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	T	W	0
			C1.1.2	Demonstrate professional attributes	T	W	O
		C1.2 Demonstrate a Commitment to Professional Development	C1.2.1	Develop relationships with other professionals	T	W	O
			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	T	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	
			C1.4.2	Follow case and project management procedures	T	W	
			C1.4.3	Document client's interactions and progress	T	W	
			C1.4.4	Evaluate the service provided to clients	T	W	0

Evidence:

C1.1.1 & C1.1.2: In terms of formal training within ethics and professionalism, I have completed the Interviewing Mentoring and Coaching course of the Career Development Practitioner (CDP) Certificate at Conestoga College that included ethical counselling practices and introduced me to the Code of Ethics for Career Development Practitioners as developed by the Canadian Council for Career Development, and which I still reference when talking to people interested in Career Development as a potential career. My sociology degree via Laurentian University involved courses on Research & Data Analytics (SOCI-2127) and Scientific Method/Analysis (PSYC-2127) which included modules on ethical considerations and the use of instruments, interpretation and confidentiality. Further to this I have participated in specific ethical based decision-making training (CLEOS & Ethical-Frameworks) and policy development with CMHA-Niagara. Through my work at the University there are also regular opportunities to discuss with team members and other depts./faculty ethical concerns/issues that we have come across or are currently experiencing and how we can case manage around them. Through my volunteer work with XYZ I also sit on the Service Quality committee which regularly discusses and case manages ethical issues surrounding service delivery and oversees the ethical-decision making framework of the board of directors for making issues around the organizations direction.

C1.2.1 Developing and maintaining relationships with professionals both inside my organization and outside is an important part of my role as a Career Consultant and in other roles that I have performed in my career. Over the past two years at the University I have developed strong partnerships with professionals and faculty in the areas of education & training support, mental health, sexual violence, indigenous issues, student services and specific academic portfolios (incl. accounting, intl. business, sustainability, social justice & equity etc.) This enables myself and the office to work with these areas to aid students overcome some of the challenges they face balancing academics and job search and be able to provide students with the advice and referrals they may need in support of their goals. At the College, working as a Student Success Advisor my role required me to develop in-depth working relationships with the Workplace Safety and Insurance Board, Counselling Services, and Faculty to ensure that students were receiving key supports throughout their time at the College. Also, while I was working at the Employment Help Centre (EHC) I also served on a joint agency task force with multiple Employment Resource agencies where we developed programing and resources to assist job seekers throughout the Region (Such as the Employment Expo). Professional development within the University and through Employment Ontario has also provided training on formal structures to develop, maintain and deal with issues in work relationships such as these. In addition to my professional responsibilities I am also involved in a number of volunteer opportunities throughout the year which has developed my awareness of community resources that feeds back into my work with students and clients.

C1.2.2 Throughout my career I have regularly participated in informal and formal upgrading of my knowledge, skills and overall education as it relates to employment counselling and student/client success. This training has included specific Career Development Training through Conestoga College and professional associations such as the Canadian Career Information Association, and conferences hosted by bodies such as Canadian Association of Career Educators and Employers, Co-operative Education and Work Integrated Learning Canada, Education at Work Ontario and the Canadian Education and Research Institute for Counselling. It has also included training and professional development around teaching and learning, including while in England an NVQ Level 3 program in Introduction to Teaching and within Canada my B.Ed. in Adult Education. Most recently my desires for formal education / development has been focused around the issues of Human Rights/Social Justice which has enabled me to enhance the programming offered by our offices and provide greater support to students in their ongoing job search.

C1.2.3: I regularly keep up to date on technology through in-house training on tools utilized by my dept. and other academic areas at the University, and by using these tools in my work, such as online academic learning portals and databases. Due to the high percentage of employers utilizing social media and other online technologies, I encourage students to learn about these tools that will impact their job search and to develop stronger skills in these areas both through one-to-one meetings and group facilitation/lectures. During my time at the EHC, I conducted research into several CRM packages which were then integrated into the use of CAMS vis Employment Ontario as well as the development of on-line resume creation tools and e-chats to offer clients as part of our suite of website services. Personally, I use LinkedIn and Twitter to develop and maintain my own network, and to connect with professionals within the field to update myself on current/emerging trends in the industry. I also developed and maintained my own blog for several years providing advice and guidance on career planning. (link provided)

C1.3 .1: I have completed formal training in applying solution-focused frameworks through Conestoga College's Interviewing, Mentoring and Coaching course (CARD1010) and as part of the Work and Learning in Organizations course (ADED 4F34) of my B.Ed. in Adult Education program. Also as part of the CRP program at Conestoga I have taken part in courses related to Client Case Management (CARD-1070/1080), these courses were particularly beneficial during my time at EHC when working with clients that presented multiple barriers to the workforce. As a part of the Co-op, Career and Experiential Education dept. of the University I have also participated in professional development related to our Career Development model and how this applies to service delivery with students.

C1.3.2 Formal training in collection, analysis, and use of information has been covered through on Research & Data Analytics (SOCI-2127) and Scientific Method/Analysis (PSYC-2127) and Statistics (STAT-2126) courses at Laurentian University, as well as in my Research and Critical Reflections in Adult Education at Brock University (ADED 4F35) course. This knowledge will further be enhanced as part of my Master's program in Social Justice & Equity Studies which incorporates a Major Research Paper. I have also completed numerous training sessions through my work with Brock University and Employment Ontario in regards to data collection and the use of tools such as Orbis, CAMS and PeopleSoft, D2L, Sakai etc. As part of my role as a Career Consultant with the university's Co-op Education dept. I also regular track and analyze data related to student participation to inform programing/service delivery changes. As an Employment Counselor with the EHC I was required to collect and analyze trends related to general labour market activity within the Region as well as specific information that related to the Second Career program and clients accessing this funding. Finally while working within the College's Admission Dept. as an Advisor I would also regularly be tracking applications and program statistics to inform faculty areas to the status/demand of their program which would also inform future recruitment methods/strategies.

C1.4.1 & C1.4.2: In addition to the courses related to Client Case Management (CARD-1070/1080) within Conestoga's CDP program I have also, as part of working with Employment Ontario contracts and other government funded agencies, received case management training and have learned how to use my time effectively with clients (both in-person and remotely) that generate strong results for my dept./organization. Formally my time and case management skills have been assessed through the practicum seminar (CARD 1080) of the CDP program as well as through internal employee reviews by management which have demonstrated a consistent excellence in this area. I am also required to manage my personal workflow at Brock University to ensure students have ready access to advice and guidance as well as ensure that the team I am working with is meeting their specific goals, which I continue to meet at a high standard.

C1.4.3: In all my roles, interactions with students/clients are required to be case noted and can be subject to audit (especially when working with government funded programs such as Employment Ontario) and as a part of my Career Development Program with Conestoga College I have completed formal training in counselling and case noting techniques (CARD-1070/1080) as well as informal training through the organizations I work with regarding specific case noting requirements and confidentiality.

C1.4.4: A standard practice at the EHC was the collection and monitoring of client evaluations and feedback provided based on either one-to-one appointments or workshops via confidential questionnaires. One of my key responsibilities was to track this feedback and where possible, respond to any client concerns for the office that did not require intervention by management. At the University we also collect, track and respond to feedback from our Pre-Employment Preparation Course which is then used to inform future career curriculum development. I am also responsible for tracking and reporting on student participation in terms of document review status and access to our in-house job board. I also work with a small committee to monitor the effectiveness of communications with students/external partners and to make recommendations to management around these issues. Finally, as part of my work with CMHA, I sit on the Quality Services Committee which is required to oversees service outcomes and quality through reports and feedback from staff, management and the Client and Family Advisory Committee.

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	T	W	
			C2.2.2 Use a framework for verbal communication	T	W	
			C2.2.3 Use a framework for written communication	T	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	O
		C2.3 Develop Productive Interactions with Clients	C2.3.1 Foster client self-reliance and self-management	T	W	
			C2.3.2 Deal with reluctant clients	T	W	

C2.1.1: Due to my work, which for the majority of my career has been in community based programming, working with diverse groups (including newcomers, ethno-socioeconomic backgrounds, age, gender, experience, legal status etc.) has been a mainstay. Further to this, within the post-secondary environment there is a much greater focus on diversity including working with individuals from minority groups and addressing issues such as those raised by the Truth and Reconciliation Commission. During my day to day work with students, I regularly address questions and concerns related to diversity issues within the workplace and the job search process – most notably those regarding accommodations (for a variety of issues). I have also completed a number of courses relating to diversity including: Brock University (Such as my current Master's degree in Social Justice & Equity Studies); Laurentian University (including Social Inequality (SOCI-2656), First Nations of Canada (HIST-2616), and Native Traditions and Culture RLST-2285)) and Conestoga College (including Career Development with Special Needs Groups (CARD-1050)). I have also completed AODA training through EHC / College / University, Human Rights training though Brock University, and professional development training through Diversity Trainers Plus as part of my work with EHC. In addition to my work experiences, I also spend a lot of time through my volunteer work with CMHA to promote services and reduce the stigmas attached to mental health issues faced by individuals in the Region. This includes directly working with a Client and Family Advisory Committee within CMHA and helping clients to promote their stories and challenges to the community and funding bodies.

C2.1.2: Working in community based agencies and post-secondary institutes I regularly address client questions related to diversity issues in the workplace and in job search. Most recently this comes from the perspective of working with international students seeking their first work experience in Canada through a Co-op placement as well questions relating to accommodations concerning disability and religious needs. Further to these experiences I have served on the Human Rights Task Force at the University to make recommendations to improve and advance human rights at the university as well as working with CMHA- to address barriers to services and the stigma around Mental Health within the Region.

C2.2.1: In each of my work places the dynamics around communication have changed based on the client group that I am serving. When I first started in the field of Career Development, I primarily worked with individuals over the age of 50, who valued the personal connections made through face to face meetings. However, as the demographics of individuals I served has shifted (currently working with University students) so the methods of communication I use has had to adapt. As such, I have had to become efficient in utilizing email, social/digital media and other web technologies to help communicate and work with clients. Currently at the University I work with a committee to monitor the effectiveness of the communication the Co-op office has with its students and other internal/external partners. The goal behind this is to ensure that not only is our message being heard by students/partners but that the quality of the message reflects our values.

C2.2.2 - .4: While I have developed strong listening and verbal/written communication skills through my education in England and in Canada as a result of delivering presentations, seminars, responding to forum posts, and writing essays etc. It is through my one-on-one work with clients and students where my abilities in these areas are demonstrated as I am able to quickly and easily gain the confidence of a client/student. Through active listening skills I am able to identify and priorities client/student needs and can help them to develop solid action plans to help them work through the next steps of meeting their goals. Further to this, I have received professional development training via Employment Ontario to respond to specific areas of concern in relation to dealing with client issues as well as professional development training through Diversity Trainers Plus (through EHC) and Human Rights (through the University) on how to respond to issues relating to diversity and accommodations.

C2.2.5: The ability to clarify and provide feedback is a key ability throughout my role as a Career Development Practitioner. From providing constructive feedback on job search documents, coaching for interviews / networking or providing guidance on career planning steps, being able to ensure that the client is aware of what steps need to be taken and any outstanding items that needs to be addressed is critical in ensuring that they are engaged in the process. Typical strategies used to provide this feedback includes repeating back information, providing written notes/email of information, asking clarifying questions and following up with clients on a regular basis to check in with their progress.

C2.2.6: My ability to quickly establish a rapport with a variety of stakeholders has proven useful throughout my career in terms of helping to develop and maintain relationships both within my team and with external partners and clients. Through helping out with ad hoc teams at work to develop new strategies for clients or to build morale to working on more formal/structured committees such as the Human Rights Task Force at Brock University I can easily adjust to changing work dynamics. Since starting at my role at the Niagara EHC and continuing through to the University, I have developed a number of connections within the community to help clients navigate their way through issues connecting with job search or personal need. This has also led to collaborating on teams and projects such as the 'Jobseekers Journey to Employment' Handbook and Education at Work Ontario's 'Co-op Student of the Year Award' committee.

C2.3.1: A major focus of my work with students at the University is to help them become more self-reliant and to take control of their personal career development. This has been supported through education in solution focused strategies and Theory of Change models as part of my Career Development Practitioner program at Conestoga College (CARD 1080 Career Consulting Techniques II) and my B.Ed. – Adult Education at Brock University (ADED 4F34 Work and Learning in Organizations). I have also helped to introduce mental health awareness alongside advice and guidance into transitioning into the workplace via our Co-op Pre-Employment Preparation program which is delivered to all students taking co-op at the University.

C2.3.2: While working with the EHC (and prior to this in England) I would regularly be working with individuals receiving income support from Ontario Works many of whom resented the fact that they were being asked to attend workshops or meet with myself to work on improving their job search skills. During these times, I would focus on solution-focused strategies that balanced providing support to them in their current situation alongside targeted goals/action steps that they would need to be involved in completing. By balancing these areas clients frequently became more engaged in the process and less reluctant to take part in activities that were 'mandated'.

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

Evidence:

C3.1.1

My understanding and awareness of human development models were first introduced to me informally through work at the start of my career in England. Coming to Canada my knowledge was further supplemented through formal training via my education at Conestoga College and their CDP program, and then through my university degree at Laurentian University where I completed courses in Developmental Psychology, Child/Adolescent and Society and First Nations Issues as well as in my second degree at Brock University where I completed courses in Adult Education and Work and Learning in Organizations.

C3.1.2

Over the past (almost) 100 years the theories associated with Career Development have fallen into four main categories which include Trait Factors, Psychological, Decision and Developmental. Of these the most prominent in the latter half of the 20th Contrary have been the psychological, focusing around personality types (courtesy of John Holland) and life-long developmental (courtesy of Donald Super). Moving into the late 20th century / early 21st, we can see a shift in career development theory that focuses less on specific traits/stages to one that is more focused on adaptability and flexibility. Krumbolts Learning Theory focuses on incorporating changes brought on by unplanned events or happenstance. An offshoot of this theory has been Pryor and Brights work on the Chaos Theory of Careers which at its core centres around embracing uncertainty. Additional theories that connect to these four main categories are Maslow's Hierachy of needs (particularly at the 3rd level relating to love and belonging) and Narrative Construction theory that focuses on using client stories to identify their interests, abilities and values to aid with decision making and action planning.

Being able to compare and contrast different career development theories (such as Donald Super's theory of Career Development to Pryor & Bright's Chaos Theory of Careers) has enabled me to work with clients from all different backgrounds and to develop strategies and action plans that they are more likely to implement and follow through with based on their current situation and the perspectives they bring to the table. It has also helped me in terms of developing content for workshops/courses

C3.1.3

My informal/formal training in the field of social justice and human rights, has also provided me with a strong foundation to understand and advocate for individuals facing additional barriers to the job search process as a result of their current situation and to help them in transitioning to the workplace, Formal training in terms of the Personality Dimensions and Strong Interest Inventory has also helped to develop an understanding of the role that personality plays in the career development process and aided me in providing clients with feedback and guidance around their assessment results.

Professional development readings and informal training through my work at the University in Chaos Theory of Careers has further developed my ability to coach students through unexpected changes in their career trajectory and has been applied to our own in-house career development model that is heavily influenced by this theory.

C3.1.4:

As discussed in C3.1.2 I have for a number of years been a fan of narrative construction theory and the power of story telling in relation to career development. As a result of engaging clients in the act of story telling and providing a narrative around their experiences, I am able to identify specific client values and help them to understand where past (and even future) work experiences have either come into conflict with or strengthened their values. The concept of understanding life roles and values has been specifically helpful when working at the EHC and delivering the Second Career program where I would be regularly working with individuals that were making a career change and were asking for assistance with what they should be doing next career-wise.

C3.1.5:

Identify major components of the career planning process

My Career Development knowledge – first started through informal training and professional development through my work as a Trainer/Employment Counselor in England and then through more formal training in the form of an NVQ Level program in Teaching and Learning. Coming to Canada my knowledge was further supplemented through formal training via my education at Conestoga College and their CDP program, through my university degree at Laurentian University where I completed courses in Developmental Psychology, Child/Adolescent and Society and First Nations Issues as well as my degree at Brock University where I completed courses in Adult Education and Work and Learning in Organizations. During this education I have also developed my knowledge of Career Development practices and theories through personal and professional development readings. Through all of my learning I have been able to better understand both the process and the role of career development in the lives of individuals I work with and to apply this approaches to my own career development.

In helping my clients through their career development, I have utilized many of the many components typically referred to within Career Development including individual counselling, self-assessment tools (Holland Code, Personality Dimensions), vocational tools (NOC, Vocational Cards) as well as workshops surrounding a variety of different career development/job search tools/needs.

C3.1.6:

As a professional in the Career Development Industry I have made an effort to stay connected / involved with some of the organizations within Ontario and Canada that promote and work within the field of Career Development. Between 2010 and 2016 I was a member of the Canadian Career Information Association, one of the agencies that promoted and advocated for a province-wide designation for Career Development Practitioners. Most recently I have been an active participant with organizations such as Canadian Association of Career Educators and Employers, Co-operative Education and Work Integrated Learning Canada, Education at Work Ontario and the Canadian Education and Research Institute for Counselling.

Within a local context, community / government funded organizations such as Niagara EHC, the Employment Help Centre, YMCA/YWCA Services Niagara, Job Gym, and Ontario Works are all highly focused on assisting individuals in the Niagara Region and there is regular collaboration between different organizations (and other such as CMHA) to provide targeted resources/solutions to individuals within the Region that will address specific local challenges such as the high percentage of seasonal workers, workers over the age of 50+ and dramatically reduced manufacturing industry as a result of major downsizing/closures over the last 15 years.

C3.1.7 and C3.1.8:

My training in the CDP program, professional development and most importantly connections with employers in a variety of fields throughout my career as a practitioner has enabled me to relate hiring practices and employer perspectives to clients and students regarding their job search. One area that I strongly promote to clients/students is the need to conduct their own labour market research to ensure that they are as up-to-date on the challenges/opportunities within their own industry as the employers they want to work with are. As part of my role with the University I regularly connect with employers that are actively recruiting students to identify new trends in hiring as well as other key information students should be aware of for their job search. I also regularly review social and mainstream media channels for updates on news/trends related to the labour market and hiring practices.

C3.1.9 and C3.1.10

In terms of how I keep current with regards to diversity issues, I have taken a number of courses in terms of my formal education and professional development (Brock University - Master's degree in Social Justice & Equity Studies; Laurentian University including courses on Social Inequality (SOCI-2656), First Nations of Canada (HIST-2616), and Native Traditions and Culture RLST-2285); Conestoga College (Career Development with Special Needs Groups (CARD-1050); AODA / Diversity and Human Rights training). I also maintain strong relationships with on-campus services such as Student Wellness and the Human Rights and Equity Office at Brock University to identify issues affecting our students, as well as maintaining a number of subscriptions with digital services to understand issues affecting workplace culture in a local / provincial and national level.

My reason for keeping up to date with these issues is because of my awareness of how diversity can impact an individual's personal career development.

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			

C4.1 I have completed formal training in employment counselling for special needs and diverse populations (Conestoga) which provided emphasis of identifying needs and community partners who provide specific services, and the importance of using the referrals to tap into expertise and most appropriate program/service options for people. The Employment Specialist Certificate from University of San Francisco also provided specific training related to assessing and developing accommodations for clients with disabilities and special needs. Through this training I have gained an appreciation for the need to break down tasks and provide basic skill training to task in ways that meet unique learning needs of multi-barrier clients. I have received and provided general needs assessment training to staff in tools based on the Common Assessment. Formally this needs assessment training was part of courses completed through Conestoga. In work, conducting needs assessments both formally and informally have been a part of every employment counselling role I have held. These assessments involved identifying goals, assessing barriers and challenges, identifying strengths, and developing action plans. Although the focus of my roles has primarily been to provide employment and career counselling to clients, being aware and determining if there are other needs (housing, health, financial, childcare etc) that may impact the success of the employment intervention is something I did at the start and throughout the intervention as needed. Referrals were made to connect clients to additional supports as needed. As a Supervisor with Careers Are Us, I was involved in developing a needs assessment tool that was used to assess clients for case managed employment services.

C4.1.2 and C4.1.3 While working both with the EHC and the University I have had to develop and maintain a strong referral network in order to more effectively assist my clients with additional areas of service that may be facing them, in addition to those related to job search. At the EHC, not only did we regularly have external partners on site (such as Re-Entry) but I would regularly visit other organizations to promote the services of our organization, to participate in conversations related to client services and joint client issues, as well as to develop a stronger working relationship with community partners for the purposes of mutual referrals. Through my work with the University, in addition to these community resources I have also developed connections with services within the university, such as Student Wellness and Accessibility, Student Union, and the Human Rights Team to be able to provide complimentary services in the University community. Whenever a referral is made, I follow up with both the client and the agency to assess the effectiveness of the referral provided and to identify any challenges to the process that can be more effectively case-managed.

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:

S2.1.1 and S2.1.2

When I first started in England as a Workshop Trainer, I had no formal education in the fields of career development or training and my background was actually in Youth Work and Bar Management. For the field of Career Development in England at the time, this was the norm as individuals were drawn from a variety of fields and industries; with the main qualifying factor is their interest in helping people. As someone who was not only willing to help people but also take on additional training to assist in doing this I had the opportunity to complete the first stage of my NVQ Teaching certification (7302 (NVQ Level 3) Introduction to Teaching). It was here that I learned some of the core principles of teaching and learning, which were further reinforced later in my career through my education at Conestoga College (……) and Brock Universities' BA in Adult Education program (…..) . Understanding instructional strategies such as David Jonassens' generative categories or specific collaborative learning techniques have led me to be able to design and facilitate workshops that can engage learners based on their level of knowledge and understanding. For example, while at the EHC I facilitated a course in Food Safety and in any one session I could have individuals that were trying to get into the industry to seasoned cooks/professionals that were needing to recertify and so material would be tailored to be understandable to those with no knowledge, while making use (if they were willing) of the knowledge of those more experienced to incorporate real-life scenarios to the training. Further to this, my awareness of the different types of evaluation (formative, summative, confirmative) have helped in the process of identifying program strengths and weaknesses which have led to the successful development/modification of programs.

Most recently at the University I have been involved at various levels (from facilitation to design) of their Professional Preparation course, which is offered to all co-op students at Brock. This course involves class sizes ranging from 15 – 220 depending on the cohort (which varies based on undergrad/grad level and faculty); as such the types of techniques used in this course will vary depending on the group that is receiving this instruction. Within this course a number of different techniques are used to present and absorb information such as lectures, video presentations, employer based panels and group activities. Within these activities different techniques are also utilized such as dyads/triads for discussing topics, larger structured groups to conduct mock interviews/problem solving/discussion points and online assessments/quizzes to understand the importance of self-awareness and how interests/values factor into the job search process. All the time there is a focus on the practical application of the information being discussed to their specific situations. Given the potential size of the groups, it is important to facilitate these classes in a friendly but structured environment – especially in class sizes that are very large, as well as being able to state clearly the goals and expectations of the program. At the end of the course all students complete an anonymous survey in order to ensure they understood and gained the knowledge they were seeking as well as to provide an opportunity for feedback to improve the course which is fed back directly into the curriculum development process.

S2.2.1 and S2.2.2

Prior to the preparation/development of any workshop I would first look at two items. The first step is to conduct (if one has not already been done) a needs assessment to identify what / how much training is required. Secondly I would look at the specific learners that the workshop was being targeted towards to understand their characteristics (such as gender, age, education level etc.) For example, while working in England we started to see a number of clients that had barriers to employment stemming from criminal records and so I conducted a needs assessment to identify just how many clients this was an issue for, and then started to review common characteristics to help determine what elements needed to be covered (in this situation, the majority of clients were males over the age of 50 with less than high school level education). Once I have this information I am then able to start identifying what the key elements / learning strategies I would need to employ within the workshop/program to ensure that not only the material is covered but is also received/absorbed by the leaners.

Most recently at the University, a tool that has been helpful in large scale groups is kahoot.it which allows for pre-/post-testing of learners to identify their level of knowledge and understanding in specific areas in a way that is interactive (making use of game theory/design) and non-intimidation (option to be anonymous). This brief surveying allows me to assess in a short amount of time the areas of the workshop where more emphasis/time needs to be spent in order to address the needs of the group and provide a more robust learning experience.

S2.2.3

As discussed above, as a Facilitator my role in delivering programs is to provide a friendly yet structured environment where the learner can feel safe to participate (based on their comfort level) as well as to set the goals and expectations of the program. At the start of every workshop / course I will always discuss the agenda / syllabus so that the learners are aware of what will be covered, how it will benefit them and what the environment is going to be like. I am always willing as well to return to the goals/expectations to remind the group of these items in the event of conflicts / disruptions that can potentially derail that session. I am also keenly aware that the attitude / mindset that I bring to the workshop also has an impact on the ability of learners to participate / absorb the information being discussed and seek to bring a positive attitude to every workshop, especially those where feelings / tensions could be running high based on their situation (such as in delivering workshops to workers facing / have received lay-off notifications).

S2.2.4

As discussed in C1.4.4: A standard practice at the EHC was the collection and monitoring of client evaluations and feedback from the workshops provided. In line with this, at Brock University we also collect, track and respond to feedback from our Co-op Professional Preparation Course which is then used to inform future career curriculum development. This information is collected through the use of online surveys tools (previously Survey Monkey/Fluid, now utilizing Qualtrics) which allow me to collect and analyse response much more quickly and easily especially when dealing with a large group of learners.

SSC 2.1.1 describe the principles of group facilitation

SSC 2.1.2 facilitate groups

SSC2.1.1 – SSC2.1.2 - As a positive, friendly, non-judgmental and flexible individual, I understand that my behaviour also affects the group dynamic. It is important to have structure and allow clients to gain responsibility. By providing knowledge to clients, it is allowing them to gain confidence to meet their goals and share their competencies and experience with the group. This is great for everyone to learn by discussing situations and appropriate solutions. Recognizing the needs of the group and ensuring the material and delivery meets their needs. When I worked with youth, I would ask them what they would like to achieve out of the program. This would help me determine if I was providing accurate information that would meet their needs. If I was not meeting their needs, I would alter my material to ensure success. By informing clients about the program's expectations and assisting them with positive interactions created a welcoming environment. Building a rapport with every group member increases comfort levels. By working in group settings, it enhances social skills and the ability to gain from others. Conducting evaluations during and at the end of the programs, allowed me to better understand my audience and adapt to their needs.

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:

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: S3.1.1/.2/.3 In its outset the field of career counselling/development pulled from a number of different other fields including psychology, sociology, behavioural sciences and educational services. In 1909, Frank Parsons, seen as the father of guidance and counselling was one of the first to come up with a theory of Career Counselling which was simple, yet remains the basis of many other theories today. His theory on career matching was to observe and talk to an individual and then match them with the best career for them based on what you have observed. As noted, at its core it Is very simple and yet it is also very enduring. For example it is the basis of Trait-and Factor Theory which looks at abilities, aptitudes, values and interests to match people to careers and the Person-Environment Fit which looks at psychological variables that can be addressed by the work environment (while also looking at how the person can meet the requirements of the work environment) As we move forwards though the 20th century additional counseling and development theories came out such as theories connected to personality types (John Holland) and life-long career developmental (Donald Super). The theories of the 20"' century were heavily criticized by individuals for promoting the mistaken notion that there was only one career for a person. Ideas such as Krumbolts Learning Theory and Pryor and Bright's work on the Chaos Theory of Careers focus on how careers change and how individuals respond to these changes incorporating changes brought on by unplanned events or happenstance. As a Career Counsellor one of my roles is to aide students/clients in how to manage these changes. Based off the work of individuals like Schlossberg and Juntunen who have both looked at the types of transitions that occur in life, my role is often to help clients identify the type of transition they are going through (i.e. students in a co-op program typically go through several entry/re-entry transitions as part of their program) and help them identify the resources and supports needed to cope with these transitions. S3.1.4 My long experience within career development along with my informal/formal training in the field of career development, education, social justice and human rights, has also provided me with a strong foundation to understand and advocate for individuals facing barriers to the job search process as a result of their current situation and to help them in transitioning to the workplace. The barriers that I can be called to address within my current role often include barriers such as race / sex / religious discrimination, structural barriers to entry (such as those caused by language: ESL) as well as personal issues such as lack of transportation, hygiene, accommodations (for visible and invisible needs) and mental health issues. Most students (or former clients) will often not address the barriers that they face straight away and so often times, trust and rapport needs to be established first which can sometimes take several meetings with the student

beforAlong these lines I also identified the Certified Internal Systems Auditor professional designation as a pathway that students can work towards to help develop their capabilities