Competencies: S2.1 Possess Knowledge About How to Facilitate Learning S2.1.1 describe commonly accepted principles of learning S2.1.2 define techniques commonly used to facilitate learning S2.2 Facilitate Learning S2.2.1 prepare for program delivery S2.2.2 determine client’s existing competencies S2.2.3 deliver programs S2.2.4 evaluate programs SSC2 Group Facilitation SSC 2.1.1 describe the principles of group facilitation SSC 2.1.2 facilitate groups</p>			
<p>Evidence:</p>			
<p>Career Counselling (i.e. possess knowledge in career counselling, demonstrate method of practice in interactions with clients, guide client in work search strategies, facilitate groups) Includes sub Competencies: S3.1 Possess Career Counselling Knowledge S3.1.1 explain major counselling theories and models S3.1.2 explain major career development theories and models S3.1.3 explain major change and transition models S3.1.4 describe barriers to career development S3.1.5 access, critically evaluate and use career resources, labour market information and educational/training information S3.1.6 describe types of educational/training opportunities and resources S3.1.7 work with labour market information S3.2 Demonstrate Method of Practice in Interaction with Clients S3.2.1 develop a method of practice that is grounded in established or recognized ideas S3.2.2 establish and maintain a collaborative relationship with clients S3.2.3 explore issues S3.2.4 develop and implement a therapeutic process for achieving clients’ goals... S3.2.5 monitor and evaluate progress</p>	T	W	

Evidence:

In my position as a Case Manager with Employment Services, I am responsible for conducting one to one intake assessments and supporting clients on their employment journey. During the intake process, I utilize techniques I have learned in school to identify barriers; including physical limitations, mental health concerns, transportation, criminal records, literacy, housing, food security, self-esteem and motivation. I work with clients of all ages, backgrounds, income support and citizenship. I use Cognitive Skills training to assess readiness and willingness to change. In assisting clients with their employment journey, I provide one to one support in resume preparation and development, career exploration, labour market research, interview preparation and mock interviews, researching training options and self-employment resources as well as providing guidance with navigating Employment Ontario programs such as Second Career and Apprenticeships. I facilitate group workshops on job search related topics and assist in implementing job search support programs. Due to the diverse background of clients, it is very important that I remain current on job search trends, employment programs, community resources and additional information that may be relevant to my clients' needs. I have an active caseload of 70+ clients who are all working towards their individual goals. Most clients I meet with weekly or biweekly while others I support through e-coaching methods. I take pride in detailed case notes and keep organized and up to date with service plans and referrals. I provide consistent follow up with clients and continue to provide support even while clients remain employed. I keep career theories fresh in my mind while working with clients and am able to provide them with theoretical evidence/examples of stages/feelings they are experiencing which really seem to help them appreciate that they are not alone in this process. My style of counselling is having a holistic, supportive approach, ensuring that all needs are met to the best of my ability. I am able to accomplish this by having a supportive network of community resources to rely upon. I really encourage clients to become self-reliant and provide support to foster self-confidence. I have received feedback from clients that I am easy to talk to and clients often share personal concerns for which I can also assist. I truly love what I do and treat each client with professionalism, motivating and believing in their abilities. To further demonstrate my competency, I will illustrate 2 counselling examples;

Client #1 – I met with a young man who was looking for a full time job. He had graduated high school but had very little work experience. He disclosed that he suffered from anxiety and is on medications through his Dr. He disclosed that although he knows he needs an income, he finds the idea of job searching very intimidating. I provided the young man with an orientation to the EO services. I wanted to be thorough so he would be clear of the program and the assistance I could provide. I reassured him that I would not push him to do anything, that I was there as a support person. Over the next few months, we very slowly and patiently worked through various stages of job search. Never once did he miss an appointment although there were some appointments where we just talked about his passion for gaming. This really helped in building the rapport. I referred him to a local counselling service that assisted him in developing strategies for dealing with his anxiety. We worked together to the point where he felt confident in dropping off a cold call resume at a local hardware store (a place he had researched and thought he would really enjoy working). We practiced and practiced his 'introduction' and went over scenarios he might face and how to handle them. He was so proud of himself and provided feedback that he couldn't have done so without my support. He was invited to an interview. With his permission, I advocated on his behalf, sharing his anxieties with the employer. The employer completely understood and with interview coaching, the young man felt more confident in attending the interview. After a brief informal meeting, the young man was hired! Even his mother called to let me know how much of a difference she could see in her son.

Client #2 – I met with a mature women who was looking for some support with career exploration/clarification. This female client had a long standing career in the industry of horse racing but with the changes to the industry was left without an income. The client was understandably scared, frustrated and upset. I listened empathetically to her story and was able to provide her information on the stages of job loss as well as suggestions and ideas which she shared provided her some hope. Over the next few appointments, through a job search activity and career interest assessments, we were able to narrow down her interest in working with seniors. From there we researched the various occupations that

Evidence con't:

Involve working with this population. In listening to the client's values, this writer understood it was important for her to be in an occupation that offered some stability, good earning potential as well as something that didn't require a lot of training. Together we explored the role of Dietary Aide which seemed to meet all her interests and values. I was able to assist her in exploring training for the occupation and enrolling in the program. Shortly after enrolling, I assisted her in developing a functional resume and applied to several local retirement homes. In about 2 weeks' time, she was attending interviews (with interview prep and support) and quickly landed a full time position very close to home. To this day, the client pops in from time to time to express her gratitude of support she received and provide me an update. It is everyday client successes such as these that makes the position so rewarding.

Areas of Specialization	T	W	O
<p>Information and Resource Management (i.e. develop and maintain an information and resource base, provide clients with access to information, guide clients in work search strategies) Includes sub Competencies:</p> <p>S4.1 Information and Resource Management S4.1.1 describe the role of information and resource management in career development S4.1.2 describe classification systems S4.1.3 determine the information needs of clients and the community S4.1.4 establish and maintain an information and resource base</p> <p>S4.2 Provide Clients with Access to Information S4.2.1 provide clients with access to information</p> <p>SSC1 Work Search Strategies SSC1.1 Guide Client in Work Search Strategies SSC1.1.1 guide clients to identify own skills, strengths, personal characteristics, values and interests SSC1.1.2 guide clients to complete application forms SSC1.1.3 guide clients in writing cover letters SSC1.1.4 guide clients in preparing resumes SSC1.1.5 guide clients in using portfolios SSC1.1.6 guide clients to develop self-marketing plans SSC1.1.7 guide clients in conducting cold calls SSC1.1.8 guide clients with their personal presentations SSC1.1.9 guide clients in networking SSC1.1.10 guide clients in using references SSC1.1.11 guide clients in effective interview skills</p>	T	W	

<p>Evidence:</p> <p>As an RI Manager for over 10 years, I was responsible for the day to day operations of the Resource Centre and the supervision of a small team of staff and volunteers. A large portion of these duties were administrative and reception in nature and including duties such as greeting new and conducting orientation sessions, answering enquiries and directing to community supports and resources, collecting new client information and tracking client visits (to determine needs and trends) as well as compiling reports.</p> <p>I was responsible for maintaining current and relevant resources for client use. I maintained a large library of resources (print, video and online) to assist and guide clients with self-marketing tools, job search strategies, career exploration, labour market information, community agencies professional associations, and education and training institutions. In terms of job openings, I implemented resources such as job boards and a 'local job book' to assist clients with accessing job vacancies. I conducted cold calls to employers to encourage them to post their vacancies when available.</p> <p>In working with clients, I determined their individual needs and if needed, referred them to appropriate resources, providing advocacy if needed. I assisted them one to one in their development of resumes and cover letters and guided them on job search strategies including skills assessment, cold calling, networking, social media, completing online/paper applications. I facilitated employment related workshops on similar topics and others such as Stages of Job Loss, Staying Positive, Interview Techniques, Labour Market Information and Job Search on the Net.</p> <p>In addition to client support, the RI also provided support to employers. I promoted our services to employers and assisted employers in the development of job postings. I prepared these job postings and marketed them on local job boards and binders. I forwarded appropriate applicants to employers and assisted in the screening of candidates. I organized job fairs and employer information days. I provided information to employers regarding ROE's, Employment Standards and Labour Market Information.</p> <p>As a small rural RI, we were constantly creating/adapting our services to respond to client needs. I planned and organized focus groups and information sessions to determine needs of potential clients and employers. As a result of our creativity and ability to adapt we were the hub of the community, providing access to job search support as well as community resources and services.</p>			
<p>Work Development <input type="checkbox"/></p> <p>(i.e. develop work opportunities for clients, guide clients in work search strategies)</p> <p>Includes sub Competencies:</p> <p>S5.1 Develop Work Opportunities for Clients</p> <p>S5.1.1 liaise with clients, employers and professionals</p> <p>S5.1.2 facilitate work and work-related opportunities</p> <p>S5.1.3 prepare clients to respond to the labour market</p> <p>S5.1.4 support clients with work maintenance</p> <p>SSC1 Work Search Strategies</p> <p>See sub-competencies SSC1.1.1 to SSC1.1.11 above</p>			

Evidence:			
<p>Community Capacity Building <input type="checkbox"/></p> <p>(i.e. promote community partnership and participation to increase self-sufficiency and enhance productivity, facilitate groups)</p> <p>Includes sub Competencies:</p> <p>S6.1 Promote Community Partnership and Participation to Increase Self-sufficiency and Enhance Productivity</p> <p>S6.1.1 initiate and maintain effective relationships with key community partners</p> <p>S6.1.2 work with the community to develop a community vision</p> <p>S6.1.3 work with the community to assess current community capacity</p> <p>S6.1.4 conduct an analysis of sectors based on human resources</p> <p>S6.1.5 conduct an analysis of sectors based on physical resources</p> <p>S6.1.6 work with the community to determine the gaps between visions, goals and capacity</p> <p>S6.1.7 work with the community to develop action plans to address economic, social, educational and employment goals</p> <p>S6.1.8 help the community and individuals to develop employment and lifestyle alternatives</p> <p>S6.1.9 work with the community to implement action plans</p> <p>S6.1.10 work with the community to evaluate action plans</p> <p>SSC2 Group Facilitation</p> <p>SSC 2.1.1 describe the principles of group facilitation</p> <p>SSC 2.1.2 facilitate groups</p>		W	
Evidence:			

Note: For competencies obtained through training, indicate the relevant course title and date completed and list/attach documentation in Section 8 (if not previously listed in earlier sections)

