

career
development manitoba



FACILITATOR'S GUIDE

YOUR FUTURE YOUR WAY

Manitoba 

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About This Guide

This facilitator guide supports a collection of career development tools and resources created to serve the career development needs of youth and adults within the Province of Manitoba. This collection includes client guides, facilitator resources, and PowerPoint presentations for the following topics:

- Completing Applications
- Planning Your Career
- Writing Resumes
- Writing Cover Letters
- Conducting an Effective Job Search
- Outstanding Interviews
- Building a Career Portfolio
- Success in the Workplace
- Recognizing Your Prior Learning

Each client guide is designed to be current, relevant, and provide ample opportunity for hands-on practice of the skills and concepts introduced. Practical worksheets, templates, and samples have been integrated throughout each guide. Several symbols are used throughout the client guides to help direct their attention to key points, suggestions, cautions, tips and examples.

 <p>EXAMPLE</p>	<p>indicates an example</p>
 <p>REMEMBER</p>	<p>outlines items to remember</p>
 <p>ACTIVITY</p>	<p>introduces an activity to complete</p>
 <p>AVOID</p>	<p>indicates things to avoid</p>

This facilitator guide has been developed to provide additional information, access to resources, suggestions for workshop activities, facilitator notes for the companion PowerPoint presentations, and linkages to the Blueprint for Life/Work Designs, Essential Skills, and Conference Board of Canada's Employability Skills – together these frameworks support an integrated Career Management Skills Systems. This integrated approach will provide practitioners (ex: teachers, guidance counsellors, employment counsellors/consultants, adult trainers, and human resource consultants) with the means to better understand and address their clients' diverse needs within a complex changing work/life dynamic. Linkages to the Canadian Standards and Guidelines for Career Development Practitioners are also provided to demonstrate the practitioner skills, knowledge, and competencies required for that topic. Chapter 1 introduces topics important to all of the topical client guides including a brief overview of the Blueprint, Essential Skills, Employability Skills, and the Standards and Guidelines, tips for facilitators, introduction of the sample clients used throughout the series of resources, and how to best meet the needs of a diverse group of clients. Subsequent chapters focus on each of the topics outlined above.

Guiding Frameworks

This collection of career development tools and resources have been developed using the Blueprint for Life/Work Designs, Essential Skills, and Conference Board of Canada's Employability Skills as a foundation or framework. Each topical guide will provide a map which links the topics within the resource to these three frameworks. Throughout this facilitator guide we will also refer to the Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) to identify the relevant competencies for facilitating each topic.

Blueprint for Life/Work Designs

The Blueprint for Life/Work Designs website (www.blueprint4life.ca) provides the following response to the question "What is the Blueprint?"

"Career development is about growing through life and work; about learning, experiencing, living, working, and changing; about creating and discovering pathways through one's life and work. When intentional, career development is about actively creating the life one wants to live and the work one wants to do. The Blueprint for Life/Work Designs will help make career development intentional for more people."

The primary aim of the Blueprint "is to have users work with a national framework of competencies to create comprehensive, effective, and measurable life/work development programming and products so that Canadians become better able to manage their lives and work."¹

The Blueprint framework is organized around three major areas:

1. Personal Management
2. Learning and Work Exploration
3. Life/Work Building

Within these three areas are 11 competencies which define a set of broad life/work goals (ex: Discover and understand life/work information) and a series of indicators which define the skills, knowledge, and attitudes that must be mastered (ex: Locate, understand, and use life/work information).

The competencies are broken down across four levels that relate to the developmental nature of the Blueprint; these levels are:

1. Level One: Elementary School
2. Level Two: Middle/Junior High Schools
3. Level Three: High Schools
4. Level Four: Adult Populations

While the levels do indicate some mastery of the Blueprint competencies would occur during childhood/young adulthood, the use of "levels" is designed to acknowledge that some adults may not have had the opportunity to develop some of the competencies.

¹ <http://206.191.51.163/blueprint/whatis.cfm>

The indicators are presented against a four stage learning taxonomy as follows:

1. Stage 1: Acquisition: Acquiring Knowledge
2. Stage 2: Application: Experiencing Acquired Knowledge
3. Stage 3: Personalization: Integrating Acquired and Applied Knowledge
4. Stage 4: Actualization: Striving Towards Full Potential

Each of the resources within this collection of career development tools has been “coded to the Blueprint” to allow practitioners to easily identify where, within the Blueprint framework, a specific topic might be located. For example, resume writing fits with competency #7: secure/create and maintain work but not until level #2: develop abilities to seek and obtain/create work information.

The Blueprint is a resource for practitioners; it isn’t designed to be used with clients (ex: clients don’t need to know they are working on competency #7, level #2, stage #4). Instead practitioners should use the Blueprint to guide and support their work. The Blueprint for Life/Work Designs website (www.lifework.ca/lifework/blueprint.html) and/or printed Blueprint materials (ex: Quick Reference Guide) are valuable resources for practitioners interested in exploring these resources further. Blueprint Orientation training is available (in-person or via facilitated e-learning) for those practitioners who would like detailed information on how the Blueprint can support their work with clients.

Essential Skills

According to Human Resources and Skills Development Canada (HRSDC) “Essential Skills are the skills needed for work, learning, and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.”² The Essential Skills Research Project began in 1994 when a national study was launched by HRSDC.

Canada has identified nine essential skills which are used in different ways and at different levels of complexity ranging from one (basic tasks) to five (advanced tasks).

- 1) reading text
- 2) document use
- 3) numeracy
- 4) writing
- 5) oral communication
- 6) working with others
- 7) continuous learning
- 8) thinking skills
- 9) computer use

The Essential Skills website (www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml) provides a wealth of information on the history of the initiative, occupational profiles, assessment tools, learning opportunities and training supports.

² www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/understanding_es.shtml

Conference Board of Canada - Employability Skills 2000+

The Conference Board of Canada is an independent, not-for-profit research organization. “The Conference Board builds leadership capacity for a better Canada by creating and sharing insights on economic trends, public policy and organizational performance.”³

The Employability Skills 2000+ project brought together educators, business, and government representatives from across Canada. Employability skills are identified as “the critical skills you need in the workplace—whether you are self-employed or working for others. Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.”⁴

Three broad skill categories were identified followed by key themes and relevant skills, within each category:

- Fundamental Skills
 - communicate
 - manage information
 - use numbers
 - think and solve problems
- Personal Management Skills
 - demonstrate positive attitudes and behaviours
 - be responsible
 - be adaptable
 - learn continuously
 - work safely
- Teamwork Skills
 - work with others
 - participate in projects and tasks

The Conference Board of Canada’s Employability Skills 2000+ brochure provides a list of all the skills (www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb). A toolkit of practical resources to help develop employability skills is also available to purchase.

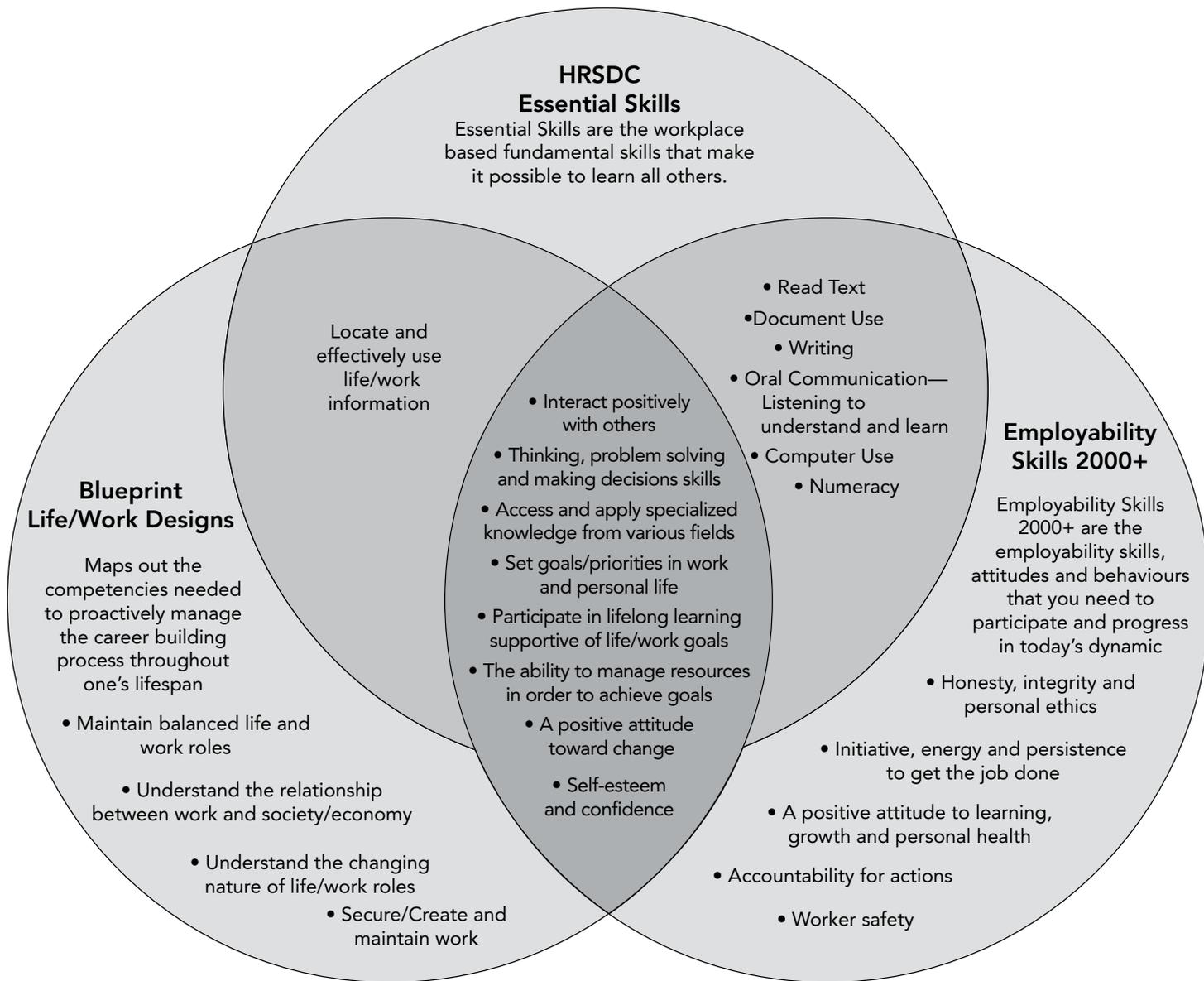
Career Management Skills System

With a knowledge-based economy, the need for highly skilled workers who can respond and adapt to change is critical to the social and economic well-being of Manitoba. The Career Management Skills System brings together the Blueprint for Life/Work Designs, Conference Board of Canada Employability Skills 2000+, and Essential Skills frameworks. This integrated approach will provide practitioners (ex: teachers, guidance counsellors, employment counsellors/consultants, adult trainers, and human resource consultants) with the means to better understand and address their clients’ diverse needs within a complex changing work/life dynamic. In doing so, Manitobans will be better able to manage their learning and working lives, while employers will benefit from an appropriately skilled workforce – and ultimately a more dynamic economy and society within Manitoba.

³ www.conferenceboard.ca/about-cboc/default.aspx

⁴ www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx

The following diagram highlights both the common elements and elements that are unique to each career development resource. This heightens the importance of implementing the respective systems in a holistic (bundled) manner. As noted in the diagram, no one resource would ensure that any individual Manitoban has the necessary skill sets to succeed in Manitoba’s highly skilled knowledge-based economy. Nor does the acquisition of one skill group enable Manitobans to gain the career life management skills that will allow them to engage in jobs that are personally suitable and fulfilling. Applying the broad based career management skill system to career development programs and services across government will, through career fulfillment, produce more motivated and productive workers. Manitobans will also acquire the Essential Skills and employability skills required to build a dynamic and diverse workforce within Manitoba.



Canadian Standards and Guidelines for Career Development Practitioners

The Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) initiative began in 1996; the current edition of the S&Gs was launched in 2004. In late 2009 a team from the Canadian Career Development Foundation began a project to update the S&Gs. The goal of the S&Gs initiative is to “spell out the competencies that service providers need in order to deliver comprehensive career services to clients across the lifespan.”⁵

The S&Gs introduce two main groups of competencies:

1. Core Competencies – required by all career development practitioners
2. Areas of Specialization – competencies required for specialized areas of service

Each group of competencies is further broken down into areas outlined below.

Clusters	Areas
Core (C)	C1 Professional Behaviour C2 Interpersonal Competence C3 Career Development Knowledge C4 Needs Assessment and Referral
Areas of Specialization (S)	S1 Assessment S2 Facilitated Individual and Group Learning S3 Career Counselling S4 Information and Resource Management S5 Work Development S6 Community Capacity Building

Each competency area has one or more functions which provide additional detail. Each function is further divided into multiple competencies.

For example:

Area	Function	Competency ⁶
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

Each chapter within this guide links to one or more competency clusters, areas, and/or functions. These will be introduced at the beginning of each chapter. You can review full descriptions and supporting examples at www.career-dev-guidelines.org.

⁶ Please note: not all of the competencies, within this area/function have been listed

1

Using the Career Development Resources

In the About this Guide section, the collection of Manitoba Career Development Resources was introduced. Although these client resources can be used by individual clients with little or no support from a career practitioner, each client resource may also be used as supplemental material during a topical workshop or when working one-on-one with clients.

The client resources have been written using Manitoba's plain language guidelines at a grade eight reading level to ensure they meet the needs of diverse clients. Clients with a lower level of literacy or English as an additional language may require additional support when using the resources and/or completing the activities and worksheets.

Using with Individual Clients

The resources may be useful for providing between session homework for individual clients. In a coaching session, a practitioner could work with a client to complete the first section of an activity and then have the client gather the rest of the information independently. The resources can also be used to plan a series of sessions with individual clients.

Using with Groups

Each client resource could be used as a workbook or handout package you would give to workshop participants. To support working with groups, a PowerPoint presentation has been developed based on the content within each client resource. The chapters within this guide include copies of each PowerPoint slide (with suggested speaker notes where required), links to supplemental resources, workshop prep lists, and the proposed length of workshops with suggestions for expanding and contracting the activities based on time available.

Working with Diverse Groups

Each resource introduces one or more sample individuals whose stories are used to showcase the career development and job search activities (ex: resume, cover letter). These samples reflect the types of individuals which may use the resources or seek the services of a career practitioner. A brief description of each client is provided below:

Frank Peters

- 46 years old
- Heavy equipment mechanic for 22 years; suffered an accident at work six months ago and unable to continue in that job
- Did not graduate high school but completed GED 10 years ago

Jennifer Meyer

- 21 years old
- Recently graduated from Community College with a Computer Systems Technology diploma (two years)
- Past jobs have mostly been in the service industry (usually as a server in a restaurant)

Darel McDonald

- 39 and years old
- Finished Grade 10
- Aboriginal, fluent in Cree
- Mainly worked as a general labourer, for multiple employers
- Recently laid off from the local mining company

Gabriela Tomagan

- 46 years old
- Recent immigrant from the Philippines; PhD in Chemistry
- No Canadian work experience
- Written English is quite good but struggles with spoken English

Susan York

- 52 years old
- Bachelor of General Arts degree, completed over 20 years ago
- Mostly stayed at home to raise children
- Part-time work as a bank teller

Sarah Jones

- 30 years old
- Grade 12
- Limited paid work experience; mother and homemaker for last 10 years

Although these samples have been developed to represent some of the diverse clients that you encounter every day, the reality is that diversity is multi-faceted. For example, you may have an immigrant client who shares some of Gabriela's experience but is a male with limited education so has a similar story to Darel.

For tips about some specific aspects of diversity or about supporting diversity in the workplace you may find the SEED (Supporting Employers Embracing Diversity) toolkit helpful. Although it was developed for employers, the toolkit is also a useful resource for practitioners and their clients. The toolkit is available at www.embracingdiversity.ca.

2

For More Information

The following annotated list of resources is provided as general information for career practitioners using this collection of career developmental tools. The Manitoba resource is listed first as it is likely a resource that every practitioner will want to access. The rest of the resources are listed alphabetically. For specific topical information (ex: supplemental resources about resume writing), see the relevant chapter in this facilitator's guide.

Supplemental Resources

Manitoba Career Development Gateway – <http://web6.gov.mb.ca/cdi/index.html?/index.html>

The Government of Manitoba's site dedicated to career development. An excellent resource for clients as they focus on career development; includes links to Apprenticeship Manitoba, Manitoba Job Futures, and the Manitoba Career Decision Making Model.

Alberta Learning Information Service – www.alis.gov.ab.ca/

Alberta's ALIS is an excellent source of career information and resources for various user groups (ex:students, career explorers, job seekers, and educators/counsellors). While some of the information is relevant only to Albertans there is a significant amount of resources, for career practitioners, regardless of their region.

Canadian Career Development Foundation (CCDF) – www.ccdf.ca/ccdf2/

The Canadian Career Development Foundation (CCDF) supports the career development profession through training, resource development and distribution, applied research and leadership initiatives. The CCDF Clearinghouse contains a large number of resources, both free and for sale which can be ordered directly from CCDF.

Career/LifeSkills Resources (CLSR) – www.clsr.ca

CLSR offers a very comprehensive catalogue of resources used in personal, professional, and organizational development. CLSR distributes well known assessment tools (also offering a confidential test scoring services), a wide range of career and lifeskills books, and training programs.

Career Professionals of Canada (CPC) – www.careerprocanada.ca/

CPC is a Canadian association for career practitioners, which focuses on social networking and professional development. CPC offers multiple certification programs including Certified Career Strategist and Certified Resume Strategist. Also hosts a Career Club Forum allowing career professionals, from across Canada, to connect with each other.

ContactPoint – www.contactpoint.ca

ContactPoint is a Canadian website, funded through CERIC, dedicated to providing career development practitioners and career counsellors with career resources, learning, and networking. The ContactPoint website provides information on/links to books, web-based resources, and journal articles (including the Canadian Journal of Career Development); information on upcoming learning opportunities including courses, workshops, and conferences; networking opportunities through links to various career associations, listserv, and community discussion forum; and a job board.

National Career Development Association (NCDA) – www.ncda.org

The NCDA is the national career development association in the US; its mission is “to promote the career development of all people over the life span.” Though a US-based association much of the information and resources are still relevant to Canadian career practitioners including the Career Development Quarterly, official journal; career resource store, an online store with relevant resources (ex: workbooks, texts, manuals); and information regarding the Global Career Development Facilitator credential.

Identifying Further Resources

Career practitioners often need to search for information to improve their own knowledge or to identify resources for clients. In addition to gathering information from recommended career development resources, you must be able to quickly and efficiently find new information and be confident that the information is worthwhile.

With the vast amounts of information available, getting to “the good stuff” can be overwhelming. As such, it is best to:

- Start with a plan
 - Know what information you need to locate; be as specific as possible.
 - Searching for “labour market information” is too broad. Instead, look for “labour market information” in “xyz” industry in “abc” region.
- Have a home base
 - Identify a key website (or other information source) that you can rely on for easy to access and accurate information such as:
 - Manitoba Career Development
- Critically review
 - Regardless of where information is found (ex: library, newspaper, Internet), career practitioners must be confident that the information they find is valid and worthwhile.
 - Pay attention to the credibility of the author and the site.
 - Remain aware of the date of the information; if no date is available use with caution.

3

Tips for Effective Facilitation

Most career practitioners will have experience and, perhaps, training in effective facilitation. Notes to facilitator, for each PowerPoint slide, are included in each topical section. This section introduces a few key items to remember when working with groups including, basic adult learning principles, instructing vs. facilitating, and effective use of PowerPoint.

Adult Learning Principles

Adult learners bring a wealth of life experience and prior learning to the classroom. Instructors/facilitators are encouraged to provide opportunities for participants to share their vast experiences and demonstrate their strengths and skills. As you plan your workshop it is important to consider how instructional styles and educational methodologies will fit with each component of the training (ex: some knowledge can be effectively taught in a lecture; other topics require hands-on practice to ensure skill-building and retention).

As workshop participants will have diverse learning styles, it is important to ensure activities reach out to different types of learners. Significant research has been done regarding learning styles; while many researchers take different approaches (ex: label specific styles differently) the overall message is the same. Likely the most common learning styles, even if the developers aren't as well known, are presented with the acronym **VARK**⁷ or Visual, Aural, Read/Write, and Kinaesthetic. These four categories were popularized in the work of Fleming and Mills in the early 1990s. A brief description of each category or style is provided below (to ensure accuracy within the descriptions they have been taken directly from www.vark-learn.com/english/page.asp?p=categories and, therefore, are copyright protected by the original authors and not to be used outside of this facilitator resource).

Visual

"This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been presented in words."

Aural or Auditory

"This perceptual mode describes a preference for information that is "heard or spoken." Students with this modality report that they learn best from lectures, tutorials, tapes, group discussion, email, using mobile phones, speaking, web chat and talking things through."

Read/Write

"This preference is for information displayed as words. Not surprisingly, many academics have a strong preference for this modality. This preference emphasises text-based input and output - reading and writing in all its forms."

Kinaesthetic

"By definition, this modality refers to the "perceptual preference related to the use of experience and practice (simulated or real)." Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice, or simulation."

⁷ Source: www.vark-learn.com/english/page.asp?p=categories

Experiential Learning

The workshops which accompany the collection of career resources take an experiential learning approach. Experiential learning occurs through “experience and involvement” as opposed to “observation, listening, study of theory or hypotheses, or some other transfer of skills or knowledge” (www.businessballs.com/experiential_learning.htm). Each workshop has a portion dedicated to the study of a specific concept – through lecture and PowerPoint the facilitation will “teach” the fundamentals of resume writing. Learning, however, shouldn’t stop with the “teaching” or even interactive discussion. Instead, through the experience of doing (ex: experiential learning) participants should have the opportunity to develop their own resumes, with support from peers and the instructor.

Icebreakers / Energizers

Regardless of the workshop topic or length it is important to create an atmosphere that is conducive to learning. You may have a diverse group of participants who prior to the session have not met or may not know much about one another. A brief introductory activity or “ice breaker” can help participants to relax and prepare to learn/participate. This type of activity is particularly important if the training session will require participants to engage in group activities or role-play activities such as interview practice. For more information and ideas, visit:

- www.training-games.com/pdf/40FreeIceBreakers.pdf
- www.group-games.com/

Instruction vs. Facilitation

The term “instructor” is often linked to the more traditional classroom teacher who stands at the front of the class to pass on information. Instructors have often been denigrated as “talking heads” or “the sage on the stage.” Facilitators, however, often focus on the process of learning more than the content to be explored; their role is more as “guide on the side” (ex: coaching rather than teaching). In each workshop you will be expected to act as both instructor and facilitator – instructor as you are passing on information (ex:essential elements in a resume) and facilitator as you are guiding discussions or supporting participants in individual activities.

Using PowerPoint

As noted above, each topic within this series has a PowerPoint to support practitioners working with groups. The topical chapters offer notes to facilitator for each slide in a given workshop as well as tips to expand or contract the workshop depending on time available. The PowerPoint presentations within this collection have been carefully constructed to follow accepted “rules” or “best practices” in using PowerPoint. Therefore, it is recommended these rules, described in the following section, be followed should adjustments need to be made to the slides (ex: personalizing the information, including a favourite icebreaker).

- Slide content should be brief, generally following the 6x6 rule
 - o No more than six words per line, no more than six lines per slide
- Keep font size at 20pt. or larger
 - o 24pt. to 28pt. font is best for text; 40pt to 44pt for headings

- Keep animation of text and graphics to a minimum
 - “Fly in” effects can be distracting to the participant
- Strive for dark text on white background
 - The reverse is harder on the eyes

Most importantly, use the content of each slide as a guide or to highlight key points. Facilitators should strive to say more than just what is on the slide and to share stories and examples to bring the content to life. Generally you should spend three to five minutes presenting the content on each slide and the supporting information (ex: stories, examples). Slides which engage participants in discussion and/or introduce activities will take longer to work through; time will need to be managed accordingly.

4

Workshop Evaluation

The best way to ensure workshops are meeting the needs of participants is to provide an opportunity for participants evaluate their experience. The evaluation process shouldn't take more than a few moments to complete. There is value in both quantitative (rate your experience on a scale of one-to-five with five being excellent) and qualitative (please describe how this workshop helped you achieve your goals) feedback. A sample evaluation form can be found in Appendix A.

Appendix A: Workshop Evaluation

Workshop Evaluation

Please rate your experience in this workshop:

	Excellent	Good	Satisfactory	Not Satisfactory
Content				
Practical to my needs and interests				
Clear link to learning objectives				
Effective activities				
Instructor				
Knowledge of material				
Responded to questions thoroughly				
Presentation skills				

Please provide the following:

I learned:

What I liked was:

The facilitator was:

The facilities were:

I'd suggest the following changes: