

Sample Application for Employment Consultant

SECTION 7 – STANDARDS & GUIDELINES COMPETENCIES

- Please provide evidence of competency in all of the Core Competencies and two (2) Areas of Specialization
- In both the Core Competencies and Areas of Specialization, indicate with a check (✓) how you gained each competency: through **training (T)**, **work experience (W)** or **other (O)**
- For competencies obtained through training, indicate the relevant course title and date completed and list/attach documentation in Section 7 (if not previously listed provided in previous sections).
- For competencies obtained through work experience or other, describe when/how you have demonstrated this competency through your work experience, with examples.
- You can use one statement or example to evidence more than one competency, but please repeat the same statement under each competency area. Do not assume the assessors will do this.

This chart of Competencies is taken from the Canadian Standards and Guidelines for Career Development Practitioners Snapshot document. The additional columns (T,W,O) were added for the purposes of this Section. This snapshot document provides excellent information on how to read and review the Standards and Guidelines and goes into far more depth than in the headings provided on this application form. It can be downloaded at www.career-dev-guidelines.org. The S & Gs are used to ensure that the standards are used equally across the province, across the country and across the profession. The assessors are looking for detail on how each applicant demonstrates that she/he meets, if not exceeds, these standards so ensure that you have provided enough detail, examples and content to **fully** demonstrate each competency. For more information, please see the *Sample Application* on the website. This sample is not at the level of detail assessors would expect as it is not a real application but it shows the bare minimum expected.

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 Adhere to the Code of Ethics and the Ethical Decision-Making Model

C1.1.1 C1.1.2-

C1.1.1 Follow the code of ethics and apply the ethical decision-making model

C1.1.2 Demonstrate professional attributes

Knowing and following strong ethical principles has always been important to me. I first learned the principles of ethics while attending university. I completed an ethics course, which began the building block to my decision-making process.

More recently, I was able to complete the Career Development Ethics course, which provided industry specific knowledge on how to best demonstrate these principles with clients.

As a facilitator of the Youth Job Connection (YJC) program, it has been my duty to teach ethics and employment standards to the youth in my program. Over the years of facilitating, I have come to see the importance in this information and how valuable this knowledge is to youth starting out in the workplace.

Finally, one of the most effective ways that I have learned about ethics has been through more experienced colleagues/managers in my field. I have been lucky to have had some excellent mentors through my career who have had an open-door policy for questions. Because of this, I have always felt open to discuss ethical dilemmas and how to best handle them. This has allowed for me to be more confidence in my decisions with regards to professional ethics.

C1.2 Demonstrate a Commitment to Professional Development

C1.2.1 Develop relationships with other professionals

When I began my career in employment back in 2011 working in rural Saskatchewan, there were limited resources in the community. This required me to use a think-outside-the-box type attitude with building community partnerships. I was able to build connections with mental health supports, RCMP, school boards, health agencies and libraries. While this was important to client success, it was also required in a practical sense for meeting spaces. Covering a radius of 250km with no company office space, I was required to locate safe, confidential meeting spaces to avoid meeting in client homes. By building connections with these professionals, I was able to locate meeting rooms in schools, libraries, churches, police stations and even restaurants after hours.

After moving to back Ontario, I was enthusiastic to have the opportunity to access more services for clients and continue to work in unison with local agencies. Through my work at xxxxx, I have always prioritized relationship building with community partners to create a more balanced workload and increased supports for clients. Having relationships with community partners allows for ease in referrals and increases the professional boundaries of acknowledging my limitations as a career advisor. I am less likely to overstep my role, if I am confident that there is a local agency able and willing to support the client in this area.

Since I began facilitating the YJC program, I have been working to increase my professional relationship with a local youth services agency. In a recent meeting with the coordinator of this agency, they mentioned their struggles with building connections in the community. It was noted that other providers have been fearful of building the connection out of fear of competition. The coordinator applauded my determination with building community partnerships.

C1.2.2 Demonstrate a commitment to lifelong learning

Learning and professional development have always been a passion of mine. I have always enjoyed challenging myself to grow professionally and personally, while seeing how these two seem to go hand in hand. It is important to me to know that I am knowledgeable and informed to best help the population I serve.

Through my degree at university..., I learned a great deal about social sciences and theories. I learned the importance of critical thinking, and looking at every situation with an open mind. During my time at university, I was able to develop strategies to support my own personal learning styles; something which I did not fully grasp while in high school. I learned a great deal about teamwork and how to best support others.

Following university, I gained employment in a variety of different fields to get first-hand experience into which industry would be best suited for me. It was through this experience that I discovered my passion for supporting others with setting and reaching goals. During this time period, I had limited resources for structured learning, so I engaged in a great deal of mentorship opportunities. While I will always place great pride in all of my academic learning, I am confident that mentorship from experienced professions has taught me the most about being an outstanding advisor. Through this mentorship, I learned a great deal about interpersonal skills and accountability. I have been encouraged to look deeper into a client's situation and ask more questions. Working in a variety of different industries and gaining diverse mentors has allowed for a unique skill base. Through my co-workers at xyz, I learned about customer service and the importance of a smile. Through the Young Offenders Program and the RCMP, I learned the ability to stay calm and confident in stressful situations, even when you don't feel it. Through employment, I learned practical skills and theories for supporting clients. And through my time working with kids with ASD, I learned the importance of patience, grace and never taking life too seriously.

Micro-credentials have also been a highlight of my learning. I have always enjoyed taking webinars and short online courses to gain insight into specific topics. I have an active LinkedIn Learning subscription and receive email updates from CareerWise Weekly, CERIC, Western Centre for Research & Education on Violence Against Women & Children, and LinkedIn Learning.

Though the process of completing my CDP certificate, I have been able to take Ethics and Professional Conduct and Career Development Theories.

Finally, while professional development will always be a priority, I also place a great deal of importance on personal wellbeing, and the avoidance of burnout. I continue to learn about how to best support myself through physical fitness and wellness. I enjoy learning more about fitness techniques, healthy eating strategies, and wellbeing through podcasts, articles, and coaches. I am a strong advocate that learning to have positive health and wellbeing is one of the greatest gifts to those working in social services.

C1.2.3 Keep up-to-date with technology

In university, I completed a number of courses virtually, familiarizing with technology and online learning. Once I graduated, I worked in a rural community, from an at-home office. Working from home required that I once again adapt to using technology as a method of communication.

Without a doubt though, the greatest lesson in the use of technology has come with the adaptations needed through COVID-19. As the facilitator of the YJC program, I was required to adapt all programming including facilitation, document use, and signatures to virtual learning. To complete this, I relied on independent research, knowledgeable colleagues, and personal networking. Within the span of just a few months, I was able to greatly increase my abilities with the use of technology. This knowledge was also required when assisting clients with moving to the use of more technology.

C1.3 Use Analytical Skills

C1.3.1 Apply a solution-focused framework

The first time I remember thinking in a solution-focused framework was in university. In my first year, I struggled with balancing my courses and studying for exams. I found that I was very successful with assignments allowing for time, but struggled with exams/tests. Through high school, most students are never given the opportunity to discover their best learning style. Most students are taught the way the teacher believes to be the most beneficial, but never given individual attention on how to best absorb information. I was met with the challenge of suffering grades and the need to find a solution if I wanted to be successful. I spoke with a professor about my challenges with exams after receiving an outstanding grade on a written assignment and a disappointing mark on an exam. The professor and I work together on different ways to process information. I discovered that I need to write out details in order for it to stick. This is why written assignments were so easy, and studying was a challenge. Moving forward, I started to write out my studying notes when preparing for an exam. This took a great deal more time, but allowed me to comprehend the information more than just reading it.

In my work life, I have had many opportunities to practice solution-focused framework. When working with clients, many obstacles come up which requires the advisor to review and pivot their thinking to find the best solution for the client. In my YJC curriculum, a large section is dedicated to career exploration. The curriculum I developed worked very successfully for some youth, but created barriers for participants with literacy issues. I realized that I needed to find a solution to allow for all youth to have the same opportunities to explore their careers of interest. I was fortunate that at the time, I was working with a youth who was very open to helping me build this curriculum. Him and I worked together to find assessments and resources which were possible with his literacy concerns. Moving forward, the career exploration assignments were provided after a 1:1 appointment with me to determine the best assessments and resources for the participants. The workload needs to be agreed upon between the facilitator and the youth to make sure it is manageable, but still equal workload as the other participants.

C1.3.2 Collect, analyze and use information

On my first day of university, my professor said, "If you learn anything in your four years here at Western, I want it to be the importance of looking at every situation with critical thinking. Welcome to Intro to Sociology". This sentence has stuck with me over the years, and has helped me to understand the importance of collecting, analysing, and using the information at hand. In Sociology, we were taught the importance of exploring the information on a statistic before concluding. '4 out of 5 dentists recommend Crest'—How many dentists were surveyed? How did they select their pool of candidates? Were these dentists receiving free products from Crest? Was there a different product that Crest was being compared against? All of these are the types of questions you need to ask in order to collect appropriate information and analyse from there.

Since getting into the Employment field, my biggest lesson in this was completing initial intake appointments. As someone who takes pride in their ability to help, it is easy to start creating solutions before gathering all of the background. "Oh, you have a history in fast food? This is great, so many places are hiring for that right now!" In receiving training in the Common Assessment Process (CAP), I was reminded of the importance of gathering a full assessment before even beginning to discuss an action plan. In working with clients, I can remember one situation which was a major learning opportunity for me. I was taking over the client caseloads in one of the satellite communities. A client had been working with another advisor for some time so I decided it was best to just pick up where the advisor had left off and continue to help this client with finding work in retail. After working with this client for over a month on job retention issues, the client mentioned that they had fostered children for 10 years through Children's Aid. I asked more about this as I wondered if it could go on the resume. When speaking of the children, the client lit up. They spoke about how much they enjoyed providing care and supporting the children in need. It was in that moment that I immediately knew that I had done this client a disservice by not completing a full assessment when taking over the file. My speediness to pick up where the last advisor had left off made me miss a large area of passion for this client. After that, we refocused

our attention to careers in helping professions. This client has now been successfully employed as a Home Helper with the same agency for 3+ years.

C1.4 Manage Work

C1.4.1 Use planning and time management skills

I have always prided myself on my planning and time management skills. This is an area that I genuinely love, and carry my day planner attached to me like a security blanket. While I can think of many examples of my strong abilities with planning and time management, the one that stands out to me the most, and the one which has challenged me the greatest, was balancing work and home during the stay at home lockdown. During this time, I was working from home full time while caring for my two children. I was attempting to balance a client caseload and facilitate the YJC program, with supporting my children with their online learning and general wellbeing during a pandemic. In order to make this work, I needed to rethink my typical schedule. It was impossible for me to work my typical 9am-4:30pm, then close up my computer to focus on my family. Instead, I broke my day up into blocks and expanded my workday from 7am-7pm, fitting in my 7.5 hours of work where possible. I would facilitate/work for 1-2 hours, then focus on my children before jumping back into work again. I needed to plan out which work tasks needed to be done during office hours (facilitation/client appointments) and which could be done in the evenings/weekends (case notes/research). The most challenging part of this experience was the need to alter my own professional expectations. In the past, I have held myself to high professional standards. I took pride in my ability to take on a large number of tasks while balancing the needs of clients. I enjoyed staying up to date on workload and striving to do better. I genuinely enjoy professional challenges. With the pressures of the pandemic, children at home, adapting to working-from-home myself, altering curriculum to virtual learning, and supporting clients more intensively than ever, it was near impossible to hit the standards for which I typically strive. The best way to describe this experience is with a lesson I learned while taking my Bronze Medallion for life guarding. When treading water, you would assume that the harder you push yourself to tread, the better you will stay afloat. But in fact, the opposite is true. The faster you tread, the more your heartrate spikes, more energy you burn, and the more panic will set in. Instead, you want to focus on slow beater kicks, while pacing your breath (box breathing to be specific- a principle learned if you are either an active yoga participant or signing up to be a Navy Seal). This will allow you to tread for long periods of time, with the possibility of being life saving in some situations. In the first year of the pandemic, I was treading fiercely. I soon learned that this was not sustainable, and needed to slow down. This meant changing my own personal expectations and having grace with myself. Understanding that sometimes, things would need to be completed later than I would like. The need to triage tasks when I was limited time and to take a break when I evaluated that a step back was needed.

While we are not in the clear yet with this pandemic, I am proud of the planning, time management and self-advocacy skills I have learned along the way.

C1.4.2 Follow case and project management procedures

Through my work history at xyz, Young Offenders Program, XYZ Autism Services, and XYZ, Case Management procedures have been extremely important. In all of these jobs, I maintained an active caseload, reporting to various Ministry representatives. This was of particular importance with my role with the young offender's program as my case management was dictated by the courts, with regulated case management guidelines.

For most of my roles, I have been working in various work spaces, taking my case files home/to remote sites. In order to protect the confidentiality of the clients, I have always placed strong regard to the procedures for transporting files. Particularly remembering to never leave case files in a vehicle/open space. While this seems like it could be an easy one to follow, when working in remote areas, this can sometimes be a challenge when being on the road for a full 8-hour day. This meant making sure my computer/case files followed me everywhere I went and never left unattended.

Through these roles, I was required to balance a high number of cases, while ensuring each client received fare, professional attention. The procedures put in place for case management were especially important for this.

Project management was something which was routinely used at XYZ Autism Services. Through my role as an Autism Consultant, I was tasked with a number of projects for the XYZ Home. The main projects were the creation of social groups for children with ASD. I would work with a partner to create multiple groups, which would run over the course of a few months. This meant following the procedures for groups, each child's individual plan, and the needs of the staff.

C1.4.3 Document client's interactions and progress

For each of the roles listed above, documentation was/is of importance. When working with clients, it is imperative that conversations be documented with specific details being provided.

The first example that jumps to mind is with the Young Offenders Program. All interactions needed to be logged to be reported back to the courts for review. I followed the guidelines set out by the Youth Probation Officer, and documented all meetings/curfew checks. Failure to complete precise documentation could have resulted in negative implications for the youth.

When working for the RCMP as a cell block guard, documentation was equality as important. These records were necessary in case of emergency, but also to be used in the courts should the individual be charged for their offences. The RCMP had particular standards of how they expected the guards to log these details. Incorrect/inadequate documentation could lead to a case being thrown out at court. I took this role very seriously and made sure all documentation was logged with great detail.

Finally, through my role as an employment service advisor with both XYZ and XYZ Inc., documenting client interactions and progress has been important. For both of these roles, files could be audited by the Ministry so standards needed to be followed.

Documenting interactions/progress also helps to ensure that I am able to provide the client quality service. Before each meeting, I review the notes from the last meeting to make sure I am up to date on what we will work on together.

C1.4.4 Evaluate the service provided to clients

Through my role facilitating the YJC program, I have placed high priority on evaluating the service I provide, and adapting to better serve the next group. When I started facilitating the program, I did not have a great deal of facilitation experience; my role had been more in coordinating groups/staff, and less on facilitation. While I didn't have much experience, facilitation has always been something I have wanted to do, and knew I would need to learn a great deal about. From my very first group, I have ended each YJC group with a one on one meeting to discuss with the youth how they felt the program went, and receive any feedback for future groups. The youth have provided me outstanding feedback on ways that I would be able to better serve clients and improve my work performance. With this feedback, I have adapted with each group, and continue to do so.

Additionally, as we report to the Ministry, all of our statistics are logged. I have used this information to review and see areas that can be improved.

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 Respect Diversity

C2.1.1 Recognize diversity

C2.1.2 Respect diversity

As a professional, supporting clients, it is my job to find the balance between treating clients equally, while also recognizing and respecting the diversity of the client. Through the YJC program, I had the opportunity to facilitate a group at XYZ First Nation . I worked with a group of 9 youth who changed the way I think of diversity. When I started this group, I began using the normal YJC curriculum. After my first week at XYZ, I realized that in order to best serve these youth, I needed to scrap my curriculum and revamp the group. I booked meetings with the Youth Worker and Mental Health Worker to get ideas on how to create a curriculum to support the diversity of the group, recognizing the strong community that XYZ provides. I decided to use this information and recruit guest speakers who could assist the youth with culturally specific education. Over the course of the 6 weeks, our group was joined by a Traditional Aboriginal Healer, Diabetes Health Educator, Youth Mental Health Worker, Cultural Outreach Worker, and Cultural Outreach Harm Reduction Coordinator. The youth were able to take part in a community pow-wow, a traditional smoke lodge, and a Naloxone training session. My goals with this group shifted from just getting them employed, to getting them meaningful ties in their community, where they could network and gain meaningful employment.

Because of this group, I have learned to never follow a set curriculum for the YJC program. While it is significantly more time consuming, I spend a great deal of time each group creating content that meets the needs of the group at hand, and not a cookie cutter lesson plan.

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

Early in my career, I was sitting in on a meeting with a client and a community partner. The community partner was a highly intelligent individual, whom I greatly respected. The client we were supporting had disclosed challenging with verbal communication. Throughout the meeting, the community partner continued to use a great deal of industry specific terminology and communicated so sesquipedalian* that the client began to shut down. In that moment, I realized how important it is to be aware of the needs of the clients with regards to communication style. As a professional, it is my job to ensure that I am communicating in a way which makes my clients feel safe, supported and heard.

**Word sesquipedalian was used ironically <https://www.merriam-webster.com/dictionary/sesquipedalian>

While working with children with ASD, I had a great deal of opportunity to practice diverse methods of communication. One generally universal assumption with supporting those with ASD is the importance of clear, direct communication.

Ex.

Typical direction: Could you please finish your snack then go get on your shoes and coat? We are going to the store to get some milk.

Child with ASD: First finish your snack then we will get ready. (Done task). First get shoes on, then coat. (Done task) Let's get in the van...

For other children, verbal and written communication were not appropriate, so visual schedules were completed to support independence.

As an Employment Service Advisor, I work with a diverse group of clients with varying communication needs. During the initial intake appointment, I always have a discussion on communication and take note of the best ways to support a client. This is especially important when a client is taking part in YJC and will be in the group for a number of weeks. I need to be aware of how to best support the individual's communication style. For example, a youth in my last group struggled with verbal instructions. So, for each task assigned, I would follow up with an email providing the instructions so she had them written. In the same group, I had a youth with challenges to written communication. For this youth, I always made sure to take time to meet with him one on one to walk through the tasks and answer any questions he may have.

When working with youth, particularly vulnerable youth, I also make sure that I am paying extra attention to verbal communication and body language. For many of these youth, communication can be a challenge. When they are at their worst, few are comfortable coming right out and saying, "I am struggling" or "I need help". I make sure that I am listening for tone and body language changes which point to either challenges in the group, or personal struggles. I use the skills learned in ASIST Suicide Prevention Training to ask open ended questions when I am concerned for the wellbeing of the youth.

C2.2.5 Clarify and provide feedback

Through my role as an Employment Service Advisor, clarifying and providing feedback is a day-to-day task. Clients come to me to receive support on their job search. This often means providing feedback on their resume, interview skills and current job search methods. Interviewing in the one area where feedback is heavily used. When working on interviewing, poor communication of answers could be what makes or breaks the interview for the client. Through mock interviews, I am able to listen to the client's responses and provide clarification and feedback. I then work with the client on how to improve their answer and better communicate what they are trying to express.

C2.2.6 Establish and maintain collaborative work relationships

Establishing positive work relationships has always been important to me. Having positive relationships with co-workers helps to make work far more enjoyable. While this helps on a personal level, it is also my strong belief that these relationships help professionally as well. When positive relationships are nurtured, communication, information and work products can easily be shared. I am a firm believer that any of my work products can and should be shared to assist my co-workers. When I am having a challenge with a case, I am thankful to be able to reach out to my co-workers for feedback. As my current team here at XYZ come from a diverse work background, I often receive ideas which I would not have thought of myself.

C2.3 Develop Productive Interactions with Clients

C2.3.1 Foster client self-reliance and self-management

It is safe to say that the majority of us working in social services are 'helpers'. Most of us got into the industry to help others and do everything in our power to do this in an effective way. While this is an admirable trait, without proper ethics and guiding principles, can lead to unhealthy client/advisor relationships.

Early in my career, this was without a doubt something I was not skilled in. I was a motivated, determined, and resourceful in supporting my clients, but lacking boundaries. While I am confident that these traits assisted many clients, they did not foster much client independence. Additionally, they did not allow the client the pride in knowing their success was due to personal effort. As my career continued, I began to learn more about the importance of letting the client lead the way and create their own success, with my support and encouragement.

This has been especially important while working with youth. Many of the youth I support would be very accepting of me doing the leg work for them; completing their resume, applying for jobs for them... But, since most of these individuals have 40+ years of employment in front of them, I would not be doing them much of a favour by completing it all. Instead, I prioritize learning the skills to complete this themselves. I will always assist clients when needed, but it is most important for them to have the skills needed to complete the task on their own.

I was recently completing an intake with a client and discussing possible barriers. The client identified that they struggled with computers and would prefer to not complete assignments through email. Instead, they would like to do it on a paper and text a photo. For some clients, this may be the best option; the stress of the computer could prevent them from taking the program. But, for this client, I was confident that with a little assistance, they would be able to complete the assignments with ease. I blocked off a large chunk of my schedule and completed a tutorial on downloading documents and sending back through email. While this was time consuming and not without challenges, this client is now in week #3 of YJC and has completed every assignment through Microsoft Word and email.

Resumes are often one that I find us advisors can scoop up and complete easily for clients. Again, it would take me little time to whip up a resume and make it competitive for employers, especially as I am familiar with the YJC participants skills and abilities. Doing this would not allow the youth to take pride in their resume, and know that it is a document that truly represents their professional blueprint. Instead, I start every resume workshop with an activity. The youth are assigned as being the manager of the local Dollarama. It is their responsibility to call one person in for an interview for a posted job (job posting is provided to the youth). They are given time to review five resumes and note things they like/dislike about the applicant/their resume. We then take it up as a group and each participant decides whom they would call in. Through this activity, I am always amazed at how differently the youth think of their own resume. While working together on their resumes, I frequently hear things like, "well, I remember how much that heading on Kevin's resume stood out to me. Can we add something like that to mine?". The resume moves beyond just being a piece of paper, and into something that represents them.

C2.3.2 Deal with reluctant clients

As a facilitator working with youth, I work quite frequently with clients reluctant to meet with me and take part in the program. This can be due to a few reasons. The most obvious one is when there is an external motivator such as Ontario Works or a parent forcefully encouraging their participation. With this type of client, I always like to address this in the first meeting. I like to have a conversation to ask, if the client was not being encouraged to be in the meeting, what would they be doing instead. I like to ask for differences in the goals of the outside source, and the client. Frequently I will hear things like, "well, my dad wants me to work in a factory and I hate factory work". In this situation, it is an open conversation to discuss, what is it they would actually enjoy. If they are being encouraged to attend due to an external agency, I often ask more clarifying questions on what is keeping them from wanting employment. I discuss the program in more detail and try to pull out some goals more personalized to the individual and not just to the external source.

The next is a client who has an interest in taking part, but has a great fear due to past experiences. This can vary based on the situation, but the one that I get the most is the perception of failure from past employment attempts. For example, a client who was terminated from their last job, may have reluctance to start a new job and have history repeat itself. With this client, I find the most effective method is to explore more about the client's career/personal interests to help better understand what they are best suited for and why that job may not have been a good fit. A couple years back, I worked with a client who had been on Ontario Works on and off for 3 years. The client was young, and labelled as difficult to support. Instead of immediately jumping into job searching with this client, I spent a great deal of time working with him on personal interests and characteristics. After a few sessions, it became very clear why this client was unsuccessful in past work. His last four jobs were in manufacturing, a very dominate industry in Middlesex County. This particular client did not like to sit still; he wanted to be active and feel like he was contributing to something. A joke was made that if he was unable to sit still in my office for a 40-minute appointment, how did he expect to stand in front of a line for 8-12 hours. The client laughed and decided that a job in construction could be a better fit.

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:

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.

Trait and Factor theory is the theory which I use the most as an employment counsellor. This theory presses on the importance of balancing a personal interests, values, personality, aptitude and desired work environment. The key here is the balance of all of these areas. When I think back to high school and meeting with my guidance counsellor to decide on my best route, I can see where I went astray. I remember he asked me, "So, what do you enjoy?" I listed off a few things, and mentioned in there that I found policing interesting. It was determined quickly that if I had an interest in policing, that was clearly the best route to take. He handed me information on police foundations courses through colleges and social science programs through universities. Off I went to university with the goal of becoming a police officer. It was there that I discovered (thankfully), policing would be a horrible fit for me. I am not a big fan of conflict, I absolutely love having positive interactions with others, I don't enjoy working outdoors, and despise working weekends. Additionally, I am dyslexic, which makes reading words and numbers outload rather tricky. So, what went wrong here? My counsellor looked at one small piece of the puzzle. He failed to take a larger look into Trait Factor Theory. In YJC, I spend time completing exercises and assessment in a variety of different areas. I then have them use this information to make an informed decision on the best career.

One exercise which I learned in my theory course was the Role Model Exercise. This one stood out to me as it helps to pin point values and beliefs about what is important to a person. The exercise involves naming one or two role models in a person's life and explaining why they admire them and how they have been impacted by them. In the theory course, we were able to complete this exercise and I was able to brainstorm my role models. In doing this, I was able to get a clearer idea of what types of traits I view as of high value. These values were a mix of both personal and professional. I began to see how important physical fitness is to me, but also determination, motivation, and serving others. While physical fitness will never be a part of my career, I know that having this activity as a part of my personal life allows me to have

more energy and overall happiness, allowing me to better support my clients. After this, I started adding this into my YJC groups. I have found this to be an excellent way to start out career exploration and get the youth thinking about what traits are of value to them. Additionally, I enjoy that this exercise helps the youth to explore hobbies and overall personal traits outside of just employment. In YJC, I prioritize the importance of looking at your life as a whole. No one job will give you total life satisfaction; you should enjoy your work, but it should not be your everything. So many youth are held stagnant because they are waiting on that perfect job; the one from the age old saying that if they find a job they love, they will never have to work a day in their life. While I think job satisfaction is absolutely imperative, the belief that the job needs to be pure enjoyment is creating a generation of youth paralyzed to jumping in. As a facilitator, I hope to help these youth to find jobs that they genuinely enjoy, but also finding hobbies and interests that fill their personal satisfaction outside of work hours.

When supporting clients, it is always helpful to explore Super's Life Span Theory to get an idea of what stage they may be in. The needs of the client change based on which stage they will fall in. As the facilitator for YJC/YJCS, I typically meet with clients when they are in their Exploration or Establishment stage. In the Exploration stage, youth have started to get an understanding of the world around them and are ready to plan for their future. To do this, they need to spend time learning about themselves, their interests, values and personal characteristics, to help determine which path they may take. For most YJC's, this is the stage they are in when they join the program. Most are unaware of which route to take. During the coaching phase, where the youth have started to establish themselves in the workplace, they can enter Establishment phase. In this phase, the client is starting to become more comfortable with the job and trying to determine if the job is a good fit. During this time, my role as an advisor switches from supporting them to discover their interests, to helping them decide if this role is a good fit, and developing job maintenance techniques.

Finally, with any new client, it is imperative to explore life roles to identify how employment will best fit into the client's life. Employment is just one component of a client's life and the other roles impact the client's relationship with employment. Life roles can include things like student, parent, child, homemaker... If we know that a client is currently a student, and is seeking employment supports to find a part time job while in school, we can recognize that the motivation for this job is financial. In this case, less time would be spent on career exploration, and more time find entry level, part time roles that will work as a stepping stone to their future career. On the flipside, if I am supporting a homemaker who is looking to transition back into the workplace, I would spend a great deal of time exploring personal interests and career exploration to find a career which would be of interest as they start their next chapter

C3.1.6 Identify the major organizations resources and community-based services for career development

While our area is rural, there are a number of services available to support clients with their career goals. Our local libraries are an excellent tool for information services. Clients are able to access computers, books, and online education. I frequently refer clients to the library to access GALE courses, which are offered free of charge. These are 6-week online courses, which provide the client a preview into online learning, without the financial investment of college or university.

Contact North is an excellent referral for clients wishing to return to school, but unsure of programs. I always compare Contact North to online learning guidance counsellors. They are able to recommend courses based on the client's interest. Additionally, they are free to access.

Online resources are a great option especially during the pandemic. Work In XYZ, XYZ Employment Planning Counsel and Local Community Facebook pages can offer outstanding local information.

C3.1.7 Explain components of labour market information

Labour market is an important topic that can sometimes be forgotten about during career exploration. When working with youth, it is important to find the balance between encouraging them to explore their dreams, while also being realistic about the likelihood they will secure employment. When discussing labour market, I always start by posing the question, "if my ultimate career goal was to be a Lobster Fisherman, how successful would I be finding a job in Strathroy, Ontario?" Next, I ask the question, "What about if I was willing to move?"

While I think it is important to explore career ambitions and follow dreams, I think realism is a necessity that is sometimes forgotten. This means helping a client to explore the job prospects for the career of interest. To explore labour market, we discuss four considerations.

1. Geography: Is this job available in your area? If not, are you willing to move? Where is it available?
2. Population: As the population continues to grow, and more Boomers are retiring, what does this mean for the career of interest? Will this shift cause more or less jobs?
3. Economy: This topic has switched greatly since the pandemic, and the crash in the economy/specific industries. How has the pandemic impacted your career of interest? Has the economy crash caused job opportunities to dwindle or grow?
4. Technology: As technology continues to grow, will your career of interest grow or be eliminated?

C3.1.8 Keep current about the labour market

Maintaining up to date information on the labour market is imperative to success in this field. As a YJC facilitator responsible to teaching youth about labour market trends, I prioritize staying as up to date as possible to give these youth the best information. One of the simplest ways to access this information is through email mailing lists. I always prioritize reading through these emails and staying up to date. I currently subscribe to Workforce Development, CERIC, Career Wise, and First Work. In addition to this, a great deal of local labour market information

comes from conversations with our Job Developer. Offering service in a rural community means that labour market trends can be very unique to the community. Getting first hand information gathered from local employers is extremely helpful.

C3.1.9 Keep current about diversity issues

Being current on diversity issues allows me to offer valuable service to each client I support. When selecting my schedule for Cannexus22, I made sure to prioritize selecting events which would help me to be more informed on diversity issues. Through these workshops, I was able to get ideas on how to best serve my clients.

In addition to this, I am thankful to have a team of colleagues who are passionate about sharing knowledge. We frequently share articles/videos with each other to stay up to date on this topic.

C3.1.10 Describe how diversity issues can impact career development

The first time I remember seeing diversity issues impacting career development was when I was doing employment support in rural Saskatchewan. I was working with an extremely determined young man who identified as being First Nations. We worked together for a while and I was struggling to understand why he was not being hired; he checked all the boxes with regards to resume and job searching skills. I did some follow up with places he had applied, and became aware that he was being discriminated on. One of the employers expressed to me that they wanted to make sure they had a 'trustworthy employee', and this gentleman didn't seem like a good fit. When I pushed further, it was clear on what the employer was referring to. Without knowing anything about this young man, the employer determined that he was not trustworthy. This was my first look into diversity and its impact on career development.

I learned a lot from this experience, and the importance of understanding each client and their diversity.

A couple years back, I supported a young man who was in the process of transitioning. While working him, I was able to support him with some of the challenges that came up along the way with regards to career development. These involved steps needed to change his legal name/legal documents, changing his email address, discussions on what information he was legally required to tell the employer, and what they were not legally allowed to ask about, and research on finding counselling service specific to transgender youth. This was an excellent learning opportunity for our team with regards to our administrative documentation, with his legal name still being his born name.

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 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

Skilled is the advisor aware of professional limitations. As discussed in previous competencies, referrals are an integral part of supporting clients. I am a strong advocate for wrap around service; multiple community agencies working together to support a client. To make this most successful, advisors need to be aware of where and when to refer a client. This means building relationships with community agencies and having a strong understanding of the services they provide.

When completing the initial intake appointment, I take time to assess the needs of the client and record supports required for the client. I record this on the Employment Action Plan, and ensure that these supports are discussed. Often times, the client is open to the referral. But, sometimes, a client may not be ready to take this step. In this case, I let the client know that the option is there, should they decide they are ready for this step. I find this is particularly true when thinking about a referral for mental health supports. There is always the balance between encouraging the client to receive supports, while ensuring that the client is able to make the informed choice to make forward. A client is always supported no matter which decision they make, but a conversation is had to make the client aware of the limitations to employment support.

With the support of my team, I have created an excellent list of possible referrals to assist my clients.

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
<p>S2 Facilitated Individual and Group Learning ✓ (i.e. possess knowledge about how to facilitate learning, facilitate groups) Includes sub Competencies: S2.1 Possess Knowledge About How to Facilitate Learning S2.1.1 describe commonly accepted principles of learning S2.1.2 define techniques commonly used to facilitate learning S2.2 Facilitate Learning S2.2.1 prepare for program delivery S2.2.2 determine client’s existing competencies S2.2.3 deliver programs S2.2.4 evaluate programs SSC2 Group Facilitation SSC 2.1.1 describe the principles of group facilitation SSC 2.1.2 facilitate groups</p>		✓	
<p>Evidence: <u>S2.1 Possess Knowledge About How to Facilitate Learning</u> S2.1.1 describe commonly accepted principles of learning S2.1.2 define techniques commonly used to facilitate learning <u>S2.2 Facilitate Learning</u> 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 <u>SSC2 Group Facilitation</u> SSC 2.1.1 describe the principles of group facilitation SSC 2.1.2 facilitate groups As the YJC facilitator at XYZ, a large bulk of my role is facilitating groups. In advance of every YJC group, a large amount of time is spent making sure that the program is suited to the clients and that there are options for each individual, no matter their current learning style. During the intake, many questions are asked to assess learning style so that the program can best be adapted. For example, if a participant struggles with literacy, I will need to ensure that I am delivering the program in a way that allows for the youth to understand all the materials.</p>			

<p>Additionally, I always spend a great deal of time finding ways to involve community partners so the youth are connected with as many service providers as possible. Often times, connections made with partners during the group will lead to continued involvement after the program is complete. For services such as mental health supports, this can go a long way to support youth in their futures.</p> <p>With the switch to virtual learning in March of 2020, I was forced to transform techniques used for program deliverance. As clients would no longer be able to meet in person, virtual learning plans were developed to facilitate the YJC program through Zoom. Being the first time I had facilitated virtually, it was a learning curve. I spent a great deal of time researching best ways to stay engaging and provide meaningful materials for clients. I watched videos through LinkedIn Learning and YouTube. With each group, I adapted the ways I facilitate. While in person, I was able to host groups from 10-3pm with a 30 minute break, this posed to be far too much for the youth, and they lost attention quickly. I adapted to have the lunch break be one hour to allow them to unwind a bit. My next transition was to increase the amount of questions being asked to the group to increase engagement. I noticed that natural conversation was a lot harder through Zoom, which meant that the youth were rarely talking. In person, conversation would flow naturally and the participants would speak more freely. Over Zoom, I discovered that I needed to ask open ended questions and call on youth to provide an answer. This allowed for them to become more comfortable talking through Zoom and created more of an open-ended conversation and less of a workshop style lecture.</p> <p>In creating curriculum for YJC, I am required to follow Ministry standards of topics covered. Thankfully, the topics are open enough to allow for the facilitator to create a curriculum which is best suited for the participants. All the topics need to be covered, but more attention can be given in particular areas based on the needs of the client. While it is important for the youth to learn specific hard skills for job searching, we know that it is often the soft skills such as conflict resolution, time management and interpersonal skills which keep youth from being successful in employment. Because of this, I always try to include learning opportunities in the group. If the youth is going to be late for an assignment, I have a conversation with them on how to approach the situation of not getting a task done on time. If they need to miss a group, we discuss how they can call in and get caught up with the work missed. The priority of YJC is to provide them with teachable moments so they are prepared when they happen in the workplace. To figure out the soft skills most needed for youth, I often have conversations with our Job Developer to see what employers are saying about their employees. What trends are they seeing with youth in employment? What areas do they feel are causing youth to fall behind in labour market? I then use this information to add to the curriculum.</p> <p>The size of YJC group varies, so I need to adapt my facilitation to the group number. For me, the most important component of group facilitation is making sure that I am keeping the youth engaged. I could present outstanding content, but if the youth are not interested, they will not retain any of it. So, instead, I try to prioritize techniques to keep the youth engaged and attentive. I prioritize activities which are interactive and get the group working together at a task. Once the activity is over, I spend some time relating it to employment. For example, when discussing soft skills, I have the youth think about going to a restaurant and write a list of what makes for a good server and what makes for a bad server. We take up this list and discuss the skills. It is pretty universal that the skills needed for success (positive attitude, good memory, speed...) are all soft skills.</p>			
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Areas of Specialization	T	W	O
<p>Information and Resource Management ✓ (i.e. develop and maintain an information and resource base, provide clients with access to information, guide clients in work search strategies) Includes sub Competencies: 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</p>	✓	✓	
<p>Evidence: S4.1 Information and Resource Management Through almost all of my employment history, the one thing that has been constant has been my role in providing information and resource. When I made the jump from employment support to consulting children with ASD, my role remained largely the same: research information and use it to help clients with reaching their goals. I have always prided myself on being someone who keeps up to date on information to provide my clients the most accurate details. When my career first started/when I have started in new roles, this meant a lot of, "That's a great question. I don't know the answer to that right now, but let me do some research for you." As an employment service advisor, I find that my job is a balance of providing clients with information and providing them the confidence to access information on their own. Each client is unique, and that balance shifts based on the needs of the clients. But the one thing which is consistent is the importance of providing clients with the most up to date information on employment and labour market. Clients seek out the supports of employment advisors to get assistance with navigating their job search and getting the most relevant information. During the initial intake appointment, I gather information on the client and their specific needs. If the client is requiring supports in an area which I am not familiar with, I will often spend some time researching the area and speaking with my co-workers to see if they have more information. If the area is beyond my scope, or there is a community partner more informed, I will suggest a referral.</p>			

S4.2 Provide Clients with Access to Information

As mentioned above, it is important to support a client to complete research on their own. Often times, when a client is able to complete their own research, they are more invested in the results. This is especially true for career exploration. After completing career exploration assessments, I also assist the client by providing them places to explore to get more information on the specific careers of interest. From there, the client is able to complete their own research, focusing on the areas which are the most important to them.

SSC1 Work Search Strategies

When I was new at XYZ, I noticed that I was getting a large number of clients interested in the field of Heavy Equipment Operation. I wanted to make sure that I had the best information for them, so I spent a great deal of time researching apprenticeships and attended an information session for the Local abc. This proved to be very helpful when I had a client come through shortly after to complete a Second Career application for Heavy Equipment. My first Second Career application taught me a lot about the importance of research. Second Career funding is the Ministry investing in a client. To complete this investment, the Ministry wants to make sure they have all the right information. Through the process, I learned a great deal about how to research labour market and discover how in demand a career is.

Once I began facilitating the YJC program, it was my role to create curriculum to teach youth the skills they need to find and keep a job. A big component of this program is to nurture independence. Afterall, I will not be spending the next 35+ years on the job with this client. Instead, I need to help them to learn the skills they need to be successful on their own. When creating the initial curriculum, I spent a great deal of time researching. I utilized internet resources, LinkedIn Learning, community partners and GALE courses. Through this, I was able to create outstanding curriculum on resumes, cover letters, interviewing, and so on. But, while that information was excellent at the time, trends and data change. Because of this, I always make changes to the program as I see new information coming out.

Resumes have been another subject which I have prioritized researching to provide clients with the most effective information. A study done by The Ladders in 2018 is one which I talk of often. This study tracked the eye movements of employers reviewing resumes and which areas they would focus on most; which areas they review first and which they spend the least amount of time. I use this information to help my clients structure their resumes in a way which will be the easiest to read for employers. Additionally, with more and more employers utilizing ATS tracking, this is area which I have been invested in researching. If we know that a computer program will be screening the resume first, we want to make sure that the resume is structured to be ATS friendly and provide the client a good opportunity to get their resume to that employer.

Cold Calls are something that I really enjoy teaching the youth, as it tends to have a big impact. Employers in our area are not used to youth taking the initiative to call/walk into the workplace to inquire about jobs. As such, when the youth do and are able to market themselves, it can be extremely successful. I think the biggest challenge with cold calls is getting over the nervousness of taking that first step. For a youth who already lacks confidence, this can be a big undertaking. But with instruction and practice, it gets easier each time.

Interviewing is a subject that I spend a great deal of time on while facilitating YJC. Afterall, a resume may get you through the door, but the interview is what is going to land you the job. I really enjoy comparing interviewing to the process of picking out a new car. If you were looking at a car, but the salesperson wasn't able to tell you the year, kilometres, price, or reliability of the car, would you be interested in buying it? Probably not. What about if the salesperson promised you that even though they weren't able to give you any information, they personally felt it would be a good fit? Still no likely. You need to know the specifics of the car to decide if it's a good fit; that the price is right and will fit your lifestyle.

Interviewing runs by the same principle. Employers are looking for specific qualities in an employee. In an interview, a candidate needs to be able to express how they model these qualities and will be an asset to the company. Many times, youth start out the program seeing interviewing as an exam versus a conversation to discuss a good match for the job. When the youth are given the opportunity to explore a job posting, pick out the key skills, and relate those skills to themselves, they are much more confident completing the interview.

<p>Mock interviewing often puts the clients out of their comfort zone, but is the best method to practice and improve skills. One of the best parts of having a group setting is being able to have breakout groups where the youth can complete mock interviews on each other. Being in the employer’s seat allows them to observe from a different perspective. And practicing with a peer can be a lot less intimidating.</p>			
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Note: For competencies obtained through training, indicate the relevant course title and date completed and list/attach documentation in Section 8 (if not previously listed in earlier sections)