Core Competencies

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	✔	✔	
			C1.1.2	Demonstrate professional attributes		✔	
		C1.2 Demonstrate a Commitment to Professional Development	C1.2.1	Develop relationships with other professionals		✔	
			C1.2.2	Demonstrate a commitment to lifelong learning	✔	✔	
			C1.2.3	Keep up-to-date with technology		✔	
		C1.3 Use Analytical Skills	C1.3.1	Apply a solution-focused framework	✔	✔	
			C1.3.2	Collect, analyze and use information		✔	
		C1.4 Manage Work	C1.4.1	Use planning and time management skills	✔	✔	
			C1.4.2	Follow case and project management procedures		✔	
			C1.4.3	Document client's interactions and progress		✔	
			C1.4.4	Evaluate the service provided to clients		✔	

Evidence:

- C1.1.1 & C1.1.2 – I have a strong sense of what is right and wrong and always strive to act in an ethical manner. Through my Bachelor of Science degree in Statistics and Psychology, I learned the importance of keeping survey/research results confidential. Through my education and work as a Secondary School Teacher, I always kept the personal information of my students and their results locked away and provided feedback solely to the student in question. As a Career Practitioner, I continued with the practice of keeping client information safe and maintaining their confidentiality. I always keep client files locked away and my computer locked when away from it. Taking the Employment Counselling Ethics course helped me to solidify my implementation of ethics in our field to protect our clients. Additionally, I occasionally present a workshop called 'The First 90 Days' to groups of secondary school students explaining the 'Employment Standards Act' and how to get support if they feel their rights are not being respected. In developing this workshop, I called their 1-800 number myself with hypothetical situations asking for guidance. As a Job Developer, during the initial meeting with a new client, I always discuss with them what details I have permission to disclose to an employer and have them sign off on a consent form stating this. I only share client information with my colleagues if there is a reason they need to know. Whenever I place a client, I always provide both the employer and client with a copy of the most recent 'Employment Standards Act Poster' and have the employer complete a 'Health and Safety Checklist'. When administering the *Canada-Ontario Job Grant (COJG)* program, I am consistent in reviewing the application thoroughly and researching all details regardless of the employer or training that is being applied for. I am always upfront, honest, and transparent with employers and clients. I am not afraid to recognize and tackle ethical dilemmas or to admit when I may have made a mistake and seek guidance. When faced with a dilemma, I do everything I can to remain partial and get all sides of the story before proceeding. Lastly, I am adaptable when presented with a new program or changes to existing programs. I am determined to provide the best service possible and always look for ways to improve my practice.

- C1.2.1 – I work closely with my team and colleagues from other departments to best serve our clients and community. When assisting a client with their job search and marketing them to employers, I keep their Employment Counsellor well informed and work with them to come up with strategies to best support the client, especially if they are experiencing difficulties. I work with my fellow Job Developers to help brainstorm new employment opportunities and to conference with when assessing COJG applications. I maintain strong relationships with our local employers through honest, open, and timely communication. I provide support to employers when experiencing difficulties hiring and/or retaining staff. I work with local Secondary School teachers to provide employment specific training to their students. I also attend local job fairs and community events where I connect with local employers and job seekers.

- C1.2.2 – I try my very best not to become "set in my ways". I am open to new ideas and am always redefining and readjusting my best practices based on experience and training. I learn something new working with every client and employer and try to implement that knowledge moving forward. I have taken part in many webinars including, most recently, "Job Development for Persons with Intellectual Disabilities". I also took part in a training seminar called "Optimize Employment for Everyone". In this course, myself along with others in similar roles met over 2 days to discuss best practices when assisting job seekers to find employment. I really enjoyed the Career Development Theory course as I like knowing the theory behind our practices. I have attended the *Cannexus Conference* and plan to attend the next one. I will be attending the upcoming *Futures Conference* focussing on youth workforce development. I strive to stay as up to date as possible, whether it is program/guideline changes or strategies to support our clients.

- C1.2.3 – I feel very comfortable with technology. I have been using a variety of programs since early adolescence and never shy away from learning something new. I use *Microsoft Office Suite* on a regular basis. Our team uses *Excel* to create 'Form Bundles' to help us with the necessary paperwork for our client files and COJG files. Whenever they need to be updated, I take it upon myself to make the necessary adjustments. If there is something I don't know how to do in Excel, I am usually able to look up a solution. I also enjoy graphic design and jump at any opportunity I get to create posters or social media posts for our organization. I also learned how to create a 'mail merge' to individually invite all of our employers to an appreciation event without doing so one by one. I regularly use the internet to research COJG trainings and perform job search. I have a program on my computer that allows me to text clients (with their consent). I'm always looking for ways to streamline my practice using technology.

- C1.3.1 – Through my Bachelor of Education degree, I took courses and gained practical experience in working with students to help them develop their problem-solving skills and overcome barriers. With my past students as well as the clients I work with now, I have experience helping them tackle issues that get in the way of their academic achievement or employment goals. It's important to have them determine what the issue is, what the desired solution is, and set goals to reach it. The reflection process is also very important to foster growth. I also keep in mind my own biases – how I deal with problems is not always the same as another individual's viewpoint or what they are comfortable with.

- C1.3.2 – As a Job Developer, it is very important for me to keep up to date with the workforce trends. When working with employers, I pay special attention to what skills and experience they are looking for and what challenges they face. Our organization is also a member of 3 different local Chambers of Commerce, which provide us with newsletters to help stay current with our community. This information then helps focus next steps for the clients I am assisting. Working with clients, I ensure I get all of the information necessary to understand their past experience, what they are looking for, and any potential issues that may arise. Having this basis is so important in effectively helping clients meet their goals. I also take part regularly in webinars and conferences to stay current (see C.1.2.2 above for details).

Evidence continued:

- C.1.4.1 – I have developed strong time management and planning skills throughout my education. These skills have really helped me work effectively, previously as a teacher and now as career practitioner. In university, I effectively balanced my course work and worked as a tutor. Working as a Job Developer, I have to stay very organized and manage my time well as I am involved with several programs including job development for both the '*Employment Services'* and '*Supported Employment*' programs. I also work to assess applications for the '*Canada-Ontario Job Grant'* and administer the program. Balancing all of my responsibilities would be difficult without strong time management and planning skills. I keep a very active calendar in Outlook inputting all tasks necessary and keep track of what has been completed and what remains to be completed. Each day I prioritize my tasks. Over the week, I try to ensure that I have balanced all of my roles within the programs. The clients I am supported always take precedence though. I also keep up to date and thorough case notes.

- C1.4.2, C1.4.3 & C1.4.4 – I am very familiar with the Ministry's program guidelines and our organizations practices/procedures and follow them. I keep client files consistent, accurate, and up to date. I work closely with the client's *Employment Counsellor* throughout the job development process to keep them up to date on progress and brainstorm solutions to any problems that may arise. I also take part in case conferencing with my colleagues while maintaining client confidentiality. I use our internal database system to keep accurate and up to date case notes. I consistently complete my case notes as they occur so that no details get missed and so that my colleagues are able to pick up the case effectively should they need to. I also enter data into CaMS as soon as possible. In an initial meeting with a client, I explain what the file is used for and that they are able to view it if they desire. I follow the Ministry's evaluation guidelines for each program. For the *Canada-Ontario Job Grant* program, I get employer and participant surveys at 3 months and 12 months post training. It can be sometimes difficult to get these surveys, so, I remain persistent and try multiple times and contact methods to get them. After placing a client through the *'Employment Services'* program, I get the employer evaluation of our services. I get the evaluations from clients and employers at employment start and employment end for the *'Supported Employment'* program (note: the Vocational Counsellor gets the other surveys). If an evaluation comes back negative, I ask if there is anything they would like to see changed and do my best to incorporate their feedback and share it with my Supervisor.

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

Evidence:

- C2.1.1 & C2.1.2 – Recognizing and respecting diversity is crucial as a Teacher and a Career Practitioner. As a teacher, I worked with students of all ethnicities, ages, sexual orientations, gender identities, and ability levels. It was very important for me to make each student feel a sense of belonging and foster acceptance throughout the classroom. I have continued this practice as a Career Practitioner. I truly believe that everyone has the right to earn a living and I do everything I can to market their strengths to employers. I recently took part in the courses "Job Development for Persons with Intellectual Disabilities" and "Optimize Employment for Everyone". These courses focused on how to best serve clients with barriers and gave me new strategies to effectively serve them. Our organization also had a presentation by Stacey Love-Jolicoeur about 'Creating LGBT Cultural Competency'. I am already a member of the LGBT community, but I always appreciate learning more from multiple perspectives.

- C.2.2.1, C2.2.2, C2.2.3, C2.2.4, C2.2.5 & C2.2.6 – Communication is key to creating a strong working relationship with a client. My goal is to ensure clients feel they can be open and honest with me. This is paramount in helping a client find and retain a position that will be a good fit. If clients do not feel comfortable with me, they may not be honest in what they are looking for and take a job that they won't have success in. Prior to meeting with a client entering the Job Development program, I always meet with the referring Counsellor to get previous background information including their communication level especially if English is not their first language. In the initial meeting with the client, I start by explaining my role and the program and how I can help. I then ask them about their past work history, what they are looking for, if they would need any supports in the workplace to ensure success, and if they have any questions or concerns. I actively listen by maintaining eye contact, using nonverbal cues showing that I'm engaged, paraphrasing, and asking for more details. I also ensure that I use clear language and vocabulary both orally and in writing. For example, I wouldn't use terminology that they wouldn't be familiar with and I try to use common conversational language when working with a client whose first language is not English. I also ask the client their preferred communication method and stick to it. I also keep the paperwork to a minimum in case a client has difficulties with reading comprehension. When going over the 'Client Consent and Disclosure Agreement', I always ask if they would like to read it over themselves, or, if they would like me to read it aloud in case they have difficulties. When I have a client on a placement, I stress to both the employer and the client that honest and open communication is important. If there are any issues, I am there to help problem solve. I also conduct regular check-ins and provide support to both the client and the employer. In my experience, they are able to be honest with me about how everything is progressing. I am comfortable sharing feedback, even negative, with clients in a way that is professional and supportive without making them feel as if they've failed. Despite my best efforts, not every placement or job development work with a client ends successfully. I do everything I can to maintain positive relationships with the client, employer, and Counsellor. We are all working toward the same goal and it won't always be perfect. I take feedback I receive and try to implement it moving forward in my practice.

- C.2.3.1 – My ultimate goal is for my clients to feel self-sufficient. Regardless of their previous experience, skill level, or any barriers they may be experiencing, I always want them to take ownership and recognize their strengths. In an initial meeting with a client, as mentioned above, I use strong communication skills to start building a rapport. I also go over my expectations of the client and what they can expect from me. I ask how they can contribute to the job search. Some clients are comfortable searching and applying to jobs on their own whereas others identify 1-2 jobs or employers they would like to work at per week. No matter the level of support, I ensure that my clients know that they play a big part in the process and hope that it helps foster a sense of independence and confidence. While placed in a job, if the client is experiencing an issue (depending on the severity), rather than automatically jumping in to discuss it with the employer, I ask how they would like me to support them. Would they like me to simply listen, provide suggestions on how to approach the employer, or reach out to the employer directly. I feel as though this helps clients take responsibility while still knowing that I am there for them.

- C2.3.2 – Unfortunately, clients aren't always completely open. First and foremost, I always remind myself that every individual has a different viewpoint which they are entitled to. Ultimately, it is their life and they have the right to disagree with me. That being said, I do everything I can to understand what they are looking for and make appropriate suggestions. Sometimes I need to think outside of the box and clients aren't always ready to explore options outside of their comfort zone. As mentioned above, developing a strong working relationship will lead to trust and could encourage clients to become more open to new ideas. If not, I always respect the client and their opinions. I listen to their concerns and ask strong questions to try to get to the root of their concerns. Problem solving together can alleviate these concerns. I took part in a course called "Dealing with Difficult People" which focused on strong communication strategies when working with tough clients.

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	✔	✔	
			C3.1.2 Describe major career development theories	✔	✔	
			C3.1.3 Describe how change and transition affect clients moving through the career process	✔	✔	
			C3.1.4 Describe how life roles and values impact career development	✔	✔	
			C3.1.5 Identify major components of the career planning process.	✔	✔	
			C3.1.6 Identify the major organizations resources and community-based services for career development		✔	
			C3.1.7 Explain components of labour market information		✔	
			C3.1.8 Keep current about the labour market	✔	✔	
			C3.1.9 Keep current about diversity issues		✔	
			C3.1.10 Describe how diversity issues can impact career development		✔	

Evidence:

- C.3.1.1, C3.1.2, C3.1.3, C3.1.4, & C.3.1.5 – I enjoyed learning about human development, career development theories, transitions, and planning through the Career Development Theory course I took part in through One Step/Career Development Practitioners Certification Board of Ontario. I also learned a lot about more generalized human motivation through my university courses in psychology, sociology, and education. I am relatively new to implementing these theories into practice in the career development field, but I am doing my best to keep them in the back of my mind whenever working with a client. I always knew that a client will have more success in a workplace if it is congruent with their interests, values, and needs, however, learning more about Trait and Factor Theory really helped me understand it more in-depth. I had never heard of Holland's Theory of Types before taking the Career Development Theory course and I really enjoyed learning about the types and how they influence someone in the workplace. In our organization, it would be the role of the Employment Counsellor to do Holland assessments with clients, but having this training and knowledge helps me to understand the results and get a better understanding of a client before they are even referred to me. The construct that I can really help a client with in my role is "congruence" because I can set them up with job trials so that they can see how well their Holland type fits with the environment. Super's Life Span Theory was also very thorough and gave me a lot to think about and implement as a Career Practitioner. The biggest shift I've made is considering how someone's life role will influence their employment goals. For example, I have worked with several parents who prioritized the hours of a job over the job itself because it was important for them to be home with their children. Later on in life, they will likely prioritize their interests instead when looking for work. Understanding life roles gives me much more clarity when assisting a client meet their employment goals. In terms of the Developmental Stages, I work mostly with clients in the Exploration stage as they either look for their first job, or they've recycled back to this stage following a career transition. Knowing the job market and being able to suggest options is crucial in my role. Being able to help clients navigate transitions is also vital to my effectiveness. I need to be able to assist those facing anticipated and unanticipated transitions. One way is to help them recognize Schlossberg's phases of reactions as well as Hopson and Adams Model of Adult Transitions and show them that they are normal and they can work through them at their pace and comfort level. As a Job Developer, I can also help clients take part in instrumental learning experiences through job trials, which are essential in the career decision making process. I use positive reinforcement a lot with my clients to recognize effective behaviours and encourage repetition. I like to employ Role Playing as well to go over possible interview question. Prior to this training, I didn't think to use Role Models to determine what they value and what they would like to avoid, but would like to start employing this method. Again, Simulations through job trials are common in my role. I tend to be very direct and clear when working with clients, so, Goal Clarification, Countering Troublesome Beliefs, and Looking for Inconsistencies are common practice for me. I have started employing Cognitive Rehearsal especially for those clients who lack self-confidence. I've always been a believer in making your own luck by looking for opportunities and taking advantage of them, so, I really like Happenstance Learning Theory. I find this concept hard for some clients to get behind especially if they've had numerous negative experiences. I always keep my potential biases in mind when working with a client. I understand that and respect that I won't always have the same Holland type as my clients or handle crises or transitions in the same way. My job is to figure out how to support the client in the way that's best for them.

- C3.1.6 – I feel lucky that I began my work as a Career Practitioner in our Resource Centre because I learned about the agencies and organizations in our community that could provide support to our clients that our organization does not specialize in. Our organization also invites our community partners in to do short presentations reminding us of their services. This is very helpful in staying up to date. I have also made strong relationships with a variety of local agencies while attending events as a Job Developer. I am confident referring clients to schools of continuing education, ESL/literacy/computer skills courses, immigration services, credit counselling services, legal services, career specific courses (ex: Food Handler Training), food banks, housing support, and many others.

- C3.1.7 & C3.1.8 – As a Job Developer, I need to stay on top of labour market trends so that I can use that information to assist our clients with their employment goals. I pay close attention to the skills employers need and hiring/retention struggles they may have. I also receive newsletters from all of our local Chambers of Commerce, which provide a wealth of information on new local businesses and employment opportunities. I also like to keep abreast of current job opportunities by completing job searches regularly on a variety of sites including Indeed, Job Bank, municipalities websites, our local mall's website, specific employer career websites, and looking out for "help wanted" signs while out and about. I also keep in regular contact with our employers regarding their hiring needs. I use this information to assist my clients with their job searches. We focus on, not only what they would like to do, but also what is available in the community. I also present Job Search workshops at local high schools periodically where I share my knowledge of labour market trends. When I worked as a Careers Studies Teacher at the Secondary School level, I had my students research different careers of interest including current and future prospects. I will also be attending the upcoming *Futures Conference* focussing on youth workforce development. This is an area that is always changing and that I am always learning more about.

Evidence continued:

- C.3.1.9 & C.3.1.10 – I work with clients of all backgrounds. I believe diversity creates a stronger workplace and community and educating our employers is important and sometimes difficult in our small community. Our local college recently expanded their international student program, so, we worked with many of these students helping them find part-time employment. I found that, at first, some employers were reluctant to take them on due to misconceptions regarding language barriers. Over time and, with encouragement, the attitude shifted. We now had a brand new pool of applicants in a job market where there seemed to be more jobs than job seekers. My strategy as a Job Developer is always to focus on what a candidate can bring to the job. Everyone has strengths and weaknesses and my goal is to find the right fit. A client may need some accommodations, but, luckily, many of our local employers are very open. I also think it's important to not just dismiss a client's concerns and assure them that they won't experience discrimination, because I can't control that. For example, I have assisted several mature workers with their job searches. They usually reference their age in a negative way suggesting that an employer wouldn't want to hire them because of it. Instead of pointing out that employers aren't legally allowed to discriminate, I do acknowledge that some employers may in fact think that way. That being said, many others won't and will appreciate the experience and job tenure they bring to the table. When I was working as a teacher, some of my students were exploring their gender identity and it seems to be more and more common. I had placed a client at an employer that went through a gender transition. The employer and staff were very supportive, so, there were no issues. This is an area I'm still learning about in terms of how it would affect career development, but I would have the same strategy as with any other client – focus on their strengths and support them throughout the process.

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		✓	
			C4.1.2 Develop and maintain a referral network		✓	
			C4.1.3 Make appropriate referrals		✓	

Evidence:

- C4.1.1 – When a client is referred to me, their Employment Counsellor always provides a detailed referral form showing the work that they've done together already, their background, any potential concerns, and what they are looking for. This is a good snapshot, but a written report is never enough to fully understand a client's needs. After going over the referral, I meet with the Counsellor to get a bit more information, then we schedule an initial appointment with the client together to go over the program. Beforehand, I research some current opportunities that I think might interest them based on the referral form. During the initial meeting, I go over the information on the referral form with the client. I always find that I get much more information and insight. I sometimes even get conflicting information from what is on the form. So many factors lead to a client changing their mind and knowing those factors is important. Going through my suggested job postings also gives me a lot of information that may not have been reflected on the form. Getting a really good understanding of the client's needs is instrumental in assisting them. Also keeping in mind that their needs can shift. I employ my knowledge of Career Development Theories (see C3 - Career Development Knowledge for details) to stay on top of these changes.

- C4.1.2 & C4.1.3 – As mentioned in C3.1.6, I started at our organization in our Resource Centre. This was the first point of contact for clients, so, staying up to date with the other organizations in our community was very important. I would be responsible for greeting new clients, giving them a tour of our location, explain our services, and determine how we could assist them. In that conversation, the client usually hinted at needing assistance with more than just employment. Being able to refer them to the correct agency (ex: ESL/literacy/computer skills courses, career specific courses (ex: Food Handler Training), food banks, housing support, etc.) was essential. As a Job Developer, generally these referrals have been taken care of by their Employment Counsellors, but sometimes things change, especially when they start working (ex: transportation issues, childcare concerns, training needs, etc.), so, having that knowledge is still very important.

Areas of Specialization

You only need to demonstrate **two (2)** areas of specialization and provide evidence to describe how you meet these 2 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
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 **SSC2 Group Facilitation** SSC2.1 Facilitate Groups SSC2.1.1 describe the principles of group facilitation SSC2.1.2 facilitate groups			
Evidence:			

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			
Evidence:			

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			
Evidence:			

Areas of Specialization	T	W	O
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: **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 **S4.2 Provide Clients with Access to Information** S4.2.1 provide clients with access to information **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	✔	✔	

Evidence:
- S4.1.1, S4.1.2, S4.1.3, S.4.1.4 & S4.2.1 - Working as a Resource and Information / Job Search Specialist in our Resource Centre has allowed me to gain a good understanding of the resources and agencies in our community. When a client comes to our agency for assistance meeting their employment goals, it is crucial that they have all of their basic needs met before being able to effectively job search. For example, if they have housing, childcare, transportation, or food security issues, etc. there is a chance that they will not be successful in retaining employment if these concerns are not addressed. When a new client visits our Resource Centre, I am confident in having a conversation with them to ask the right leading questions to assess their needs, then refer them to other community agencies if necessary. Now, as a Job Developer, I am still comfortable in assuring that my clients' needs are met and, if not, getting them in touch with the appropriate agencies for additional support. For example, I recently assisted a mature worker in obtaining a part-time job and he had expressed concern about his finances. He wanted to ensure that his tax contributions would not throw off his CPP earnings. He also had some debt that needed to be managed. As I am not an expert in this area, I referred him to a local agency that offers free financial counselling. When I worked in our Resource Centre, I spent a few weeks organizing the pamphlets and brochures so that clients could easily access the information they needed. I categorized them in training/education, computer skills, ESL/immigration services, financial services, legal services, housing, food security, health, shelters, and other. I also reached out to those agencies we didn't have information for to get brochures/pamphlets. It was important that they were in a private place so that clients did not feel awkward or embarrassed when taking pamphlets or brochures. Since transitioning to a Job Development role, the information is organized a bit differently, but I am still able to find what I need. I also keep my office stocked with our community's 'Red Cards', which are a quick reference to a variety of community resources. If I don't know of a specific resource that a client needs, I am confident that I can find the necessary information using my strong research skills. I feel that I have a good understanding of the agencies in our community, but I'm always learning more. I really enjoy when we invite representatives from local organizations to speak to our staff so that I can learn about their new programs and/or refresh my knowledge.
- SSC1.1, SSC1.1.1, & SSC1.1.2 – I have experience helping clients/students with job search strategies and completing application forms from working in our Resource Centre, working as a Job Developer, and from my previous work as a Careers Studies Teacher. Either working 1 on 1 with a client/student or facilitating Job Search workshops in local Secondary Schools, I go through a variety of methods to find job opportunities (ex: various websites, newspapers, in person, networking, etc.). I also frequently assist clients in the Resource Centre or my job searching clients complete applications online. Without telling them what answers to select, I teach them how selections are made and what they are looking for from online applications. I also had my Careers Studies students fill out applications on paper to practice. I stressed full completion of the application along with proper spelling/grammar and clear printing. I feel that one of my strengths is helping clients/students to recognize their skills, strengths, personal characteristics, along with their values and interests related to their employment goals. As a Careers Studies Teacher, I had my student complete a number of assessments including Career Cruising, My Blueprint, and True Colours. This helped them to better understand themselves and their interests. I also help my job seeking clients in Job Development determine their strengths and skills and come up with employment goals that would be a good fit and meet their values and interests. If I feel that more formal assessments are necessary, I would suggest it to their Employment Counsellor.

Evidence continued:

- SSC1.1.3, SSC1.1.4, & SSC1.1.5 – Prior to entering the workforce, I felt confident in creating and formatting resumes and cover letters. I increased my knowledge through research and experience working as a Careers Studies Teacher and was able to convey this information to my students. They felt great coming out of the course with a resume and cover letter they could use out in the real world. For the course culminating assignment, I had my students create a portfolio that included their resume, cover letter, references, letters of reference, awards/accolades, certificates, proof of volunteer work, etc. I learned about the importance of having a professional portfolio from my Bachelor of Education training. In this course, we were required to create a portfolio that I used during each interview for a teaching position. I was able to use this knowledge/experience to help my students. In working in our Resource Centre, I enhanced my knowledge of resumes/cover letters by researching different formats (ex: Chronological vs. Functional) and working closely with my colleagues. We have a policy in our organization, that we do not do resumes <u>for</u> our clients, we do them together. Whenever working with a client, I do my best to ensure that they are learning about resumes and cover letters so that they could independently update them in the future. As a Job Developer, it isn't my role to update resumes or cover letters, however, I always take a look at my clients' resumes/cover letters and make suggestions if necessary. We are all working together toward the same goal, so, it never hurts to have another set of eyes.

- SSC1.1.6 & SSC.1.1.8 – When working as a Careers Studies teacher, I have my students work in pairs to market themselves to their partner who was acting as an employer. This was always difficult for them at first as they weren't used to speaking about themselves using professional language, so, we came up with some ideas together and they always improved with practice. Being able to present and market themselves was always a focus in my classroom. I continue this with my Job Development clients. We go over how they would introduce themselves to an employer if submitting their resume in person and what other strategies they can use to market themselves (ex: including copies of certificates, indicating a flexible schedule, willingness to learn, etc.). When I facilitate the 'Preparing for the Interview' workshop at local secondary schools, I have them prepare and practice an 'Elevator Pitch' which they can use when meeting an employer for the first time. The idea is that this sets them apart from other applicants.

- SSC1.1.7 & SSC1.1.9 – In the "Optimize Employment for Everyone" workshop that I attended, the facilitator shared an example of having her clients conduct cold calls and they were able to discover several available opportunities. Generally, as a Job Developer, I would conduct the cold calls on behalf of my clients, however, I like the idea of having them do so on their own. It not only shows their commitment, but it is good practice in using professional language/tone and developing confidence in doing so. I plan on employing this method in the future. I do suggest to clients visiting our Resource Centre and to students attending my workshops to conduct cold calls emphasising the fact that many jobs are not posted. I explain that they should call employers of interest, ask if they are hiring, the best way to apply, what skills/qualities they are looking for, and thank them for their assistance. Again, since many jobs aren't posted, I stress the importance of networking to my students/clients in every role I have had (Teacher, R&I Staff, Job Developer). If they do conduct cold calls or inquire in person and they aren't hiring, asking if they would be looking in the future or if they could leave their resume could lead to an opportunity in the future. I also encourage them to inform friends, family members, and acquaintances that they are looking for employment as they may know of an opportunity that isn't posted. Accessing the hidden job market is very helpful. I try to get them to think outside the box and always keep an eye out for potential opportunities.

Evidence continued:

- SSC1.1.10 & SSC1.1.11 – As a Careers Studies Teacher and a Resource Centre staff, I help(ed) my students/clients create References Sheets in the same format as their resume and cover letter. I always stress that they should find at least 3 previous/current colleagues, teachers, or supervisors (not family) that could attest to their work habits in a positive light. I had them ask for permission to include them and their contact information on a reference sheet and inform them when they have given it to an employer so that they are prepared for a call. I also stress the importance of keeping in touch with their references. I include this discussion in my 'Preparing for the Interview' workshops for adults at our organization, or, for groups of students at local Secondary Schools. We discuss common interview questions and how to best answer them (ex: "tell me about yourself", situational questions, "what makes you a good fit", etc). We also talk about what to avoid mentioning in an interview (ex: not putting a positive spin on a previous negative situation with another employer) and questions they can ask at the end. Working in the Resource Centre, I conducted Mock Interviews with clients. I prepared questions related to their employment goal and acted as the employer. Afterwards, I gave feedback including what they did well and what could be improved. I also conducted Mock Interviews with my students as a Careers Studies Teacher. The students always found these very useful as many had never had an interview before this. At our organization, we have also conducted Mock Interviews for students in Careers Classes at local Secondary Schools. They appreciated our expertise and feedback. As a Job Developer, whenever one of my clients has an interview, I like to ensure that they are prepared. Either by asking a few questions that I think the employer will ask, or, having their Employment Counsellor do so. If I receive negative feedback from an employer regarding a client's interview, I always address it and usually suggest that they have a Mock Interview conducted if they haven't already. My goal is to convey to my clients/students that interviews are difficult and nerves are normal, but to help them feel more confident with practice and experience.

Work Development ☐ (i.e. develop work opportunities for clients, guide clients in work search strategies) Includes sub Competencies: **S5.1 Develop Work Opportunities for Clients** S5.1.1 liaise with clients, employers and professionals S5.1.2 facilitate work and work-related opportunities S5.1.3 prepare clients to respond to the labour market S5.1.4 support clients with work maintenance **SSC1 Work Search Strategies** See sub-competencies SSC1.1.1 to SSC1.1.11 above	✔	✔	

Evidence:
- S5.1.1 – S51.1.4 – As a Job Developer, I work closely with many local employers to determine and stay up to date with their hiring needs and market clients that would meet those needs. I also work closely with my job searching clients to help support them in reaching their goals and refer them to employers of interest. Attending job fairs allows me to meet with employers and job seekers under the same roof. I take tours of employer facilities whenever possible so that I can get a better understanding of what jobs would entail. This gives me a good idea of what skills a candidate would need to have and helps me determine if a client would be a good fit. In an initial meeting with a new client, when discussing their employment goals, I always keep in mind our local labour market based on the information I receive from employers, the news, our local Chambers of Commerce, and any trends. I encourage them to choose a goal that has good prospects in our community and suggest any additional factors that could help them meet their goals (ex: additional training). I maintain regular contact with my job seeking clients to assist them throughout the process. I expect that they keep me informed on their job search and follow-up on their applications. I also suggest new opportunities to them. I am well versed on the *Employment Services* and the *Canada-Ontario Job Grant* programs and share the information with our local employers. Both of these programs help me to market our clients to employers. The *Employment Services* program allows an employer to take on a new employee and provide training either through a Placement or Job Trial. These are instrumental in helping our clients gain new skills and increase their work experience. The *Canada-Ontario Job Grant* program can encourage an employer to take on a client that would need a certain certification, or, it would allow their incumbent workers to further develop their skills that could lead to growing their business. When setting up a Placement or Job Trial, I always let the employer and client know that I am there to support them. I'm there to help problem solve if issues arise. Focussing on maintaining a safe environment that meets the Employment Standards act is important to me as well. I encourage clients to let me know if they have any concerns in the workplace. I also stay in touch with both the client and employer throughout the contract period offering any help as necessary. I make sure that I front-load my follow-ups to help ensure that the client has early success. Sometimes I am able to help the client make the necessary changes if there is an issue. If not and they do lose the work opportunity, they appreciate knowing that I'm still there to assist them with meeting their goals.
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