**CAREER DEVELOPMENT COMPETENCY PROGRAM – ENHANCED / Virtual**

Participant Guide Updated for Remote/Virtual Delivery

Program Overview – Fall/Winter 2014/2015

**Adapted for:**

**Indigenous Services Canada**

**Developed and delivered by:**

LRDG.eps



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**In collaboration with**

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Redekopp, D.E., 2020

Career Development Competency Program - Enhanced: Participant Guide Updated

for Remote/Virtual Delivery

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# Welcome!

Dear Career Development Competency Program Participant,

Welcome to the program! I have been in the career development field for over 30 years, and I still find the work interesting, valuable and challenging. I hope you will find career development exciting as well, and that the field will reward you with real ability to foster the resourcefulness of those around you.

Career development is much more than finding a job. Our work with clients helps them live the lives they want to live. Some of our clients have great dreams and aspirations; our role is to help them move in the direction of those dreams. Many clients have had the dreams knocked out of them; we can help them re-connect with who they are and the life they want to lead.

You will discover through the Career Development Competency Program (CDCP) courses that there are many ways to help your clients. Everything starts with assessment or needs-identification: helping the client figure out where they are and what they need. Interestingly, you will find that assessment is an intervention in and of itself. Connecting with a person, helping them get to know themselves better, and showing your support of their success all help develop the person’s capacity.

Assessment will lead you and your clients down many interesting paths. Some will need help looking for work right away – putting together resumes, writing cover letters, and going for interviews. Others will want to explore possible pathways, make sense of the world of work, and create some direction for themselves. Yet others will find they need to look after some core issues before they have the confidence or optimism to explore the world; they may benefit from referrals to mental health services, life skills training or addictions programs. One of the great things about your role is the opportunity in many cases to follow your client through to their next level of success – success in learning new skills, acquiring useful habits, getting job interviews, completing educational programs, getting work, changing work and more.

Your role is a vital one, and the CDCP will help you perform it well. We have seasoned facilitators who know the content intimately and are experienced career development practitioners. They will help you work through materials and methods that combine the tried-and-true with current innovations. We make no claim that the program is a perfect one, however. If you have difficulty at any time or see how improvements could be made, please do not hesitate to let your facilitators know or to contact me directly. Feedback from previous participants as well as an independent evaluation of the program has led to significant changes since it was first launched for First Nation communities in 2014. It has two new courses, integrates self-care throughout, allows for more regionalization, and it has an online learner support system for those who miss portions of courses. It is also now a collaborative program involving Canada’s three largest providers of career development practitioner training, the Life-Role Development Group Ltd., the Canadian Career Development Foundation, and Life Strategies Ltd. The 2020 program is administered by the Lesser Slave Lake Indian Regional Council.

The program continues to have high standards and contributes to certification by the Career Development Association of Alberta. We are committed to helping you succeed. All of us will do what we can to ensure you acquire the skills and knowledge you need to play your role successfully. We will also do our best to support you as you adapt what you learn so that you can use the best of what the program has to offer in a way that rings true with you and your community.

All the best with the program!

Dave Redekopp, President

January, 2020

P.S. The COVID-19 pandemic resulted in the delivery being postponed. Courses that were to be delivered face-to-face in mid-March and after are now being delivered remotely. This guide reflects the changes involved in delivering the program virtually. Thus far, participants and facilitators have adapted to the changes remarkably well, and there is every indication that this adaptation will continue.

## Contact Information

Please do not hesitate to contact Dave or a facilitator if you need help or have a question. You can reach Dave at:

Phone: 780 451 1954

Email: [liferole@telusplanet.net](mailto:liferole@telusplanet.net)

You can find all the facilitators’ contact information at

<http://www.life-role.com/talent.htm>

For program administration issues, contact Curtis Day:

Phone: 780 963 9898

Email: [curtisday@shaw.ca](file:///C:\Users\Deirdre\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\V42NXYRO\curtisday@shaw.ca)

For issues related to overall program administration, contact Judy Willier:

Phone: 780 523 4401

Email: [judyw@lslirc.ab.ca](file:///Users/liferole1/Documents/LRDG/Products/AANDC%20Courses/Wave%204/judyw@lslirc.ab.ca)‬

# Program Overview

The Career Development Competency Program - Enhanced (CDCP) is based on the *Canadian Standards and Guidelines for Career Development*. The program meets the requirements of the Career Development Association of Alberta’s (CDAA) education stream for its Certified Career Development Professional (CCDP) designation.

The CDCP was originally developed for delivery to the Alberta government’s CECs, and the courses within it are updated regularly. It was then updated and upgraded for Aboriginal Affairs and Northern Development Canada (AANDC) specifically so that it would work for implementing the *Employment and Career Development Enhanced Service Delivery* (ESD) approach.

More recently, Indigenous Services Canada (ISC) commissioned the Group, CCDF and Life Strategies to update and enhance the program. Significant changes include the following:

* **New courses** – adding a “block” of training for the delivery of Theories of Career Development as well as Ethics and Professional Conduct, two new courses for the program,
* **New credential possibility** – the new coursesenable the program to meet CDAA’s education requirements for the CCDP designation;
* **Online learner support** – now available are online modules for each half-day of delivery so that participants who miss a portion of a course can catch up and get the content they need. Also, the virtual sessions via Zoom are being recorded so that participants who have missed something can easily review the session;
* **Better regionalization** – a system by which facilitators and participants can better include regional and community information in all coursework has been created. Virtual delivery has assisted with this process particularly through the use of in-class polls;
* **Better contextualization** – changes to some courses to more fully address the needs of First Nation case workers’ contexts;
* **New virtual delivery schedule** – changes to the schedule have been made for virtual delivery to accommodate long days at a computer. Each course runs from 9:00 a.m. to 4:00 p.m. with an optional additional half-hour each day (to 4:30 p.m.) for questions and assignment work;
* **Credential support** – support will be provided for participants in their applications to become CDAA members and CCDPs.

For Zoom sign-in information, contact Curtis Day at curtisday@shaw.ca

For more information on the CDCP and for updates or changes, visit: <http://www.life-role.com/CDCP.htm>

## Courses

The courses are listed and briefly described below. More details are in Appendix C.

| Block | Course | Aims | Delivery Duration[[1]](#footnote-1) (Days) |
| --- | --- | --- | --- |
| **1** | **Career Development in Community** | Provide a “big picture” backdrop to career and employment services in terms of how they contribute to community and individual well-being. | 2 |
| **Career Development & Employment Services Administration** | Address the policies, procedures and information needs of providing career and employment services. | 2 |
| **2** | **Theories of Career Development** | Review dominant ways of thinking about career development and address influential theories and models of career development. Also provide an overview of counselling theories in the context of career development practice. | 3 |
| **Ethics & Professional Conduct** | Enable the understanding and use of an ethical decision-making model within the context of professional conduct as a career development practitioner. | 2 |
| **3** | **Foundations of Helping & Assessment** | Provide the core skills and knowledge for counselling practice and career development processes. | 4 |
| **4** | **Assessment & Action: Investing in Strength** | Enable a strengths-based, client-centred assessment in which clients leave with a clear understanding of their role in their own career development and a plan to follow. | 4 |
| **5** | **Work Search Strategies** | Deliver the knowledge, skills and strategies to help clients with the entire work search process, from cover letters to interviews. | 3 |
| **6** | **Labour Market Information 101 (LMI 101)** | Develop an understanding of where to find labour market information, how to evaluate it, how to interpret, and how to help clients effectively use it. | 2 |
| **Using Tests and Tools** | Provide a framework for finding, assessing, choosing and using various career development tests, tools and resources. Note: Tools that require certification are not addressed in this course. | 2 |
| **7** | **Facilitating Individual and Group Learning** | Address the concepts and strategies needed to approach 1-to-1 career counselling as a learning process. Also, to review the fundamentals of group facilitation of learning. | 3 |
| **8** | **Work Maintenance: Providing Post-Employment Supports** | Enable participants to help the recently employed stay employed through coaching, employer relationships, community support and family support. | 2 |
| **Making it Work: Putting Skills into Practice** | Provide practice opportunities so that participants can become comfortable choosing which skills to use and when in different client situations. | 2 |

# Ethical Guidelines

The ethical guidelines you follow will partially depend on how you identify yourself in your role and with which organization you mostly closely align. Appendix B includes the ethical guidelines of the CDAA.

# Accreditation

The CDCP contributes to the CDAA’s CDCP designation. Obtaining the CDCP requires:

* successfully completing the CDCP courses,
* hours of experience in career development or a related field (the hours vary depending on your level of education),
* agreement to abide by the CDAA code of ethics,
* current or recent employment in the career development field,
* references,
* an application fee, and
* membership in the CDAA.

Specific details of the credentialing process are available here: [https://www.careerdevelopment.ab.ca/resources/Documents/Web Updates 2017/Eligibility Standards for CDP Education and Training Programs and Courses - 2017.pdf](https://www.careerdevelopment.ab.ca/resources/Documents/Web%20Updates%202017/Eligibility%20Standards%20for%20CDP%20Education%20and%20Training%20Programs%20and%20Courses%20-%202017.pdf).

You will become a member of the CDAA by virtue of entering the CDCP. If you wish to obtain the CCDP designation, you will be assisted in doing so and your fees will be covered by the CDCP.

# Making the Program a Successful Experience

To successfully complete the program and enjoy doing so, there are some rules as well as recommendations.

## Rules

You will find your facilitators to be flexible, accommodating, and focussed on your success. They will operate within boundaries, however, listed below:

* *Assignment grading*. All CDCP course assignments are graded on a “mastery / non-mastery” basis. When you receive “mastery,” that means you have successfully completed the requirements of the assignment. If you receive “non-mastery,” that means you have more work to do. You’ll then need to follow the facilitator’s instructions to improve the assignment. *There is no failing mark in this program: You will either master assignments or you will have more work to do*.
* *Course completion*. Successfully completing a course (obtaining a Mastery designation for the course) requires:
  + mastering the course assignment or assignments **within one month**, AND
  + respectfully participating in the course, AND
  + attending at least 80% of the course.

You may wonder what “respectfully participating” means. We want this to be a positive learning experience for all participants, so the following elements of respectful participation are important to us:

* Contributing to discussions in the course
* Actively trying the skills you learn (this means taking role-plays and “real-plays” seriously!)
* Playing a part in creating a safe and productive virtual learning environment for all participants (*e.g.,* listening respectfully to others, being punctual, keeping your video on, muting to minimize background noise)

## Prerequisites

We try to stay as flexible as we can to participants’ schedules. There are three instances, however, in which we are fixed on course sequencing:

* You need to take and, ideally, master “Foundations of Helping & Assessment” before taking “Assessment & Action: Investing in Strength”
* You need to take and, ideally, master “Foundations of Helping & Assessment” AND “Assessment & Action: Investing in Strength” before taking any of the following:
  + “LMI 101”
  + “Using Tests & Tools”
  + “Facilitating Individual & Group Learning”
  + “Work Maintenance: Providing Post-Employment Supports”
  + “Making it Work: Putting Skills into Practice”
* You need to take and, ideally, master ALL courses prior to taking “Making it Work: Putting Skills into Practice”

## Extras

The career development community is a very welcoming one. You are encouraged to become part of the community in a way that works for you, such as:

* Connect with course facilitators and others on LinkedIn (<http://www.linkedin.com/>).
* Follow career development folks on Twitter (<http://www.twitter.com/>). Many course facilitators are Twitter users – check the end of their bios in Appendix A for their Twitter handles.
* Subscribe to CareerWise Weekly by CERIC, a collection of career-related news stories emailed to you (<https://careerwise.ceric.ca/>).
* Check out the sites of the organizations involved in the CDCP:
  + <http://www.ccdf.ca/>
  + <http://www.lifestrategies.ca/>
  + <http://www.life-role.com/>

# Scheduling

The courses will be delivered in the middle two weeks of each month except December (only one week), July and August. Check [http://life-role.com/CDCP/CDCP schedule.htm](http://life-role.com/CDCP/CDCP%20schedule.htm) for an updated schedule. Contact Curtis Day ([curtisday@shaw.ca](mailto:curtisday@shaw.ca)) if you do not know the cohort you are in.

Each course is scheduled as follows:

|  |  |
| --- | --- |
|  |  |
| **Sign-in** | 8:45 a.m. to 8:55 a.m. |
| **Training starts** | 9:00 a.m. |
| **Formal training ends** | 4:00 p.m. |
| **Individual support** | 4:00 to 4:30 p.m. |

Lunch breaks will be 60 minutes. Each facilitator will set refreshment/stretch breaks, but all will ensure these breaks suit the demands of virtual delivery.

# Appendix A: CDCP Facilitators – Remote Delivery

### A person wearing a suit and tie smiling at the camera Description automatically generatedDave Redekopp, Project Leader

Dave is the curriculum developer and co-facilitator of the Career Development Competency Program’s courses. Dave has managed hundreds of career development projects across Canada and trained hundreds of career development practitioners and thousands of organizational leaders. He is the lead developer of dozens of career practitioner training courses in Alberta and across Canada. Dave is the former Director of Program Development, Centre for Career Development Innovation, Concordia College (now Concordia University College of Alberta). He was awarded an Honorary Membership in the Career Development Association of Alberta, Alberta’s Career Development Award of Excellence and The Stu Conger Award for Leadership in Career Counselling and Career Development. Dave obtained a PhD in Educational Psychology from the University of Alberta. (@liferole)

### Lynn Berry, Facilitator

Lynn J. Berry, President of Futures by Design Inc has 20 years’ experience in the career development field with a multitrack career providing group facilitation, one-to-one support, event planning and program management services. With a passion for helping people move forward in their career, Lynn enjoys working with job seekers of all ages and abilities.

Lynn has been an instructor at the University of Calgary in the Career Development Certificate program, Program Committee Chair at The Career Show, Program Chair for Building Tomorrow Today (BTT) Alberta's Career Development Consultation and on the Career Development Association of Alberta (CDAA) executive for several years. Lynn is the recipient of the Alberta Centennial Medal awarded for “making a significant contribution to their fellow citizens, their community and to Alberta.”

### *New Herky Picture.jpg*Herky Cutler, Curriculum Developer/Facilitator

Herky Cutler holds B.Ed. and M.A. (Human Resources Specializing in Organizational Development) degrees and is a Certified Career Development Professional.

Herky has over 35 years’ experience in business, leadership training, career development and education. The roles Herky has held include: President/CEO, Organizational Consultant, Professional Speaker, Trainer, Facilitator Online Instructor, Project Manager, Contractor, Guidance Counsellor, and Off Campus Teacher.

Herky has an incredibly diverse background in business consulting, training, speaking and entertaining. As President/CEO of his own company, Foothills Youth & Family Services since 1992, Herky has had contracts with numerous clients to provide such services as program management, curriculum development and implementation, leadership training, community development, workplace management, team building, customer service, and more. Herky is a creative, outside-the-box thinker who uses humour, music, and a variety of other tools to deliver his programs and training. (@herkycutler)

### *Mike Huston.png*Michael Huston, Facilitator

Michael has been involved in the career development field as a counsellor, trainer, practitioner, counsellor educator and author since the early 1990s. In addition to his CDCP responsibilities, he is a Registered Psychologist, counsellor and Associate Professor at Mount Royal University in Calgary, Alberta. Michael has previously taught and counselled at Concordia University College of Alberta and still teaches at CityU in Calgary, where he developed and continues to refine his expertise teaching many counselling skills. Michael’s areas of expertise focus on career lanning, relationship concerns, stress management, anger management, learning strategies. He is also very interested in the relationships between career development and mental health. (@mwhuston)

### A person standing in front of a building Description automatically generatedKellie Fay, Facilitator

Kellie, currently a career development specialist with Royal Roads University, holds Master of Career Development (Australia) and Master of Stop Motion Animation (Spain) degrees as well as a Career Development Diploma (Alberta). She is a CCDP and has experience in career coaching (especially youth and young adults), online career development course design, career consulting, career development programming, case management and organizational career development. (@thefaystudio)

### A person smiling for the camera Description automatically generatedAnnika Laale, Facilitator

Annika Laale is an organization development, change management and career development practitioner with extensive experience helping people, teams and units function more productively, collaboratively and effectively. She excels in understanding the complexities of organizational systems and group dynamics and successfully creates learning opportunities for the ever-changing work environments while increasing productivity and stakeholder engagement at all levels. A seasoned facilitator, her recent work as a CCDF Project Director has seen her teaching front-line career practitioners across Canada on how to use PRIME, CCDF’s client-management software. Annika holds an MA in Sociology (Work and Organizational Behaviour).

### Don MacInnis new.jpgDon MacInnis, Facilitator

Don is a co-facilitator of many of the Career Development Competency Program courses. Don has been the Principal of MacInnis & Associates Consulting & Coaching since 1988. Don holds an undergraduate degree in Psychology, a Master’s degree in Education from the University of Calgary and a Master’s degree in Organization Development from the University of Pepperdine.

Don coaches leaders and employees on personal advocacy and accountability in the midst of rapid change so they can plan for and take charge of those areas where they do have influence and control. Doing so will help them envision and create the kind of workplace in which they can thrive. Don has had hundreds of coaching clients and has facilitated dozens of strategy, planning and training sessions. (@DonBMacInnis)

### ZinykIlana Zinyk, Facilitator

Ilana Zinyk facilitates several courses in the CDCP. She spent eight years in Slave Lake managing programs supporting people with developmental disabilities, where she specialized in employment support services and building community connections.  A passion for the importance of relationships, trust, and authenticity led Ilana to Royal Roads University, where she completed her MA in Leadership.

For the last few years, Ilana has worked for Alberta Health Services, developing and facilitating leadership development training.  She also began consulting, focusing on leadership development and coaching. Ilana has worked with both public and private sectors and has volunteered in various capacities supporting adult education.  She believes strongly in lifelong learning, continual self-improvement, and helping others achieve their goals and realize their full potential.

# Appendix B: CCDA Code of Ethics[[2]](#footnote-2)

|  |
| --- |
| The Career Development Association of Alberta Code of Ethics and Guidelines for Ethical Conduct flow from the Vision and Mission Statement, Beliefs and Values, with the intent of assisting members to provide services in accordance with the highest standards of ethical behaviour. **Purpose:**   * To define and facilitate relationships with career development professionals, employees, employers and individuals from the community. * To serve career development professionals in varied work settings. * To assist in the evaluation of concerns regarding standards of career practice. * To stimulate discussion regarding ethical issues and behaviours within the career development field. * To determine options that are acceptable.   **The following Code of Ethics will provide the highest standards of service delivery:**   1. RESPECT FOR THE AUTONOMY OF THE CLIENT: requires that career development professionals abide by the voluntary choices of the client, when that choice does not harm themselves or others, and respect individual rights to self-determine. 2. ONLY DO GOOD (BENEFICENCE): requires that career development professionals promote client welfare by providing career development services appropriate to the career development needs, circumstances and interests of the client. 3. DO NO HARM (NON-MALEFICENCE): requires that career development professionals avoid negligently or intentionally causing harm during or subsequent to the provision of career development services. Career development professionals will at all times maintain a high level of self-awareness to ensure the provision of only the highest standards of career development services. 4. INTEGRITY: requires that career development professionals adhere to the professional and ethical conduct of the Association. In individual cases, this may lead to a practitioner's withdrawal from a case due to a conflict of conscience. |

# Appendix C: Course Descriptions

## Career Development in Community (2 days)

This 2-day course will provide staff with foundational knowledge about the context of career development and employment services federally, provincially and in specific communities. Many career development and employment practitioners have not had the opportunity to see their roles in the broader context of a community’s economic, social and mental well-being. This course can provide some of that context by introducing participants to the:

* history of career and employment services as a public service
* impact of employment on the economy and individual well-being
* impact of career satisfaction on productivity, mental health and community well-being
* effects of long-term unemployment with regards to physical health, mental health and community strength factors
* various federal, provincial and community organizations and roles that contribute to career and employment services
* specific issues related to First Nations employment and employment services in Alberta

## Career Development & Employment Services Administration (2 days)

This course provides staff with the ability to successfully handle the administrative and procedural dimension of their role. Participants will be enabled to:

* understand the role policy plays in operations
* identify the systems and hierarchies of career and employment service organizations
* interpret policy documents
* convert policy into reasonable action
* recognize liabilities regarding records management and the needs for consistent records management
* appropriate sort/file paper/electronic documents
* recognize the role data plays in communication and quality improvement
* interpret and follow procedure manuals

## Theories of Career Development (4 days)

Theories and models of career development inform the entire CDCP. This course provides a survey of the main theoretical approaches to career development aimed at helping participants understand dominant approaches, critically analyze emerging theories and models (or ones they have not yet encountered), and engage in a process of integrating theory with their own practice. Aligned with the latter aim is a brief review of counselling / intervention theories and how they align with career development change efforts.

Particular attention is paid to the contextual factors informing theory development, especially assumptions around culture, Western/capitalist norms of success and issues of social justice and equity.

## Ethics & Professional Conduct (2 days)

The focus of this course is the application of an ethical decision-making framework that enables participants to recognize and work through ethical problems and then account for their decisions. Although core ethical concerns related to career development practice (e.g., non-malfeance) are reviewed, the emphasis is on the *process* of avoiding and, if unavoidable, responding to ethical issues in a way that is aligned with the profession (as per CDAA’s code of ethics), the participant’s work setting and the participant’s own ethical code, and getting help as needed to do so. The overarching aim is a high level of professional conduct that will prevent many ethical concerns from arising and handle the ones that do in a responsible, fully accountable manner.

## Foundations of Helping & Assessment (4 days)

“Assessment is the initial step of information gathering and needs determination.  It involves identifying issues and clarifying personal and environmental resources in relation to the issues. Effective assessment helps individuals to increase self-awareness, understand their career development, establish work, learning and/or life balance goals and provides a launching pad for taking action.” (Alberta Human Services)

This course focuses on developing and enhancing the competencies in common with all delivery roles that form the foundations of helping and assessment, with a central focus on interviewing skills. The course examines the following topics:

* communication/interviewing
* working alliance
* client needs assessment
* community resource development/facilitated referrals and

The four-day course focuses primarily on the competencies related to interviewing (e.g., soliciting skills, responding skills, structuring skills) and client needs assessments. Course delivery is highly interactive and includes a variety of ‘hands-on’ activities.

## Assessment & Action: Investing in Strength (4 days)

This course focuses on developing and enhancing the competencies in common with all delivery roles that are specifically related to the employability assessment of clients and transition from assessment to action. The course includes the following topics:

* approaches to assessment
* connecting to the world
* focus on the client
* focus on the practitioner
* community resource development and facilitated referral

The four-day course focuses primarily on the competencies related to strength-based assessments and action planning. Course delivery is highly interactive and includes a variety of ‘hands-on’ activities.

## Labour Market Information 101 (LMI 101) (2 days)

Labour Market Information 101 provides participants with the fundamental skills, tools and techniques to apply labour market information in their work with clients. Equally importantly, the course enables practitioners to help clients interpret the information they encounter in their career explorations and job search activities.

Participants will gain insight on the concepts of labour market information for application and analysis purposes. They will understand key labour market concepts, know where to find relevant LMI for both themselves and their clients, assess LMI for its accuracy and relevance, and help clients make sense of LMI for career development purposes.

## Work Search Strategies (3 days)

This course prepares staff delivering employment consulting services to effectively support their clients’ work search. The course provides them with a basic introduction to the multi-dimensionality of unemployment and the link between pre-employability activities and work search.  It offers a comprehensive framework for the full work search process.  The course provides practical tools, strategies and, where appropriate, sequencing for the full process – from the assessment of work search needs to successful employment, maintenance and ongoing career development. Key themes include helping clients with the following elements of work search: confirming self-awareness in the context of their work objective; completing application forms; preparing cover letters; developing their resumes; building their portfolio; self-marketing; conducting cold calls; networking; preparing for interviews; enhancing their personal presentation; building their interview skills and choosing individuals to provide references. It is a highly experiential course, with an emphasis on a thorough exploration of implementation and client application issues.

At the end of the course, participants will be able to assist clients to:

* identify their own skills, strengths, personal characteristics, values and interests
* complete application forms, write cover letters and prepare resumes
* use portfolios and develop self-marketing plans
* conduct cold calls and deliver personal presentations
* network, using references and effective interview skills

All of the above will be done in the context of traditional paper-based and electronic documentation and application systems.

## Using Tests and Tools (2 days)

This course builds on the base established by the foundational courses, Foundations of Helping & Assessment and Assessment & Action: Investing in Strength (NOTE: These two courses are prerequisite to Using Tests & Tools). It focuses on developing and enhancing the competencies in common with all delivery roles that are specifically related to the use of tests and tools with clients. The course includes the following topics:

* using a framework to evaluate any test and/or tool
* comparing and contrasting tests and tools
* understanding specific information about standardized tests
* exploring tools in alternative media
* interpreting test results
* using the results of tests and tools in career counselling
* staying current in identifying, critiquing and using tests and tools

Pre-course work touches on all topics through assigned readings and guided, thought-provoking questions as well as the completion of two standardized tests and a review of on-line resources.

The two-day course focuses primarily on the competencies related to using tests and tools to enhance client assessment. This course is based upon a holistic, collaborative and strength-based view of assessment.

Course delivery is highly interactive and includes a variety of ‘hands-on’ activities.

## Facilitating Individual and Group Learning (3 days)

This course follows the prerequisite courses *Foundations of Helping & Assessment* and *Assessment & Action: Investing in Strength.* The *Foundations* course focused on developing and enhancing the competencies underlying assessment whereas *Assessment & Action: Investing in Strength* focused on developing and enhancing the competencies specifically related to the employability assessment of clients. This course focuses on facilitating learning, both individual and in a group setting. The primary focus of the course is individual learning with the counsellor/client interaction viewed as a learning event. Facilitation of group learning is also considered in the course. Participants wishing to develop expertise in that area are encouraged to seek further training specific to group facilitation. The course is based upon a holistic, collaborative and strength-based approach to working with clients.

The course includes the following topics:

* individual learning theories including, for example, CONDUCT, learning styles, multiple intelligences, brain-based learning
* group learning principles including experiential learning and related training models
* change and related theoretical models
* beliefs, behaviour and learning
* advanced counselling approaches that facilitate learning including solution-focused approach and enhanced questioning skills

## Work Maintenance: Providing Post-Employment Supports (2 days)

Many clients obtain work only to quickly lose it. This 2-day course will provide career development practitioners with strategies for helping clients maintain work once they obtain it. This will include both workplace supports and family/community supports. Participants will learn strategies such as:

* on-the-job coaching with clients
* on-the-job coaching with clients’ supervisors
* life coaching with clients
* coaching families to support a working family member
* involving community members in supporting working members

## Making it Work: Putting Skills into Practice (2 days)

This is a “capstone” course that enables participants to put together everything they have learned into practice, all within the context of their service delivery model. Participants will have the opportunity to work through the entire process of intake-assessment-planning-supporting-following with a client, choosing what to do and when, and completing the appropriate forms as they do so. No new content is involved in this course: The intent is to have participants practice what they have learned, and practice choosing when and how to use what they have learned.

Notes:

1. In some cases, reading course materials and assignment completion will occur outside of face-to-face delivery hours (e.g., at lunch, breaks, in the evening). [↑](#footnote-ref-1)
2. Retrieved on February 3, 2020 from <https://www.careerdevelopment.ab.ca/ethics/> [↑](#footnote-ref-2)