

Core Competencies

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

Evidence: C1.1.1 C1.1.2 – I have gained this competency through the Career Development Ethics & Standards course, through my Educational Assistant Course at the College, through some of my Law Course I completed in University, and through my 13 years of experience working with my employer. I have been facilitating workshops of ethics/ employment standards and have been providing all my clients with information on employment standards either at or before our contract signings. Every youth that I work with in finding employment is provided with a standard handout highlighting the Employment Standard Act and who to contact. I also provide both my clients and the employers with information on employment standards and the guidelines that they should be following. I have also created the workshop that is presented to the participants in Youth Job Connection (YJC) in regards to employment standard/ ethics and did research online to be able to provide our youth with good online resources that they can easily access. As part of my follow-ups I educate employers on the employment standards act when doing my on-site monitors/ job coaching. Employers often have questions about ethics; I am there as a sounding board and to provide the employers with the right tools/ resources so that they can make sure that they are following the employment standards act. When working with my clients I make sure to follow guidelines and do not share any information with employers/ agencies without first having my client sign a release of information. I ensure the client's privacy is met, when working with youth I have parents/ friends/ boyfriends/ girlfriends contacting me for information on my clients, without a release of information I will not share any information on my client or whether or not I am working with them. When having a release of information signed if agency is asking for sensitive information I will also inform the agency that I will have to speak to my client before sharing any information. I use the ethical decision making model when working with community partners, clients and employers, I am now better equipped to recognize ethical dilemmas and work on resolving the issues while still maintaining good relationship with the employer/ agency and client by following the code of ethics.

C1.2.1 – I work closely with community partners such as Ontario Works (OW), Canadian Mental Health and the School Boards. I do stay in contact with the outreach worker at OW to provide them with feedback on attendance, employment and communicate back and forth on tools/ resources that can be helpful to make our clients successful. I work closely with the schools on referrals to the YJC program and communicate with the guidance departments on graduation dates and going into the school to speak to students about programs offered to help them find employment. I also work closely with employers; I attend interviews with clients, complete on-site monitors and offer job coaching to employers. I follow-up with employers on a regular basis and have built some really great/successful working relationships. I do also attend employer events/ booths where I will go around and introduce myself, my employer and our programs offered. I interact with employers on a daily basis and feel that I am able to create a good rapport with them.

C1.2.2 – I believe it's key to commit to lifelong learning, theories change and new information/ resources are created every day. In working with youth in the YJC program and creating workshops you realize how quickly information changes and how difficult it is to keep up to date with all the new trends. I make sure to attend any sessions/ training that pertains to me in house as well as I have attended the Cannexus Conference last month. I have also put my name forward for Mental Health Training and to attend an event at X College in April. I like to stay current with what's evolving and I do a lot of research online with my clients to make sure that any information that I am providing them is up to date.

C1.2.3 –I have completed some online course through work both Excel and Word and I do keep up to date with technology by researching online. Working in the YJC program I have worked on hours of workshops and slides that I've created using PowerPoint. I have created pamphlets for both the YJC program, a Pathways Program and for the Student Centre. I have to keep up with my computer skills to make sure that I can continue to be creative in my work and create workshops that are interactive. I also use many online websites with my clients such as Career Cruising, Health and Safety and Online Applications. It's important that I continue to work on my computer skills so that I can continue to help my clients.

C1.3.1- I have completed the Motivational Interviewing training and often use this as a resource/ counselling style to help my clients move forward. In doing so, I work with my clients on setting goals and not stay stuck in the "swamp". We work on a plan of action and talk about what step they can take now to attain that goal. In YJC I have created a workshop that focuses on SMART goals, we discuss what our goal is, we visualize our goal and we write down the steps of how we can achieve that goal. In working with youth I think it's important to work with timelines, on small attainable steps that can work towards their goal.

C1.3.2 – When creating the workshops for the Student Centre, Pathways to Employment and for the YJC program, I have researched and used the data collected in my presentations. I had to make sure that the information that I was using was accurate and up to date. In my counselling I use Assessment Tools to collect information on my clients and analyze it to help clients get a better understanding of their results. In working with youth I have been using Career Cruising as well as they complete a Who Am I and Personality Dimension Session to help my client get a better understanding of what their personality style is and their likes and dislikes. The results are all looked over in our counselling sessions and this information is used when working on their plan of actions.

C1.4.1, C1.4.2, C1.4.3, C1.4.4 – In working in YJC and having to balance our clients that are in sessions, those that are completed and looking for employment and having to attend interviews/ job coaching can sometimes be a challenge. It's important to maintain a balance between all sections of my job and not let one section overtake the others. I use my Office Tracker to make sure that I don't double book myself and have a spreadsheet that I use to manage/ maintain my caseload. I make sure that I prioritize my tasks on a daily basis and do have to shut my door and focus on case notes so that I can keep my files up to date. I have blocked sections off in my Office Tracker for appointment times, case conferencing, follow-ups and so on. We have a 24 hour timeframe for documents to be completed and notes to be added to our database, I work within the guidelines to make sure that I am following protocol. I do work hard on dividing my time evenly between all clients and feel that although it's a balancing act, I am able to multi-task and get what needs to get done in a timely fashion. When off site, I make sure to bring my agenda so that I can schedule follow-up appointments. Making sure that I am well organized benefits myself, my client and the employer.

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

Evidence: C2.1.1 – C2.1.2 – Working with clients with diverse backgrounds has provided me with the opportunity to research different religions, cultures and beliefs. Being more aware of others' beliefs has helped me start seeing things differently and from a different perspective and it has helped me grow both professionally and personally. I did complete a diversity training that was offered onsite by Immigrant Services as well I have done a presentation on our services at the last Community Event that was organized by Team X in partnership with Y Immigrant Services. I am currently working with a client that is Muslim and he explained to me why it's important for him to pray four times a day and why it was important to pray at 1:00 every day. The client explained to me that it's his way of staying grounded and feeling connected to both the world and his religion and it helps him stay focussed on life and his life goals. Being open minded and asking questions has helped me gain perspective on many different beliefs and has made me more open to understanding some of the perceived barriers that employers may have concerns about. The more I learn about new cultures the more I can educate employers on how to work with our clients successfully moving forward.

C2.2.1- C2.2.2 – C2.2.3 – C2.2.4 – C2.2.5 – C2.2.6 – In working with my clients I use the referral forms that are provided to me by the referring consultant to better get to know my client. In our first meeting I will complete an assessment to ensure that we (myself and the client) are on the same page. I use active listening with my client, I will ask them questions to gain more pertinent information and will provide them with the time to be able to share their personal stories and experiences. In keeping with building a good rapport I will use Motivational Interviewing when working with my clients, I will check in to make sure that I understand what they are sharing by using both affirmations and reflections. I will say things such as “What I am hearing is that” or “What you are feeling is” I want to ensure that I am truly understanding what the client is sharing before I move on. My goal is to build a rapport so that my clients are comfortable in sharing information with me. I will work with my clients on setting goals, I will listen to their hopes and dreams and together we will determine what steps can be taken to achieve them. In working with youth my clients often sell themselves short, they are not confident or overwhelmed with the idea of what needs to be done to achieve their goals. We will break it all down and look at the steps one by one so that client is aware that these goals are achievable. I often tell my clients that “Rome wasn't built in a day”, “we can only put one shoe on at a time” with patience and hard work all goals are achievable. I do most of my sessions in person; I am also available to my clients through texting, phone or e-mail. My clients are well aware that communication is key and that they can get a hold of me in whichever manner they are most comfortable with. Dealing with a lot of clients with anxiety they like to test the water through text before deciding on wanting to work with you one on one. Working with clients so closely, we often work on SMART goals and will have a plan of action to follow through on after every session. With having set goals I am able to provide clients with feedback and can show them on paper where they started and how far they have come. I provide clients with feedback throughout our sessions and observations that I have made. I also do the job coaching and monitors while my clients are on placements and have to keep open communication with both the employers and clients throughout the placement. I provide information to both the employer and clients on an ongoing basis and use my active listening skills to make sure that things are going smoothly and will have meetings/ job coaching if things are not going well. My communication with my clients is what helps my clients through the challenges of having to go from staying home to working full-time. I have many clients that continue to stay in contact with me 4-5 years after I am done working with them because they want to be able to share both their struggles and success with me. My clients work on goal setting with me after we complete the 3 weeks of pre-employment in YJC. We are not always able to work on their 5 year goal although we will work on what we can do to get them a little closer. For example: I have clients that come to me and want to return to college to get a Nursing Degree, my client may be missing 14 credits, has never worked a day in her life and has a criminal record. We start with baby steps on how we can get her to college one day. So we start action planning, talking to the college see about the PLAR program or writing her GED. We will discuss doing a co-op to see whether nursing is something that she is sure she will want to pursue and commit to. We talk about looking at the criminal record and start working on a pardon so that when she is done all her schooling she will not have to worry about these barriers. We take it one step at a time so that she is able to pursue her lifelong dream, just not at this time. I am very real with my clients and we talk about the struggles and the hard work, but before my client leaves my office we will have a plan of action and something that my client can start working on to at least feel like she is working towards something.

C2.3.1, C2.3.2- Having completed the Motivational Interviewing has provided me with tools to work with clients that are reluctant to make the changes necessary or are reluctant to work with us. Working with an outcome based reality makes it difficult sometimes when working with our clients. I want to be able to empower my clients to own their reluctance and work with them at their pace to overcome whatever is keeping them from moving forward, although as employment consultants we are trying to focus more on employment and less on what's going on in their lives that keeps them from being successful. I work closely with my client on their outside motivators; we also talk about what are their outside barriers. We work on bridging the gap between the barriers/ bad influences and the supports they have in place to make employment a possibility. Working with youth, I try and focus on the positives, I find praising my clients and pointing out the small changes being made goes a long way. Being patient sometimes will help our clients, they may be a little apprehensive at first but if we can work on building a good rapport with our clients and open communication we are usually able to get a client to commit to making the necessary changes.

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: C3.1.1- In taking the Career Development Theory, Models and Practices, Motivational Interviewing, Mental Health First Aid and courses completed through X University and Y College, I have been able to gain perspective and knowledge on how to identify what stage my client may be at in their journey. It also helps me determine which barriers need to be addressed moving forward with employment. In being knowledgeable with how to work with clients in different stages makes it useful when working on a plan of action with my clients. I work with clients on determining what barriers need to be addressed before moving forward to assure our clients success.

C3.1.2, C3.1.3, C3.1.4 – Here are some of the career development theories that I work with.

- Maslow's Hierarchy of Needs: It's important to make sure that clients basic needs are met and work with clients in moving up the pyramid
- Kubler-Ross's stages of grief: Being able to identify and work with client through the stages of grief is key in helping a client move forward. Helping our clients deal with change and being empathetic to their situation will help us build a better working rapport. Trying to help our client's shift their mind set is important to make sure our clients are not getting stuck and are able to continue to move forward.
- Johari's Window: Talking to clients about blind areas and making them aware of them can help our clients gain a better perspective of themselves and how they may be perceived by others
- Holland's Personality Theory: Working in YJC some of my clients plan on returning to school, using Career Cruising online helps my clients gain more knowledge on their likes and dislikes and what careers are available to them matching their personality styles. This tool is often used to determine whether they are pursuing the right career, youth are often looking for clarification or confirmation on what they should; pursue Career Cruising is used to either confirm or provide them with new ideas on career paths
- Super's Theory of Life – This model is ideal 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 – The youth that I work with through the YJC program are all provided with a session on Personality Dimensions and a "Who am I?" questionnaire. We use the information/ results in moving forward with employment. I often use Career Cruising as well with my clients when they are considering returning to school. Being able to provide clients with some self-assessment tools are good resources for them to be able to use to make some choices in regards to their future.

C3.1.6 – I often refer to client's agencies such as Ontario Works for either financial support or housing as well as X Centre to access their food bank. I work closely with outside agencies to assure my clients are able to access all the resources available to them. I work with other counselling agencies, medical professionals; probation and schools to make sure that my clients are successful and have supports in all aspects of their lives. I keep current to assure that I am able to meet my client's needs.

C3.1.7 – C3.1.8 – I work closely with employers while completing my onsite monitors/ follow-ups. I will inquire when following up on any opportunities that may be available. I keep current by checking the job bank, the City of C website, the local websites such as Wal-Mart, Value Village, local websites, newspapers, co-workers and job developers. I will sit with my clients after they complete their pre-employment sessions and provide them with a tutorial on how and where to job search. I have also developed a future trends workshop that is currently being presented to the YJC participants. When working with clients that are planning on returning to school, we will research the job perspectives which keeps me current on what's up and coming.

C3.1.9 – C3.1.10 – Working closely with my YJC Job Developer we take the time to educate the employers on our clients and teach them to respect their differences. We do not focus on the barriers; we focus on what the client has to offer the employer. If clients require any accommodations we will provide the employer with solutions/ ideas to help facilitate. I have participated in diversity training throughout my years at my employer and a lot of the tools/ information provided are things that I will share with employers. We do have employers in our community that are more sensitive and knowledgeable about working with clients from different cultures and backgrounds and we try and work more closely with these employers so that our clients are able to feel at ease with their employer. When working with clients from different backgrounds, I will do my research so that I can better understand their beliefs so that I can be more aware on what accommodations they would want moving forward with either employment/ education or attending the YJC sessions. It's important to do some research so that our clients feel that we are making an effort, this will help us as consultants build better rapport with our clients.

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

Evidence: C4.1.1 – C4.1.2 – C4.1.3 –
Needs assessment is covered in C2.2.1-2.2.6. I use my communication skills, Motivational Interviewing process and skills in my needs assessment with client and to build an action plan. As mentioned above I also use my knowledge of career theories including life span theory and Maslow's hierarchy of needs in the needs assessment. The needs assessment leads to goal setting based on those needs and all the interventions that follow.

In my current role, I do work on referrals quite regularly to both outside agencies as well as internally. Internally I complete referrals to the Job Developer that is assigned to my clients; I also get referrals on a weekly basis for potential candidates for the YJC program. While working with clients I do provide them with guidance and will refer clients to appropriate agencies such as Ontario Works, YYY, ODSP, Canadian Mental Health, Y Ontario Training Board, Y Centre (Food Banks) and so on. When working with clients I make sure to team up with outside organizations that are sometimes better suited to help my clients to be successful. I often work in partnership with other agencies to help my clients obtain their ultimate goals. I follow-up with clients on a weekly basis, I build good rapport with my clients to make sure that I am able to provide them with good resources and refer them to appropriate agencies when needed. I make sure to attend training/ info sessions in regards to the Community Agencies in my community/area so that I am better equipped to help my clients. I have a great tool box, and do refer out when I feel my clients will benefit.

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

Facilitated Individual and Group Learning

Evidence: S2.1.1 – S2.1.2 – I have been creating and presenting workshops and workshop material throughout many of my years with my employer. I started off in the Student Services where I updated and created workshops to be presented at our local high schools and community agencies. In my most recent years I created approx. 40 hours of workshops that I facilitated in both The Pathways to Employment Program as well as YJC. I've had the opportunity to provide these workshops one on one or in a small or large group settings. Some of the workshops that I've created and facilitated are Employer Expectations, Effective Communication, Winding Roads (how to cope with the changes), Health and Safety, Knowing your rights, Interviews, Resume Building, Who am I, Job Maintenance, Self-Awareness and other workshops that can better prepare our youth for employment. Although I no longer facilitate on a weekly basis I still have the opportunity to pop in the room to interact with my clients as well as I do have the opportunity to present workshops when our facilitator is away. I have had the opportunity to work closely with both at risk youth and clients with disabilities. I've been able to create program material and deliver it in a friendly and structured environment. I have gained a lot of knowledge in researching information for workshops and have incorporated the SMART model into one of my workshops. The Personality Dimension workshop is also completed with all YJC participants and I do use Career Cruising with a large portion of my clients that are looking for some career clarification. Our workshops are created to provide self-awareness and to help our clients determine whether employment is something that they can pursue/ balance with their current life/obligations. Job search strategies, resume writing, interview skills and future trends and labour market information is also provided. Many activities have been created and incorporated into the YJC sessions, clients are learning by doing. The workshops have been made to be interactive and videos have been incorporated, as well as role playing. Outside agencies such as (list of agencies provided) have all partnered up in order to provide workshops to our participants on services that could be available to them. Clients do complete a survey at the end of their 3 weeks in the YJC program or at the end of any presentation that is presented to either schools or outside agencies in order to ensure that we are providing a great learning experience for all. When knowing what clients want to gain from attending a session, it will help us develop the appropriate material and help us tweak our workshops to make sure that we are covering pertinent information. The results are used to assure that our clients are happy with our workshops and the suggestions are taken seriously. Not every client learns the same way, having good feedback can help us better manage our client expectations. Presenting to youth can be somewhat tricky and having clients complete 20 hours of in house sessions can sometimes be difficult for our youth. We encourage that they share their thoughts and suggestions; we have made some changes based on clients needing more time to move around and be creative. More team work and team building activities have been added to the program so it can continue to be a success.

S2.2.1 – S2.2.2 – S2.2.3 – S2.2.4 – As a Facilitator/ Consultant it's important to understand my audience, being aware of when it's time to kick it up a notch or when it's time to incorporate some group activities is something that you learn with time. Workshops are planned with variety, with activities, videos and interactive information so that we assure that we keep our clients engaged. Clients are made aware at the beginning of each session what materials will be covered, they are also provided with a breakdown of what activities will take place as well as break times. One of the YJC workshops presented is on Time Management, by providing our group with an outline of their day it helps both the facilitator and clients stay on task and on time. I follow-up with my clients on a regular basis to see how they are enjoying the workshops and will touch base to see what materials they do and don't find valuable. This information is then shared with the group facilitator; any feedback provided is a great resource and a good starting point when making changes/ updating workshops.

SSC2.1.1 – SSC2.1.2 – Being "orange" as per the Personality Dimensions, I am a go with the flow, feel the vibe in the room and go with it kind of person. When working with youth it's important to keep the youth engaged in what we are talking about and being positive and approachable so that they feel comfortable. I have presented workshops in many different settings and will make sure to adjust my personality to my audience. I believe that learning should be fun; I take that approach when presenting new information in the YJC room. It is important to have structure and to follow guidelines/ slides and to keep a focus on what information is important for them to take home with them, although there are so many different approaches to learning and I like to stick to a more interactive approach. I want to make sure that I am providing them with good information that will be helpful moving forward, to provide them with tools that they can use and to help them gain confidence in themselves. Being positive provides the clients with a welcoming environment and helps me build a good rapport. Being able to know your audience will help you adapt to their needs, asking them how they learn, what keeps them motivated is something that I do so that I don't lose my clients along the way.

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

Work Development

S5.1

Working in YJC I act as both the Consultant and Job Coach, I work with my clients on a job focus and to assist my client with their job search. I complete profile worksheets with my clients before referring them our YJC Job Developer, in doing so we explore different career choices, limitations, expectations and work on a Plan A and Plan B. I talk to my clients about a job searching strategy, come up with a list of employers to focus on and follow-up with my clients to make sure that they are actively job searching in their field of choice. As the YJC consultant I liaise with the Job Developer, with Ontario Works, CMHA, the apprenticeship office or with schools to maintain good communication with all parties involved in the success of my client. I provide my clients with job leads and will inform them of any upcoming interviews that are secured by our Job Developer or Job Fairs that may be going on in the community. I will also provide my clients with online job postings and with internal job postings. I often attend interviews with clients as well, to act as a support to both the client and employer. I prepare my clients to respond to the labour market by giving them the proper tools to do so, provide them with tools on how to approach employers, research companies with clients to be able to provide them with names of people to speak with when going in person to apply. I work closely with my clients on online applications and will teach my clients how to google companies to gain information and how to job search online productively. I will provide my clients with all the tools necessary to be able to be successful and will match my client's efforts. I explain to clients that I cannot want it more than them. I am there as their "cheerleader" to support them in THEIR job search (the onus is put back on the client).

One of my roles is working with my clients on job retention; job retention is discussed with my clients both in our counselling sessions as well as through my on-site job coaching. Retention is our ultimate goal, I will spend several hours with my clients either onsite, through e-mail, text or on the phone discussing work site concerns and will work on strategies/ plan of actions for my clients to overcome many barriers. I do complete a minimum of two onsite visits throughout the YJC placements; I like to be able to see my clients in action. Most employers are very open to having me onsite and will provide me with good feedback on my client's progress. To gain a better perspective I will observe my client and will address any areas that can be improved on. We will work on tips and tools that can be helpful. Often I will have the client and employer together to get feedback to make sure that we are all on the same page. Being able to get proper feedback can help my clients gain better knowledge and tools from the employer to be even more successful moving forward. Our clients are often not aware of some of the habits that they have picked up, being able to provide them with feedback and giving them a glimpse of their blind spots (Johari's Window) can help our clients gain more perspective and help them make any necessary changes.

SSC1 Work Search Strategies

In my counselling sessions I will assist my clients on determining what are their skills, values and strengths. I often use the results of their Personality Dimension and Career Cruising to guide them; we will discuss goals and work on goal setting using the SMART model. Working with youth I often find that clients are not aware of their skills, we will discuss past experiences whether it be work/ volunteer/ school or sport related to try and determine what is important to them. Being able to help clients be more aware of their Values and beliefs and likes and dislikes helps our clients feel more confident when moving with either education or employment. It's important to listen to our clients and help them chose a good job focus so that client is able to put their best effort forward while on the job site. Although I often hear clients say "I'll do anything" I will then ask but how happy will you be if you are doing just anything.

Being effective in an interview is very important, it is hard work to obtain an interview & our job developer puts a lot of effort into finding good matches for our clients. I work closely with my clients on Interview Skills, my clients do complete a full day of interview workshops and are provided with a Mock Interview during their 3 weeks of pre-employment. When I meet with my clients I will go over the results and we will discuss tips and tricks on how to be best prepared. Often when I contact my clients with an interview time, I will prepare my clients on the phone with potential interview questions. We will discuss the do's and dont's and they will often look to me for advice on what to wear. When the client, employer or I feel like it would be a benefit to attend the interview, I will make arrangements with the employer to be available. I will act as a buffer in some situations, or will help prompt my clients on how to answer the questions. Feedback is provided from the employers after most interviews; the feedback is then shared with my clients. When client has areas to improve on, I will meet with them one on one to do some interview coaching. It's important to provide our clients with the right tools to be able to sell themselves.

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)

SECTION 8 - OTHER RELATED TRAINING

This section is required ONLY IF you choose to check 'training' to support a competency in Section 7, or you have claimed additional training and professional development in addition to your main education in order to meet the Certification Categories. Please list and provide copies of relevant documents below.

Note: Documents do not need to be sealed originals, copies will suffice.

Description	Hours	Training Agency or Organization	Date Completed	Document Attached
Psychology/ Law Courses Completed	2 yrs	University	2006	NO
Educational Assistant Diploma	2 yrs	College	2004	YES
First Aid and CPR Certified & Automated External Defibrillator	2 days	St. John's Ambulance	May 2010, Sept 2013 & Dec 2016	NO
Service Excellence	7 hrs	Customer Service Excellence Corporation	March 2006	YES
Mental Health First Aid	7 hrs	Mental Health Commission of Canada	March 2016	NO
ASSIST- Suicide Intervention	2 days	Canadian Mental Health	Nov 2007	YES
Prospecting – Making the Initial Contact	7 hrs	Employment Management Professionals	2011	NO
Young Worker Mental Health Toolkit	7 hrs	First Work	Feb 2018	NO
Career Development Ethics & Standards	20 hrs	Career Professionals of Canada	Oct 2017	YES
Career Development theory, Models & Practices	40 hrs	Career Professionals of Canada	Nov 2017	YES
Access, Forward – Accessibility & Human Rights	7 hrs		April 2017	NO

Dealing with Difficult People	7 hrs	College	April 2011	NO
Serve Ability	7 hrs		Dec 2010	NO
Diversity Training	7 hrs	CDISA	June 2010	NO
Integrated Accessibility Standards			Aug 2013	NO
Resiliency for Life	3.5 hrs	Liz McCallum	Jan, 19, 2017	NO
Mental Health and First Aid for Adults who interact with Youth	1 day	Canadian Mental Health	March 20016	NO
Employment Coaching Training	1 day	Loveridge	Feb 2016	YES
Motivational Interviewing	3 days	Empowering Change	May 2012	YES
Motivational Interviewing	2 days	Empowering Change	Nov 2012	YES
WORD	2 months		Oct-Dec 2006	NO
Cut and Paste Training	1 hour	In house	May 2007	NO