

## Core Competencies - Sample

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

Evidence: C1.1.1 C1.1.2 – I have gained this competency through the Career Development Ethics & Standards course, the Child and Youth Worker course, past work experience working with adolescents in group homes and my nineteen years working at the employment centre. I provide knowledge to employers and clients on Employment Standards Act information, WSIB or alternative workplace insurance, Labour Laws, community recourses and programs offered. I ensure the client's privacy is met by not sharing any information about the client and I am careful when leaving messages and e-mails. I do not share information with employers or community partners without having a release of information signed by the client. I have recently used the ethical decision making model with a situation involving a community partner, the client and an employer. The community partner was asking for information about an employer I have worked with in order to determine if they will continue working with the employer. After recognizing the dilemma and exploring the possible actions and outcomes, I was able to move forward with a decision on how I would handle this difficult situation.

C1.2.1 – I have developed professional relationships with employers and community partners. I attend networking events and trade shows. This allows me to get to know community partners in a personal and professional manner. I work closely with the Apprenticeship office, O.W and have worked closely with schools in the past. I also participate in case conferencing with my colleagues. With these connections, it allows me to gain knowledge and provide the best customer service that I can offer to clients.

C1.2.2 – I believe it is important to have up to date knowledge as theories and tools keep evolving. I participate in courses and training being offered at our centre. I recently completed a one day training on Wellness at Work Mental Health. I will commit to on line courses as I am connected with Career Professionals of Canada. I keep current with information through community websites, news paper articles and community magazines "Cornwall Living".

C1.2.3 – I continuously gain skills in this area by learning new computer systems and exploring different and easier ways to complete my work. All of my placement contracts and forms are completed and saved in files. I correspond via e-mail with employers, clients and community partners. I also research companies to learn more about their environment, positions and duties involved. I explore information sites like "Choose Cornwall, Job Bank, and the Eastern Ontario Training Board" to learn about community events and labour market information. I have also assisted clients in completing on line application forms for employment.

C1.3.1 – C1.3.2 – In my Child and Youth Worker program, I have taken courses to enhance my skills in this area. Interpersonal skills and Specialized Counselling. I have gained skills over the years to assist individuals focus on their strengths and competencies that can help them move forward with a positive outcome. By exploring assessment tools and testing, it will help to move towards a positive work environment that suits the client's needs. In my current role, I review and analyze the client's profile, past work experience, skills and education level. I then explore careers that would best suit the individual. By keeping current with the labour market information, it allows me to provide knowledgeable information to clients. If an issue arises on the job, I will address the concern by determining what the problem is and explore a positive action plan with both the client and the employer. I then follow-up on the outcome. If the action plan was not successful, we work together to determine another solution.

C1.4.1 - C1.4.2 – Being a Job Developer and Employment Consultant, I am in and out of the office a lot. It can be difficult to keep up with appointments and the administrative work involved. I have created a list of clients and referrals to the subsidy program. This helps me focus on one client file at a time. I also find it helpful to schedule blocks of time to complete paperwork. It is important to prioritize work that needs to be completed within a timely fashion. We must respect the client's needs. I complete a lot of documents in the computer system. For example: contracts, training plans, and referral forms. I schedule time for Job Developer duties and a separate block of time for Employment Consultant duties as I maintain client and employer files. I am knowledgeable in the organizational policies and ensure that I follow them at all times.

C1.4.3 – C1.4.4 – I document client, employer and community partners interactions in the client's file using our Cats and Cams database systems. These are great systems to evaluate the client's progress and determine if the action plan is beneficial. We can modify the action plan if the program or services are not meeting the client's needs. Example: The client may benefit from job coaching assistance or a work assessment to determine if we are exploring the right path with the client. I also receive service and program evaluations from clients and employers to ensure that their needs are being met. With this feedback, I can modify the delivery or action plan to ensure customer satisfaction is being met.

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

Evidence: C2.1.1 – C2.1.2 – A few years ago, we had immigration services come to our centre to discuss different ethnic backgrounds and their religious beliefs. I found the training helpful as it gave me tips and ideas on how to advocate on a client's behalf to employers and educate them on the cultural differences. Respecting and understanding that each individual is unique and recognizing our individual differences. By gaining knowledge, it allows me to place a client in an environment that they will hopefully feel comfortable working in.

C2.2.1- C2.2.2 – C2.2.3 – C2.2.4 – C2.2.5 – C2.2.6 – By utilizing documentation and referral information, it allows me to have an open discussion with clients in regards to their career focus and any barriers they may have. It may be encouraged to share the information with an employer. With a release of information signed, accommodations to the workplace or duties involved could be altered to meet the client's needs. It is important to build a rapport with the client. I believe I am an active listener as clients seem to feel comfortable sharing information with me. I have been thanked by clients for listening and helping them overcome barriers. I like to paraphrase what a client or employer has shared to confirm I understood. I communicate with employers to advocate on behalf of clients, conduct job site visits and receive feedback on the client's work performance. I conduct an exit interview with both the client and the employer to complete the placement evaluations and received feedback on the overall term. I also conduct follow-up's with the client during the contract term. The communication could be done face to face, by phone or e-mail. By clarifying and providing feedback, it is helping the client grow and learn from their experiences. They are gaining knowledge of themselves. I maintain a working relationship with clients, employers and community agencies. I market our programs and services, conduct a friendly and professional working relationship. I also completed a Customer Service Excellence training that assisted with positive communication. I Facilitate workshops, document client's activities in case notes and listen carefully to key words when a client is expressing themselves. I have had the opportunity to gain some Motivational Interview training. These strategies have been helpful.

C2.3.1 – When communicating with clients, I inquire about their goals, aspirations and where they see themselves fitting in the community. I assist the client in gaining confidence by recognizing their strengths and achievements. I then assist them in setting goals. For example: A job trail is a good way for a client to gain self-awareness. The more information the client gains, it will help to determine the next steps and move forward with some guidance and encouragement.

C2.3.2 – It is important to understand why a client may be reluctant. By asking the client questions, it will allow the client to express their concerns with entering the workplace. Once we have a better understanding, it will open the line of communication. I have role-played situations with clients to help with their emotions. The client may be nervous about an interview, taking the steps to job search or even the first day on the job. By guiding the client with positive tips and provide different possible outcomes, it is preparing the client for what they may face.

Cluster	Areas	Functions	Competencies	T	W	O
	<b>C3. Career Development Knowledge</b>	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: C3.1.1- In taking the Career Development Theory, Models and Practices, Mental Health First Aid for Adults who interact with youth and my Child and Youth Worker course, I have gained knowledge and skills to identify where a client may be in their lives and how to assist them with focusing and sustaining a career path. Identifying the stages and barriers a client may be facing could enable me to brainstorm some solutions with the client. By providing encouragement, support and guidance, this may increase a client's self-esteem and increase motivation to move forward with employment.

C3.1.2 – Some major career development theories that I use often in my role are the Trait and Factor Model, Maslow's Hierarchy of Needs and Building Blocks for a Strong Value Proposition. The Traits and Factor is a great tool to identify the client's skills, interest and characteristics. We could then gain knowledge of the labour market, employment and duties involved. With this information, I could then assist the client with areas they may be interested in and create a goal for job search and advocacy. Maslow's is also great to determine where a client may be on the pyramid and assist them with meeting their needs. The Building Blocks model is great to learn about the employer's needs and expectations. By also understanding the client's skills and values, the client could then sell themselves to the employer and I can confidently move forward with advocacy.

C3.1.3 – The Grief Process theory is a good tool to use if a client is struggling with change. It's important to recognize the client's feeling about the change and sympathize with their situation. For example: The transition from school to work, job loss or re-entering the workforce. By gathering information about their past experiences and focusing on the new adventures could allow the client to understand their feelings and stages that go with the transitions. Hopefully with this knowledge and positive support, the client could confidently move forward.

C3.1.4 – Super's Theory of Life – Span / Life Space is a great model to explore when focusing on an individual's personal environment. It is important to understand where a person is at in their stage of life, recognize their value and the supports they may or may not have. With this information, we could assist the client with interventions in order to move forward with employment.

C3.1.5 – During my experience here at the centre, I have only had a few occasions where I utilized assessment tools. When I Facilitated the Youth Program, we touched on some personality and interest testing tools. In my current role, the referring Consultants provide me with the client's goals and action plan. I maintain this plan with interventions if needed and modify when necessary.

C3.1.6 – I refer clients to the Apprenticeship office if the client is wishing to pursue a trade, counselling services if personal issues become overwhelming for a client while on a placement, food banks and Ontario Works for emergency funds. It's also important that I am aware of programs offered in the community that can benefit employers.

C3.1.7 – C3.1.8 – As a Job Developer, I work closely with companies and learn about their needs and expectations. This helps me be able to create a proper job match. In communicating with employers, I gain insight on the overall hiring trends and labour market. I keep up to date by accessing information sites. For example: The Choose Cornwall website, reading local magazines and articles in the news paper. It is important to understand and become knowledgeable so I can provide up to date information to clients.

C3.1.9 – C3.1.10 – Immigration services is a great community based service. They have come to our centre several times to explain cultural differences. I also find it helpful to research a specific race or religion if I am not familiar with the culture. This allows me to gain knowledge and gain confidence with my interactions. It is also great to educate employers on how they may want to make accommodations in the workplace. To respect and accept individual differences. Assisting clients to select a working environment that suits their beliefs, personality and supports their culture.

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

Evidence: C4.1.1 – C4.1.2 – C4.1.3 – In my current role, Employment Consultants who refer clients to the subsidy program, have already identified their needs. Referrals to community supports are normally already done or explored however, I am well equipped to deal with issues that might arise and make the necessary referrals once a client is on the job. For example: child care arrangements have changed and are now a concern. A client may need emergency money to buy food or pay a bill. If these concerns are not dealt with immediately, the client may lose their job. O.W can offer child care support. I also refer to food banks and counselling services. Sometimes the stress of balancing life and work can be difficult therefore the client may require more support than I can offer. By conducting follow-up's on the job can open the communication that may require interventions. We have community organizations that come to our centre to explain their services. We gain knowledge on the referral process. We could then inform the clients of their options and together create a plan for the referral process. I would then follow-up to ensure that the client's needs have been met.

**Areas of Specialization**

**This applicant has selected Facilitated Individual and Group Learning and Work Development for the two (2) 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](http://www.career-dev-guidelines.org)

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

<p><b>S2 Facilitated Individual and Group Learning</b> <input type="checkbox"/></p> <p>(i.e. possess knowledge about how to facilitate learning, facilitate groups)</p> <p>Includes sub Competencies:</p> <p><b>S2.1 Possess Knowledge About How to Facilitate Learning</b></p> <p>S2.1.1 describe commonly accepted principles of learning</p> <p>S2.1.2 define techniques commonly used to facilitate learning</p> <p><b>S2.2 Facilitate Learning</b></p> <p>S2.2.1 prepare for program delivery</p> <p>S2.2.2 determine client's existing competencies</p> <p>S2.2.3 deliver programs</p> <p>S2.2.4 evaluate programs</p> <p><b>SSC2 Group Facilitation</b></p> <p>SSC 2.1.1 describe the principles of group facilitation</p> <p>SSC 2.1.2 facilitate groups</p>	•	•	
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Evidence: S2.1.1 – S2.1.2 - In all of my positions working in the social service field, I have had the opportunity to facilitate workshop material in group settings as well as one on one. When I worked in Group Homes and in my field placements, I have facilitated workshops for children and adolescents on behavioural management, social skills, drug awareness, self-esteem building and life skills training. During my time at this employment centre, I have had the opportunity to work closely with two at risk youth programs (The Breakaway and Shine program). I was able to create program material and deliver it in a friendly and structured environment. I have also had the opportunity to work with high schools and explain our programs to students. I presented our services to community agencies in group settings. I have completed the Breakaway Company Workshop training. I gained knowledge about the program and how to facilitate the cognitive behavioural problem-solving models and strategies. During the program, we focused on self awareness (personality dimensions) and interest testing. We also explored job search strategies, resume writing, interview skills and behavioural management. I incorporated videos, we role played and I invited employers to attend and discuss employers expectations in the workplace. I currently deliver workshops to clients who are interested in learning about our subsidy program. I explain our programs, the goals, the process and expectations. Clients complete a survey at the end in order to ensure they understood and gained the knowledge they were seeking. When knowing what clients want to gain from attending a session, it will help develop the appropriate material. Some principles of learning that I am familiar with are: Understanding that every client has had different experiences in their lives therefore their perspectives may differ from person to person. They may already have some knowledge and want to focus on areas they are not aware of. Helping clients understand what the information means to them and assisting them to take responsibility for their own learning. Provide structure and support. It is important to choose delivery techniques that best suit your audience and their learning styles. Some strategies that worked well for me was weekly feedback where clients could openly discuss their thoughts about activities that we covered or areas of concerns. Guiding clients through real life work issues. Using behaviour modification tools to motivate youth. To be a role model by being on time, prepared and dressed professionally. Off site social activities to gain social skills was also beneficial.

S2.2.1 – S2.2.2 – S2.2.3 – S2.2.4 - As a Facilitator, I provide knowledge to clients by being flexible to modify the delivery based on the client's needs. I always discuss the agenda for the program so clients are aware of the environment, what we will be covering and how it could benefit them. By planning the workshops and activities, it ensures time management. Evaluating what areas are beneficial and what areas needs to be changed based on the client's goals. By gaining an understanding of the client's past experiences, skills and barriers, it allows me to assist them with their learning experience. When I worked with youth programs, I would focus on activities that would interest this clientele. By conducting ongoing evaluations, it allowed me to determine if the client's goals were being met. I would create monthly reports with feedback and statistics of the program to my Program Manager. With this information, we could ensure areas of success and areas to modify.

SSC2.1.1 – SSC2.1.2 - As a positive, friendly, non judgmental and flexible individual, I understand that my behavior 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.

<p><b>Career Counselling</b> <input type="checkbox"/></p> <p>(i.e. possess knowledge in career counselling, demonstrate method of practice in interactions with clients, guide client in work search strategies, facilitate groups)</p> <p>Includes sub Competencies:</p> <p><b>S3.1 Possess Career Counselling Knowledge</b></p> <p>S3.1.1 explain major counselling theories and models</p> <p>S3.1.2 explain major career development theories and models</p> <p>S3.1.3 explain major change and transition models</p> <p>S3.1.4 describe barriers to career development</p> <p>S3.1.5 access, critically evaluate and use career resources, labour market information and educational/training information</p> <p>S3.1.6 describe types of educational/training opportunities and resources</p> <p>S3.1.7 work with labour market information</p> <p><b>S3.2 Demonstrate Method of Practice in Interaction with Clients</b></p> <p>S3.2.1 develop a method of practice that is grounded in established or recognized ideas</p> <p>S3.2.2 establish and maintain a collaborative relationship with clients</p> <p>S3.2.3 explore issues</p> <p>S3.2.4 develop and implement a therapeutic process for achieving clients' goals...</p> <p>S3.2.5 monitor and evaluate progress</p>			
<p>Evidence:</p>			

Areas of Specialization	T	W	O
<p><b>Information and Resource Management</b> □            (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:  <b>S4.1 Information and Resource Management</b>            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  <b>S4.2 Provide Clients with Access to Information</b>            S4.2.1 provide clients with access to information  <b>SSC1 Work Search Strategies</b>            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:</p>			

<p><b>Work Development</b> □</p> <p>(i.e. develop work opportunities for clients, guide clients in work search strategies)</p> <p>Includes sub Competencies:</p> <p><b>S5.1 Develop Work Opportunities for Clients</b></p> <p>S5.1.1 liaise with clients, employers and professionals</p> <p>S5.1.2 facilitate work and work-related opportunities</p> <p>S5.1.3 prepare clients to respond to the labour market</p> <p>S5.1.4 support clients with work maintenance</p> <p><b>SSC1 Work Search Strategies</b></p> <p>See sub-competencies SSC1.1.1 to SSC1.1.11 above</p>	•	•	
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Evidence: S5.1.1 – I have been working in the employer services department as a Job Developer for the past 19 years. During this time, I have worked closely with employers and community partners. I approach new companies in order to learn about their needs and advocate on behalf of my clients. I continue to sustain positive professional relationships with existing employers. I provide information to employers about our programs offered at our centre and in the community that may benefit them. I have taken some courses on job development that have allowed me to gain skills and knowledge on strategies to connect with employers, determine their needs, advocate on behalf of clients and provide follow-up support while on placement. Some of these courses and material come from Employment Management Professionals – Candidate / Employer, Prospecting – Making The Initial Contact and Employment Outcomes Management.

S5.1.2 – When I receive a referral for the subsidy program, I review the client’s career focus, barriers to employment, competencies and past work experience. I focus on the labour market and research companies that suit the client’s needs. I meet with employers to determine positions available, the duties involved and skills required for the positions. By gathering this information, it helps me to determine if accommodations and additional support would be beneficial such as: Job coaching may be needed, an assessment or job trial. I complete all the necessary paperwork for the subsidy program and review the information with both the client and employer. During the meeting, we discuss Health and Safety in the workplace, WSIB and Employment Standards Act information. I assist clients by providing financial support for clothing, gas, tools and courses if needed. I document activities in our Cats and Cams database systems.

S5.1.3 – If clients are able to job search, I encourage them by providing them with tools in order to assist them. Example: Websites where they could research the labour market and job leads, discuss how to conduct cold calls and how to present themselves to potential employers. I provide clients with a job search log where they could keep track of their activity. This also helps to determine where they see themselves fitting in the community.

S5.1.4 – Once a client has secured employment, support is provided to both the client and employer. I ensure the clients are connected with a mentor on the job. I receive feedback during the placement from both the client and employer. I answer questions and address concerns that may arise. Together, we decide on possible solutions for success. I conduct job site visits and ensure safety procedures are being met. Additional support and on the job assistance may be required.

SSC1.1.1 to SSC1.1.11 – In this section, the referring Consultant has normally already explored these areas. I maintain the client’s action plan by reminding the client of their achievements, abilities and goals. I have assisted clients to complete on line application forms, provided clients with tools to create their resume and cover letters and made some helpful suggestions. I also encourage clients to network and attend job fairs. When I facilitated workshops for youth programs, I also covered resume writing and how to create a portfolio. I also provided knowledge on what type of references to select and appropriate questions to ask. I prepared clients to self market themselves by allowing them to gain knowledge on the employer’s needs, role played possible situations and how to conduct cold calls. We have discussed first impressions and communication skills. We worked a lot on interview skills, discussed body language, appearance, appropriate answers to questions and how to end the interview with a possible follow-up date.

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

**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)

