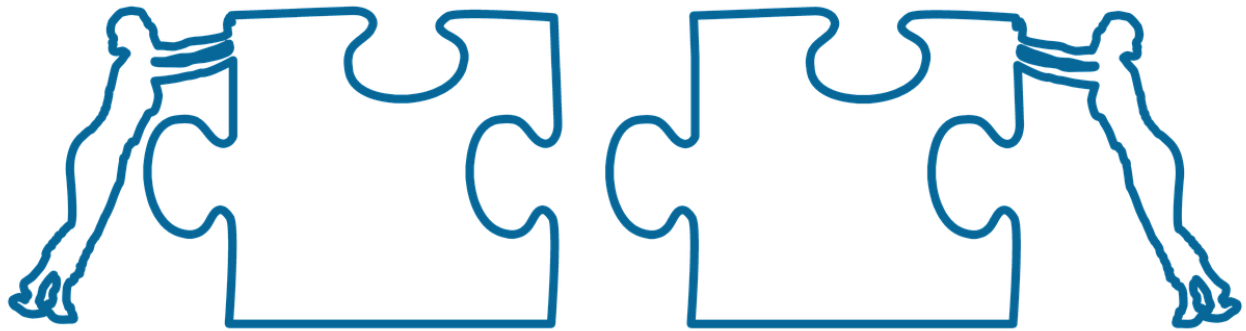


HIRING A PRACTITIONER



Literacy and Basic Skills

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INTRODUCTION

This document will lead you through steps for hiring a Practitioner in a Literacy and Basic Skills (LBS) program. We will use the term Practitioner throughout this document, but the steps and examples may be transferable to other positions in an LBS organization.

Depending on the structure of your organization and your existing policies around recruitment and retention, the strategies used may vary. For example, hiring may include management, board members or hiring committees. This guide can be shared with all those involved.

You will find information, tasks and examples including:

- Knowledge, Skills, Abilities and Other Attributes (KSAO) Definitions and Charts
- Job Descriptions
- Job Postings
- Interview Questions
- Recruitment and Retention Tips

We will begin by defining Knowledge, Skills, Abilities and Other Attributes.

You will be guided in using the KSAO structure to assess the Practitioner position in your Literacy and Basic Skills program.

Note: When you are hiring an Executive Director to lead a Literacy and Basic Skills organization, use the document 'Hiring an Executive Director'.

KNOWLEDGE, SKILLS, ABILITIES AND OTHER ATTRIBUTES (KSAO)

KSAO is an acronym used by people in Human Resources to describe “Knowledge, Skills, Abilities and Other Attributes”. When hiring, using KSAOs will help you focus on things other than a candidate’s past job titles, responsibilities, and credentials, which have all been shown to be poor indicators of future performance and success in a position.

Understanding the KSAOs needed for a position will help you with successful recruitment, hiring, onboarding and performance management.

Competencies is another common term used in Human Resources which describes the combination of knowledge, skills, abilities, and attributes and how they work together to contribute to an individual’s success.

Knowledge + Skills + Abilities + Other Attributes = Competencies

Once you are clear on the KSAOs needed for success in a position, this information will then be a guide in the development of job descriptions, job postings and interview questions.

You can use your existing documents and/or the examples provided in the appendix of this document.

DEFINITION: KNOWLEDGE

KSAO: **KNOWLEDGE**; Skills; Abilities; Other Attributes

Knowledge refers to something you have learned either formally (education and training) or informally (on-the-job or self-study). It may include things like facts, theories, policies, procedures, and rules. It is what you know and understand; it is not always what you have done or what you are skilled in doing. For example, you may have attended a workshop on CaMS but haven't had the opportunity to apply what you've learned.

Knowledge can be gained through education, but a degree or diploma does not guarantee that someone will have the knowledge you seek. Someone may have knowledge without a degree or diploma.

Knowing something is very different than being able to do something. You can be knowledgeable but not skillful, but you can't be skillful without knowledge. For example, you can gain knowledge of assessments through training, but until you have applied this knowledge, you may not be considered a skilled assessor.

Examples of knowledge you may want a Practitioner to have:

- Literacy and Basic Skills structure and guidelines
- Principles of adult learning
- Knowledge of the community
- Knowledge of diversity, equity, inclusion

A note on credentials:

You may require the candidate to have a specific credential. This might include a degree, diploma, certificate, or professional designations.

It is important to assess whether these credentials are necessary to be successful in the position you are seeking to fill.

Ask yourself:

- Does a Practitioner of a Literacy and Basic Skills organization need a diploma or degree?
- Will a BA or BSW help someone succeed in the role?
- Why is the requirement in place?
- Is there an equivalency you would consider?

It is also important to consider whether you will be able to attract candidates with the credential(s) you are seeking, based on the current job description, the environment, and the salary.

Note: Looking for experience vs. credentials may open the job to some older workers who would make ideal candidates but may not have a degree or diploma.

For more information, search the Internet using terms such as credentialism or degree inflation.

DEFINITION: SKILLS

KSAO: Knowledge; **SKILLS**; Abilities; Other Attributes

Skills are observable and are gained through practical hands-on application. They are developed through practice, action and performance. For example, you can study leadership, but it is when you start applying your knowledge by working in the field that you develop skills in leadership. Skills are developed through action. They include both hard skills (technical e.g. equipment/digital skills) and soft skills (non-technical e.g. communication and planning).

Skills can be taught, developed, tested, and measured and are usually learned and improved upon over time. Skills are developed by applying knowledge repeatedly. Because skills are developed over time, they are often described in levels. For example, someone who has been a practitioner for a year will not have the same level of skill as someone who has been a practitioner for 20 years.

Examples of skills you may want a Practitioner to have:

- Communication
- Program development
- Facilitation
- Goal setting and planning
- Computer skills, including word-processing, spreadsheets and Internet research

DEFINITION: ABILITIES

KSAO: Knowledge; Skills; **ABILITIES**; Other Attributes

You were born with natural abilities that will stay with you for your entire life. If you try something for the first time and it comes easily, it may be because you have an innate ability. These are the things that seem to come easy to you, for example, some people have a natural athletic ability or an ability to think spatially.

Having a natural ability will help an individual to develop a skill quickly. For example, if someone is good with numbers, they may have an easier time gaining the skills needed to manage budgets.

Examples of abilities you may want a Practitioner to have:

- Organized
- Adaptable
- Self-motivated
- Goal oriented

DEFINITION: OTHER ATTRIBUTES

KSAO: Knowledge; Skills; Abilities; **OTHER ATTRIBUTES**

Your personality, characteristics, attitudes, interests, temperament and values combine to make up your attributes. In HR, these are often called 'Other Attributes'. Attributes are often critical to success in a job. If you find yourself saying you are looking for someone with the right attitude, people who will fit in with the team, or people who have values that match the core values of the organization, you are seeking specific attributes.

Employers often say that attributes are the most important of the KSAOs because they are difficult to teach and they have a significant impact on the culture of the organization. For example, it is easier to teach software than empathy.

Examples of attributes you may want a Practitioner to have:

- Confidence, honesty, empathy and openness
- Focus, determination and professionalism
- Proactive, curious, dependable and ethical

TASK: CREATING A KSAO CHART

This task will lead you through the steps to develop a list of Knowledge, Skills, Abilities and Other Attributes (KSAO) needed by a Practitioner in your organization.

Step: Chart development

1. Print the 'KSAO Chart for Practitioner' found in the Appendix
2. Cross out anything not critical for a Practitioner position in your organization
3. Add anything you think is important in this role that is not already included
 - a. You can also use the "Blank KSAO Chart" available in the Appendix to create your own

Note: The column you use is not critical. For example, you may put organized in the Skills column and someone else will put it under Abilities. That is fine, the most important thing is that it is on the chart somewhere if it is critical to the position.

Step: Identify your top five

1. Circle the five things someone in this position must have to be successful in your organization
2. Assess your top five
 - a. If someone was missing one of these top five, could they still do the job?
 - b. Could someone gain or develop these missing KSAOs quickly?
3. Review the KSAOs you didn't select in your top five
 - a. Are they needed to be able to do the job?
 - b. Could they be learned quickly?

Step: Optional next steps

- Consult with others in your organization or with your Board of Directors
- Revisit this chart in a few days and edit
- Finalize your chart

JOB DESCRIPTION

It is recommended that you review your job descriptions every few years, even if you are not currently hiring. This helps to ensure the job descriptions will be ready when they are needed. It also gives you time to reflect on the current position and assess changes.

The following task will lead you through an assessment of your current job description for the Practitioner position in your organization.

We have also provided a draft job description for a Practitioner and included an example for you to review. Note, this is a guide only, not the job description you must use.

If you don't have a job description, you can use this example, search online for examples, hire an HR professional or consult with colleagues.

Additional Resource: [Developing Job Descriptions](#)

TASK: REVIEW YOUR JOB DESCRIPTION

Step: Compare the Practitioner job description with the KSAO chart

1. Open your current job description and your KSAO chart for the Practitioner position
2. Assess your job description for KSAOs
 - Do your top five stand out?
 - Is there anything missing?
3. What is included in your Job Description that is not on your KSAO list?
 - Should it be added to the KSAO chart?
 - Does anything need to be removed from the job description?

Step: Review the example job description

1. Open the Practitioner job description example in the Appendix.
2. Compare this with your job description
 - a. Is there anything you want to add to your job description?

JOB POSTINGS

This is your opportunity to introduce your organization and highlight the value of the work being done.

You want to be sure that the posting reflects your organization’s brand, vision, values, and mission. It needs to be short and concise but should also give a clear idea of what it is that your organization does. This is your opportunity to talk about why a job seeker would want to be a part of your team. Remember to add any “perks” that your organization provides for its employees – i.e. free parking, paid sick leave, flexible hours, benefits, hybrid workweek, etc. It may take a few tries to distill down. Remember to use clear language. Having your team review the organizational introduction is a good idea. Once you have created the perfect piece, you should be able to reuse it again and again.

Note: Disclosing the salary/wages for the position is recommended.

TASK: CREATE A JOB POSTING

Step: Create an introduction

- Draw on existing materials that describe your organization and this position
 - Website, brochure, job description, funding proposals
- Write a one paragraph description of your organization
- Write a one paragraph description of the position
- Review the example in the Appendix “Job Posting - Practitioner”

Step: Draft a job posting

1. Open your current job description and your KSAO chart for the Practitioner
2. Assess your job posting or the example in the Appendix
 - Do your top five KSAOs stand out?
 - Is there anything missing?

CANDIDATES

After a job posting has been developed, your next step is to spread the word by accessing talent pool resources. This is done through both advertising and promoting the opportunity. Your goal is to reach as many potential candidates as you can, so you have qualified applicants to interview. Ideally you will have a budget and three weeks for this process. This will allow you to promote your post and give candidates time to respond.

Passive: Advertising your job posting may include posting on job boards such as Charity Village, Indeed, LinkedIn, Monster and Workopolis and your agency's website, blog or social media. Some posts are free; however, you may want to consider paying to boost your post. Explore options that fit your budget e.g. LinkedIn Recruiter.

Active: Promote your job posting by taking steps to reach the untapped labour market. Some options:

- Consider how you can leverage your existing networks to get connected with jobseekers
 - Implement an employee referral system that rewards employees for recommending people e.g. a reward for a resume, for an interview, or for a successful hire
 - Ask community partners for help, including organizations that support underrepresented groups
 - Speak to volunteers within LBS programs and other community organizations
- Search for prospective employees on sites that allow you to search a resume or skills database
 - Use words from your job posting or KSAO chart to search for people with the skills you are seeking
 - Send direct messages to people whose profiles align with the job opportunity e.g. through LinkedIn
- Reach out to colleges and universities that offer courses or training programs that align with LBS and promote job opportunities to alumni and current students. For example:
 - Brock University offers a BA in Adult Education, Certificate in Adult Education and Micro-Certificates- <https://brocku.ca/education/programs/adult-education/>
 - Queen's University offers courses for teachers, focused on adult education <https://coursesforteachers.ca/on/courses/CONT860>
 - Algonquin College - Teachers and Trainers of Adults program <https://www.algonquincollege.com/online/program-info/teachers-and-trainers-of-adults-part-time/>
 - Conestoga College - Adult Education Certificate of Achievement <https://continuing-education.conestogac.on.ca/programs/adult-education>
 - Durham College - Teaching and Training Adults program <https://durhamcollege.ca/academic-faculties/professional-and-part-time-learning/programs-and-courses/programs/program?dept=DIPL&prog=TEAC>
 - Georgian College - Teaching and Training Adults program <https://www.georgiancollege.ca/academics/programs/teaching-training-adults/>
 - Humber College courses and certificates related to teaching adults <https://liberalarts.humber.ca/future-students/explore/continuous-professional-learning/area-of-interest/adultteacher-education.html>

TASK: REVIEW STEPS – ADVERTISING AND PROMOTING

Review the following list and check all the methods you have used in the past. Also check any methods you will try the next time you are hiring.

Advertising - Job Postings	<u>Have Used</u>	<u>Will Try</u>
Service System Manager		
Employment Service organizations		
Job Bank - Federal Government		
Job Boards e.g. Charity Village, Indeed, LinkedIn Monster and Workopolis – note these postings will be found on the Workforce Boards Jobs Portal		
Sites recruiting underrepresented groups e.g. Indigenous candidates, newcomers, persons with disabilities		
Your agency's social media		
Your agency's website/blog		
College, University and Private Career College		

Promotion and Outreach	<u>Have Used</u>	<u>Will Try</u>
Work with an HR firm or recruiter (cost share with other agencies)		
Ask the LBS community for help with referrals or social media shares – e.g. the network and support organizations and other LBS organizations		
Ask your team - develop an employee program to incentivize referrals		
Ask volunteers, tutors, board members to promote the posting (or apply)		
Employment Services – ask for tips, assistance, referrals and funding for hiring		
Reach out to the Chamber of Commerce for suggestions		

Contact other agencies who have hired recently (they may have resumes to share or candidates to recommend)		
Research sites for posted resumes or search sites for candidates, e.g. use the search bar in LinkedIn to search by keywords, skills and experience		
Ask partners – request help sharing your posting or ask for recommendations		
Speak to career centres at Colleges, Universities and Private Career Colleges		
Reach out to organizations that support underrepresented groups for leads or tips e.g. ODEN		

Building for the Future	<u>Have Used</u>	<u>Will Try</u>
Summer students		
Placement students		
Volunteers, tutors and board members		
Job share an employee with other LBS organizations or partners		
Host open houses		
Join the Chamber of Commerce		
Attend job fairs		

INTERVIEW QUESTIONS

In the Appendix, you will find a list of interview questions designed to help you draw out the knowledge, skills, abilities and other attributes (KSAO) of the candidate you are interviewing.

We have divided the questions into the four KSAO sections, however, it is important to note that many overlap or fit in multiple sections.

These are 'starter questions'. They are provided as a guide that you can use as you customize the questions to the needs of your organization. You can combine these questions or edit them to fit your situation.

You may also want to expand them with an introduction. For example, "Tell me about a time you reached out to a supervisor, peer, or mentor for support" could be changed to: "We are a nonprofit organization, which means you will be reporting to an Executive Director. Tell us about your experience working with an Executive Director or manager and provide an example of when you reached out for support."

Behavioural Style Questions

Many of the questions in this document can be described as behavioural style questions. They are based on the belief that past behaviour predicts future behaviour, therefore they are focused on learning about the action a candidate took in the past. By using this style of question, you give candidates the opportunity to talk about how they have demonstrated the skills, abilities and other attributes that will prepare them for the position. Behavioural questions are ideal for learning about a person's skills because they will tell you how they have applied their knowledge.

For example, you will learn about a candidate's knowledge of poverty if you ask: "Tell us what you know about poverty in our community." However, if you ask a behavioural style question you will learn about their skills: "Tell me about your knowledge of the impact of poverty. How have you adapted your support for a learner or client based on this knowledge?"

Note: Some employers provide candidates with a copy of the interview questions ahead of the interview.

References

You can use this same style of question when you are calling references. For example, rather than asking a reference about the candidate's skills, ask them to give you examples that tell you how the candidate demonstrated the skills.

You can change the question "Would you describe Jo as a strong team player?" to the question "Can you describe a time Jo worked with a team, including what they contributed."

Note: It is important to call references.

TASK: SELECT INTERVIEW QUESTIONS

You will need your list of current interview questions, the ones you use when hiring a Practitioner. You will need your KSAO chart, Job Description and Job Posting, if available.

Step: Review the interview questions

1. Review your current list of interview questions used when hiring a Practitioner (if available)
 - Next to each question describe the information you are seeking – are you looking to learn about their knowledge, skills, abilities, or other attributes?
2. Are your questions behavioural style questions? Do the questions begin with:
 - Give me an example of when...
 - Describe a situation when...
 - Tell me about a time when...
 - Tell me about a situation when...
 - Tell me about a challenge when...
 - How did you ...

Step: Review the example questions

1. Review the example interview questions in the Appendix
2. Highlight any questions you might want to add to your list of interview questions
3. Customize the questions for your organization and position using the KSAO Chart, Job Description and Posting

Step: Create an interview chart

1. Select the questions you want to ask
 - a. Identify the information the answers will provide you
2. Create an interview chart
 - a. You may change and adapt the questions once you have them in the chart
 - b. There are example interview charts in the Appendix - divided into interview one and interview two that you can use as a guide
 - c. The questions focus on skills and end with an area to track key attributes
 - d. There is a ranking column

RECRUITMENT AND RETENTION TIPS

When asked how they improve recruitment and retention, employers say they offer remote work, a good salary, reducing skill requirements for promotion, offering financial bonuses and paid time off. However, when employees are asked what they need to stay engaged at work, they list salary, appreciation and recognition, remote work options, opportunity for advancement and other benefits and perks. (“[Recruitment and Retention for Small-to-Medium Size Employers](#)” Pg. 27)

You can find wage information here: <https://www.jobbank.gc.ca/wagereport/location/on>

Benefits are important. You may want to consider shopping around for a benefits package. E.g. if you are a member of the Chamber of Commerce, ask about their benefits package for members. If your organization is a non-profit, you could review Community Services Benefits Trust: <https://csbt.ca>

While it is true that offering a competitive wage and benefits will help attract and retain workers, competitive wages are not always an option.

There are many options outside of wages and benefits. There are other things employees value. The first step is to determine what supports retention in your organization and what staff value so you can address your current system and culture.

The following task will help you evaluate your current processes and identify a few things you might add.

TASK: RECRUITMENT AND RETENTION

Review the following list to determine what you already have in place. Then select one thing you could implement now. Note: some of these may require board involvement or policy changes. These are overall tips to consider. They are not position specific.

Step: Review this list of options to consider

- Evaluate your workplace culture, ask for feedback and take action to make changes.
 - Surveys, one-to-one and team meetings will help understand the current culture.
 - Understand what drives people (mission, vision, values, and personal drivers).
 - What do people love about their work; what do people dislike; why do people stay? What do they value? Why do people leave?
- Have a well-developed onboarding process, take a team approach and provide training and support.
 - Mentorship and/or coaching programs.
 - Job shadowing and training with senior staff.
 - Board support and cross-over time with the person leaving the position.
- Strong management style and structure.
 - Develop your recruiting process (using tips in this guide).
 - Take leadership and management training for Executive Directors (e.g. LinkedIn Learning) and offer this training to people wanting to build leadership skills.
 - Offer a consistent performance management system, supported by clear expectations.
 - Find formal and informal opportunities for appreciation and recognition from management, the board, and peers (make it part of your culture).
 - Advancement opportunities are not always an option, but special projects can be considered e.g. applying for funding to take on something new, even if short term. Consider bonuses for extra projects.
 - Work with each staff to develop a training/learning plan and encourage them to find opportunities for training outside of the traditional LBS training options, including conferences, online training, certificate, professional development.
- Clear, transparent communication from management
 - Have a system for sharing updates and information so everyone is informed.
 - Gather, hear, and respect input and ideas from staff.
 - Establish a clear reporting structure and clear expectations.
 - Set well defined and realistic goals.
- Offer flexible work arrangements, including the option to work from home whenever possible.
- Build support for personal needs, health, and wellness to support work-life balance.
- Ensure access to tools and resources for staff (e.g. computer equipment, books, and supplies).
- Build short- or long-term community involvement activities into organizational culture e.g. staff on a Board of Directors, the entire organization helping with a food drive.

For more details see page 30-35 of the "[Recruitment and Retention for Small-to-Medium Size Employers](#)" a document developed for the [Workforce Development Board](#). You can also search the internet for 'recruitment and retention' or 'recruitment and retention for non-profits'.

APPENDIX – TOOLS AND EXAMPLES

KSAO CHART – LBS PROGRAM PRACTITIONER

Knowledge	Skills	Abilities	Other Attributes
Factual, theoretical, procedural; rules, laws and concepts	Action; observable, measurable; developed over time through practice	Natural/innate mental or physical ability or talent; lasts a lifetime	Personality traits, characteristics, attitudes, interests, temperament, values
Ministry Guidelines and LBS structure; Agency Policies and Procedures	Administration – intake, assessment, file management, data management (CaMS), follow up, tracking activity, office, and supply management	Organized – manage time, conflicting priorities, meet deadlines	Learner centred, caring, empathetic, welcoming, supportive, open
Ministry Goal Path and Milestone structure, Ontario Adult Literacy Curriculum Framework	Planning – assess, implement, interpret, document, identify needs, plan, set goals, develop, monitor progress, and adapt	Adaptable	Passionate, motivational, enthusiastic, lifelong learner
Principles of Adult Learning and Skills for Success	Program and Development - understand and adapt to needs, plan and develop lessons, research, or develop material, curriculum, and resources, identify new projects and programming	Self-motivated/inspirational	Resourceful, flexible
Facilitation training, adult literacy, adult education	Instruction/Program Delivery - instruct, coach, mentor, facilitate, implement, support, engage, build rapport, manage	Goal-oriented, planner, problem-solver, innovative	Team oriented, inclusive, advocate
Bridges out of Poverty training	Communication/Customer Service - written, verbal, listening, public speaking, proposal writing, evaluate, share opinions and ideas, teamwork, marketing	Attention to Detail	Confident, diplomatic, tactful, discreet, honest
Diversity, Equity, and Inclusion Training	Technology - computers, Microsoft office (intermediate), video conferencing, access and adapt digital tools, teach others	Calm under pressure	Ethical, respectful, maintain confidentiality, professional
Understand community and nonprofits	Networking – outreach, relationship building, community engagement and outreach, partner relationships, referrals out	Optimistic/positive, curious, creative	Culturally sensitive, non-judgmental
University Degree, College Diploma, Certificate, driver's licence, CPIC, Assessment Certification	Research - find resources, solutions, curriculum, and materials	Relationship focused/driven, collaborative	Dependable

JOB DESCRIPTION - PRACTITIONER

Note: the following is a guide only, it will need to be customized to the needs of your organization and approved by your Manager, Board or HR consultant.

LOGO

Include your organizations logo. State the date this document was developed.

JOB TITLE

- State the job title you use – we will use Practitioner.
- Other examples, Instructor, Facilitator, Program Coordinator, whatever title you use for this position.

REPORTING RELATIONSHIPS

- The person the Practitioner reports to, e.g.
 - The Executive Director
- You can include details if you wish, e.g.
 - Reports monthly
 - Provides updates on programs, achievements and plans.

LOCATION AND HOURS OF WORK

- Work is generally performed in the office and community settings.
- Onsite, remote or hybrid.
- Flexible hours, though generally 8:30 -4:30 weekdays. May include additional evenings and weekend hours.
- Travel required.
- Number of staff, number of clients.

SUMMARY

Example: A Practitioner is responsible for administration, planning and instruction following the OALCF framework. They work individually and in groups with learners to help them acquire the knowledge and skills needed to reach their personal goals. This includes teaching all nine skills for success with a specific focus on reading, writing, numeracy, and digital skills. The practitioner is responsible for creating a welcoming, supportive, and inclusive space for learning. They understand the needs of those addressing learning and life challenges and ensure wraparound supports are available.

DUTIES OR RESPONSIBILITIES

You can add the primary duties and responsibilities based on the KSAOs for the position, divided into key areas. The following list is an example of what you could include for a Practitioner.

Administration

- Complete all initial intake procedures with new learners to determine eligibility.
- Complete exit interviews and assessments.
- Manage follow-up contact for one year to gather and document progress.
- Assist with Government reporting, and monitors as required
- Document information, manage files, enter data into an online data management system (CaMS).
- Refer to community services to ensure wrap around support is available; remain knowledgeable of community programs and ensure resource material is accessible.
- Ensure programs and spaces are safe, welcoming and inclusive.
- Maintain equipment and offices, including computers; ensure resources and supplies are available.

Planning

- Complete assessments, interpret results, and identify needs.
- Support learner goal setting.
- Develop individualized learner training plans that are updated regularly, using OALCF guidelines.
- Monitor, track, measure and document learner progress using established systems, ongoing assessments, learner activities and milestones.
- Revisit goals and adapt as needed.

Program and Development

- Plan and deliver programs specific to individual learner needs.
- Select appropriate curriculum and learning materials.
- Work with team members to develop activities and new programs.
- Monitor and evaluate all programs, services, projects, and outcomes.
- Research to find existing learning materials and resources to meet the specific needs of each learner.
- Refer learners to appropriate community services, following privacy and confidentiality guidelines.
- Create resources to meet the needs of learners if adequate resources are not available.

Communication/Customer Service

- Assist with proposal writing, flyer development, social media, and community outreach.
- Participate in fundraising activities.
- Work collaboratively with team members.
- Attend and participate in team meetings, share opinions, ideas, solutions and participate in problem solving.
- Reach out to others for support.
- Present to small and large groups.
- Demonstrate an overall commitment to customer service.

Instruction

- Create opportunities for learning.
- Deliver one-to-one instruction based on learner plans.
- Develop and facilitate small groups.
- Support goal attainment and milestone completion.
- Facilitate the development of both hard and soft skills.
- Implement the principles of adult learning.
- Create a supportive learning environment that embraces diversity, celebrates success, and builds skills and confidence.

Community Relations/Networking

- Reach out to community partners and employers.
- Represent the organization professionally, expanding awareness in the community.
- Communicate with partners to keep them informed of the work of the organization.
- Monitor trends and needs in the community.
- Establish good working relationships with partners.
- Participate in events and present to community partners.
- Collaborate with partners to develop and present workshops and programs.

Professionalism

- Work in alignment with the Mission, Vision, and Values of the organization.
- Handle crises, and frustrating situations.
- Use professional judgment daily within guidelines, policies and procedures.
- Manage conflicting priorities.
- Maintain integrity and confidentiality of sensitive, personal information.
- Remain ethical, respectful, inclusive and learner-centred.

Disclaimer: Because of the changing nature of work and work to be done, other responsibilities and duties may be addressed from time to time.

QUALIFICATIONS/CREDENTIALS

Education

- State the minimum qualifications: degree, diploma, certification, professional designations.

Note: as mentioned, consider this carefully to avoid credentialism.

Other qualifications you may consider:

- Experience in literacy or a related field.
- Experience instructing adults with various learning needs and multi-barriered individuals.
- Understanding the impact of poverty and life experiences on learning.
- Familiar with adult education, curriculum, and programming.
 - Ontario's Literacy and Basic Skills Service Provider guidelines, the Ontario Adult Literacy Curriculum Framework, Skills for Success
- Experience developing curriculum.
- Skilled in math, English, communication, and computers (hardware and software), with strong interpersonal skills
- Strong ability to teach online
- Familiar with local community supports, strong network, and outreach skills.
- Demonstrated passion for and commitment to inclusion.

Attributes

- Collaborative, confident, resourceful, flexible, discreet, tactful, supportive, respectful, and inspirational.
- Ability to work independently or as part of a team to achieve outcomes.
- Committed to lifelong learning including online training, professional development opportunities, courses, and mentor support.

GENERAL

Mandatory Conditions

- Valid Ontario Drivers "G" license and a reliable car.
- Satisfactory Criminal Record background check, including Vulnerable Sector Search, required.

Consider housing availability in your area. You may decide to mandate that the candidate is within commuting distance of the office.

Compensation

- Salary range:
- Compensation package (vacation, sick leave, benefits, flex time....)

EQUITY CLAUSE

Option: We provide equal employment opportunity for all applicants and employees and do not discriminate based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences (excluding CRC/VSC), marital status, family status, disability, or any other characteristic protected by local law.

Option: We welcome everyone. We proudly stand for equality, respect, inclusion, and always speaking up. We are committed to providing a safe and dignified work environment for all employees and candidates, regardless of gender, race, ethnicity, sexual orientation, disability, neurodiversity, religion, or any other aspect of their identity. If you require assistance or accommodation in completing the application materials or any aspect of the application process, please contact

ACCESSIBILITY CLAUSE

Option: We welcome and encourage applications from people with disabilities. Accommodations are available on request for candidates taking part in all aspects of the selection process.

Option: X is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in a way that allows them to maintain their dignity and independence. We believe in integration, and we are committed to meeting the needs of people with disabilities in a timely manner. We will do so by removing and preventing barriers to accessibility and by meeting our accessibility requirements under Ontario's accessibility laws.

Signature of Executive Director: _____

Signature of Board Chair/Supervisor: _____

Date: _____

JOB POSTING - PRACTITIONER

Note: the following is a guide only, it will need to be customized to the needs of your organization and approved by your Manager, Board or HR consultant.

LOGO

Include your organizations logo.

JOB TITLE

- State the job title you use – we will use Practitioner.
- You can include reporting relationship if you wish e.g. Reports to the Executive Director.

CONDITIONS

Location details are important if the position requires the candidate to work on-site or in a flexible work situation.

Work is generally performed in office and community settings.

- Onsite, remote or hybrid
- Flexible hours, though generally 8:30 am -4:30 pm weekdays. May include additional evenings and weekend hours
- Travel required
- Number of staff, number of clients

SUMMARY – Introduce the Organization and the Position

Introduce your organization, highlighting the value of the work being done. You want to be sure that it reflects your organization's brand, vision, values, and mission. It needs to be short and concise but should also give a real flavor of what it is that your organization does. This is your opportunity to talk about why a job seeker would want to be a part of your team. It may take a few tries to distill down. Remember to use clear language. Have your team peer review this introduction. Once you have created the perfect piece, unless you change your name or mission, you should be able to reuse it again and again.

Example Organization: X Literacy is a progressive, not-for-profit that believes in helping individuals with diverse support needs to increase their literacy skills so that they can move forward in work, learning and life. Working with volunteers and community partners we provide our learners with the wrap around services that help them succeed. We meet our learners where they are and work with them, in respect and collaboration, on their journey.

Example Position: A Practitioner is responsible for administration, planning and instructing. They work individually and in groups with learners as they progress toward learning, employment, and personal goals. This includes teaching all nine skills for success with a specific focus on reading, writing, numeracy, and digital skills. The practitioner is responsible for creating a welcoming, supportive, and inclusive space for learning. They understand the needs of those addressing barriers and ensure wraparound support is available.

DUTIES OR RESPONSIBILITIES

Introduction

This section should clearly outline the key hard and soft skills needed for the job. It should be a concise summary of the performance expectations for the position. Draw on your KSAO chart and the Job Description.

A few examples to draw on below.

Administration and Communication

- Complete all intake and exit procedures.
- Document information, manage files, and enter data.
- Refer to community services.
- Ensure equipment and office and group rooms are maintained, including computers.
- Share opinions, ideas, and solutions with the team including new projects, and programs.
- Demonstrate commitment to customer service.
- Represent the organization professionally, expanding awareness in the community.

Planning and Instruction

- Complete assessments, interpret results, and identify needs.
- Set goals, develop training plans and deliver programs.
- Deliver one-on-one and group instruction based on learner plans.
- Facilitate groups.
- Monitor and evaluate all programs, services, projects, and learner outcomes.
- Create an empowering learning environment that supports and celebrates success, builds skills and confidence.

Disclaimer: Because of the changing nature of work and work to be done, other responsibilities and duties may be addressed from time to time.

QUALIFICATIONS/CREDENTIALS

Education

- State the minimum qualifications: degree, diploma, certification, professional designations.

Mandatory Conditions

- Valid Ontario Drivers "G" license and a reliable car.
- Satisfactory Criminal Record background check, including Vulnerable Sector Search, required.
- Note if the applicant needs to be within commuting distance.

Compensation

- Salary range:
- Compensation package (vacation, sick leave, benefits, flex time....)

EQUITY CLAUSE

Option: We provide equal employment opportunity for all applicants and employees and do not discriminate based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences (excluding CRC/VSC), marital status, family status, disability, or any other characteristic protected by local law.

Option: We welcome everyone. We proudly stand for equality, respect, inclusion, and always speaking up. We are committed to providing a safe and dignified work environment for all employees and candidates, regardless of gender, race, ethnicity, sexual orientation, disability, neurodiversity, religion, or any other aspect of their identity. If you require assistance or accommodation in completing the application materials or any aspect of the application process, please contact

ACCESSIBILITY CLAUSE

Option: We welcome and encourage applications from people with disabilities. Accommodations are available on request for candidates taking part in all aspects of the selection process.

Option: X is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in a way that allows them to maintain their dignity and independence. We believe in integration, and we are committed to meeting the needs of people with disabilities in a timely manner. We will do so by removing and preventing barriers to accessibility and by meeting our accessibility requirements under Ontario's accessibility laws.

HOW TO APPLY

As this will be unique to each organization, our suggestion is to be detailed in the instructions that you would like to see followed.

- Do you need both a cover letter and resume?
- Do you want the applicants to apply only online or will you accept mail-in or drop off applications.
 - Note that online applications may limit applications, but it also showcases their digital skills.
- Be sure to include your application deadline date and time.

Criminal Record Check with Vulnerable Sector Check (CRC/VSC)

INTERVIEW QUESTIONS

KNOWLEDGE

Knowledge refers to something you have learned either formally (education and training) or informally (on-the-job or self-study). This might include knowledge of literacy and basic skills guidelines, bookkeeping, human resources, and the principles of adult learning. You may want to ask more skills-based questions than knowledge-based questions, unless there is something specific you need to know. You have likely confirmed a candidate's 'knowledge' based on their resume if they have reached the interview stage. These questions will help you discover what a person knows, not their skill or experience in implementing.

Education and Training

- Tell me about your training in... (e.g. software; facilitation; assessment; Diversity, Equity, and Inclusion; Bridges out of Poverty; assessment).
- Tell me how you keep your knowledge of ... current.
- Tell me about your last course, workshop, conference, training, or formal education. What did you learn that you were able to apply in your work?
- Describe how you have used your education in your work or personal life.
- Tell me how you demonstrated your commitment to ongoing learning.
- Tell me about your practical experience gained through your education or training – placement, practicums, co-op or in class assignments.
- Tell me what you know about ... (e.g. teaching adults, curriculum development, program development, facilitation, coaching)
- What trend in adult training/literacy do you see as positive and what trend concerns you?

General Knowledge Based Questions

- Describe a time you pursued a learning opportunity. Tell me how you decide this training was needed.
- How have you applied your knowledge of the principles of adult learning?
- Tell me about your knowledge of our community and the partners that support our program.
- Tell me what you know about the Literacy and Basic Skills program and the trends in adult learning.

SKILLS

Skills are observable and are gained through practical hands-on application where they are developed through practice, action, and performance. Skills are developed over time; they are often described in levels. They may include hard and soft skills or transferable skills. Most of your questions will be skills-based questions.

Communication and Development

- Tell me how you developed the skills needed to be successful in this role.
- Tell me about a time you reached out to a supervisor, peer, or mentor for support.
- Tell me about your facilitation experience.
- Tell me about your greatest accomplishment and greatest challenge as a ... (facilitator or counsellor, coach, mentor, or instructor)
- How have you handled a complaint from a learner or client? What steps did you take and what was the outcome?
- Describe a time you demonstrated your belief in the statement “we are all in customer service”?
- Tell me about a time you identified a need to develop your communication skills and outline the steps you took.
- Tell me about a time you went the “extra mile” to help a learner or client.
- Tell me about a time you had to develop a plan for yourself or a learner or client.
- Tell me about a time you needed to find or develop a resource, materials, or curriculum.
- Give me an example of a time you presented in a small or large group setting.

Supporting Learners or Clients:

- Tell me about a time your listening skills were critical to your success.
- Tell me about a difficult situation you experienced with a learner or client. Describe the steps you took to solve the problem.
- Tell me about a time you took a proactive approach to addressing a problem.
- Tell me about your greatest facilitation challenge.
- How have you supported and encouraged someone to reach their goals?
- Tell me about your experience with learning plan development or describe what you think it would look like.
- Tell me about a time when things didn’t go as planned. How did you adapt to the situation?
- Would you describe your style as more of a counsellor, instructor, cheerleader, coach, or mentor? Describe a time you demonstrated this approach.
- Tell me about a time that you were unable to establish a relationship with a learner or client and the steps you took to address this issue.
- Tell me about your experience in assessment implementation and interpretation.
- Tell me about your knowledge of the impact of poverty and how you would adapt your support for a learner based on this knowledge.

Community and Relationships

- Tell me about a strategy you would use to develop relationships with learners.
- Tell me about a strategy you would use to develop relationships with referral partners.
- Tell me about your experience building relationships and working with a team inside and outside your organization.
- Describe a time you used your networking/outreach skills to build a new relationship in the community.
- Tell me about your involvement in the community, both through work and your personal life.
- Give me an example of a time you earned the respect of ... (e.g. a peer, manager, staff, or learner/client.)
- Tell me how you initiated, built, and strengthened relationships with others in the past.
- Describe a time when you had a dispute or disagreement with a team member, co-worker, or manager. Describe the steps you took to resolve the conflict.
- Tell me about the steps you took to promote a program to gain referrals from community partners.
- Tell me about a time you had to work with someone or support someone who had beliefs, values, or opinions different than yours.
- How would you describe your role in team or staff meetings and provide an example of how you have contributed?
- What did you do when you didn't agree with your manager or coworkers on a direction for the organization or for a new program?

Research and Development

- Describe a time you had to develop something new (e.g. a new program or service). What steps did you take?
- Tell me about a time you used the Internet to find information or resources and how you ensured they were appropriate to use.
- Tell me about your most creative idea and describe what happened.
- Tell me about a time you had to find information to support an idea you were presenting to learners (or managers, co-workers, or funders).
- Give me an example of a time you developed a plan, lesson, or learning material in response to community need.
- Describe a time you had to find resources to support a learner or client.
- Describe a time you had to research/source materials and resources.
- Tell me about a time you collaborated outside of your organization to work on a project or to develop or present a program.

Technology

- What do you know about the digital divide and how will you address this within the scope of this role?
- Describe a time you were responsible for capturing data or stats. How do you ensure accuracy?
- Tell me about a time your computer skills were essential to completing a project.
- Tell me about a time you solved a tech issue (e.g. computer, software, and hardware).
- Tell me about the last software program you learned, the steps you take when learning something new, and how you have applied this knowledge.
- Describe a time you had to teach someone to use a computer, software, or other piece of technology.
- Describe the steps you would take in developing an introduction to computer course. What would you cover, how would you start.

ABILITIES

Summary: Everyone is born with natural abilities that will stay with them throughout their lifetime. If you try something for the first time and it comes easily, it may be because you have an innate ability. You can learn about a candidate's abilities through skills-based questions.

General Abilities Based Questions

- Tell me about a time you reached a goal or excelled in a task or project.
- Give me an example of a time you managed a challenging situation.
- Describe a time you took the lead on something.
- Tell me about a time you were responsible for organizing and planning.
- Tell me about a time you applied your analytical and problem-solving skills to
- Describe a time you had to ... (e.g. handle a crisis, handle a conflict, stay calm under pressure)
- Tell me about a time you had to move between details and big picture thinking.
- Describe a situation when you had to motivate yourself to complete a task you were not looking forward to completing.
- Give me an example of a time you drew on your analytical skills to address a complex situation.
- What is an example of a time you were innovative at work?
- Tell me about a time you used sound judgement.
- Describe one experience that illustrates your organizational abilities.
- Tell me about a time you set and achieved a goal. Describe the steps you took and the support you had along the way.
- Describe a time you were accountable for a specific outcome. Tell me how you planned, implemented, and tracked your progress.
- Tell me about your best memory of being involved in a collaborative effort.

Tell me about a challenge you faced, or a decision you made, that required you to pivot. Did you adapt your initial plan, or did you develop a new strategy?

OTHER ATTRIBUTES

Your personality, characteristics, attitudes, interests, temperament, and values combine to make up your attributes. In HR, these are often called 'Other Attributes'.

Note: Many of these questions ask about knowledge, skills, and abilities, but personal attributes are the focus.

Learner/Client Support

- Tell me how you have demonstrated your commitment to a 'learner or client centred' approach.
- How have you demonstrated empathy in the past?
- Describe a time you had to solve a problem, using your creativity, to ensure a learner or client received the support they needed.
- Tell me about a time you needed to maintain the confidence of a learner or client when there was pressure not to.
- Tell me about some feedback you received from a past learner or client about you personally.
- How did you handle a conflict in values between you and a team member, manager or learner or client?
- Describe a time when your knowledge of the impact of poverty helped you understand the needs of a learner or client.

Personal Management

- Tell me about a time you had to use diplomacy and tact when supporting a learner, client, or co-worker.
- How have you leveraged your soft skills (e.g., integrity, confidence, flexibility, responsibility) to help you achieve success in past positions?
- How did you handle a decision made by management that you didn't agree with?
- Tell me about a time you accomplished a goal you set out to achieve.
- Tell me about a time you learned through experience and took responsibility for a mistake or a decision that didn't work out.
- Describe a time you received constructive criticism. What did you learn?
- Describe a situation that required you to do several things at the same time. How did you manage conflicting priorities? What was the outcome?
- Tell me about a time you were part of a successful project. Describe your role on the team.
- Tell me about a time you worked as a team to solve a problem.
- Tell me how you demonstrated empathy and an understanding for the barriers others may face to achieving their goals.
- Describe a time you had to work with a team member that you found difficult to work with.
- Tell me about the last time you had to do something outside your comfort zone.
- How did you handle ... (e.g. a missed deadline, pressure, a disappointment, failure)
- Describe a time when your ethics were challenged.

SITUATIONAL OR SCENARIO QUESTIONS

You may ask situational or scenario questions to get a picture of how the candidate will respond to something that may occur on the job. These questions are often developed from real life situations in the workplace. It is hard for people to prepare ahead of time for these questions, so answers tend to be a bit more spontaneous.

Learner Support:

- What steps would you take to ensure your office is welcoming for people from diverse backgrounds and cultures?
- You are dealing with an angry learner because their course start date has been delayed twice now. How would you handle this situation?
- You are presented with a policy or ministry (funder) guideline that does not serve your learners well. What steps would you take to advocate for change?
- You have been told by a manager that you are spending too much time supporting a learner, but you know they really need your support, what do you do?
- You have a four-week program, and in the first week a participant consistently arrived 10 minutes late and missed two afternoons. What do you do?
- You have a learner who discloses something that puts them at risk, and they don't want you to share this information. What do you do?
- You have a learner who has reacted with anger the last two times you have met. How do you proceed?
- The person who has referred a learner to your program wants detailed reports on their progress. This is not something your organization does. What do you do?
- Describe how you would help a learner who was resistant to completing an assessment.
- How would you support a learner in an introduction to computer course who was becoming frustrated?

Communication

- You are asked to do something that you are not comfortable with or don't agree with. What do you do?
- You hear that a coworker is complaining about your work. How do you proceed?
- You are teaching an introduction to computers course, and you have five people in the class. Two people have never turned on a computer, two people have only used a computer for searching the internet and one person has used basic level Word and Outlook. How do you address this range of skills in the same group?
- You are teaching a computer class, and someone asks you to explain something that you have never used before. How do you handle this?
- Describe the steps you would take in developing a new program, from the idea to the first day of implementation.
- Describe how you would go about creating or finding curriculum.

- You are supporting a learner who wants to change their goal path because they don't think they are smart enough to reach their career goal. What do you do?
- A person is meeting with you to complete the required paperwork and they don't want to provide the information you need. What do you do?
- What would you say to a learner who told you they didn't need computer skills?
- Describe your response to a learner who tells you they will never be able to learn to use a computer.

Self-Management

- You know you are going to miss a report deadline. Describe how you would handle this situation.
- You know a coworker has breached confidentiality; how do you proceed?
- You feel that your manager is micro-managing you and being critical. What do you do?
- Your manager asks you to do something that you feel is beyond your skillset. How would you handle this?
- You are feeling overwhelmed with the number of tasks you need to complete within a short timeframe. What steps do you take to mitigate this situation?
- Tell me about the biggest challenge you faced this past year.

DEMONSTRATION

If you want to see a candidate in action, you can arrange for them to demonstrate their work. This could be a task sent ahead of time, a computer test or on the spot task that they complete after the interview. You can also provide an 'assignment' for them to do between the first and second interview.

Task examples:

- Write an email introduction to a new program that you would send to a community partner.
- Write a pitch to the team for a new program.
- Write an outline that would cover the first hour of a new program.
- Write a description of how you would teach someone to search on the internet for information e.g. job postings, company research or community resources.

Example Assignment

We would like to know about the knowledge and skills you need to develop to be successful in the role of Practitioner with our Literacy and Basic Skills program, including the resources and support you need. We are asking you to develop a training/onboarding plan for your first month that you will present to the interview committee during the second interview. Please identify the **Topics** (such as policies and procedures), your **Goals** (what you need to learn), **Strategies/Steps** (how you will get there), the **Outcomes** (what you will achieve) and finally **Timelines**.

INTERVIEW CHART ONE

Before the interview use the “SUMMARY – Introduce the Organization and the Position” from the job posting to prepare your introduction. You can also include information such as the timeline for the interview and the next steps, e.g. when they can expect to hear from you.

Question	Weight %	Rating 1-5	Comments
<p>Overview</p> <p>Tell me how your experience and/or training prepares you for this position.</p> <p>Or tell me how you developed the skills needed to be successful in this role.</p>			
<p>Relationships</p> <p>Tell me about your experience building relationships and working with a team inside and outside your organization.</p>			
<p>Planning</p> <p>Tell me about a time you had to develop a plan for yourself or a learner or client.</p> <p>Describe a time you were accountable for a specific outcome. Tell me how you planned, implemented, and tracked your progress.</p>			

<p>Learner Support</p> <p>Tell me about a time that you were unable to establish a relationship with a learner or client and the steps you took to address this issue.</p>			
<p>Development</p> <p>Describe a time you had to develop something new (e.g. a new program or service). What steps did you take?</p>			
<p>Problem Solving</p> <p>Tell me about a difficult situation you experienced with a learner or client. Describe the steps you took to solve the problem.</p>			
<p>Technology</p> <p>Describe a time you had to teach someone to use a computer, software, or other piece of technology.</p> <p>How would you support a learner in an introduction to computer course who was becoming frustrated?</p>			

Abilities: circle any observed

Organized, adaptable, detail-oriented, goal oriented, planner, problem-solver, solution-focused
Self-motivated, inspirational, optimistic, positive, collaborative, relationship driven
Calm under pressure, innovative, curious, creative, discerning.

Attributes: circle any observed

Learner centred, caring, empathetic, welcoming, supportive, open, passionate, motivational, lifelong learner
Resourceful, flexible, dependable
Team oriented, inclusive, advocate, confident, diplomatic, tactful, discreet, honest
Ethical, respectful, maintain confidentiality, professional, culturally sensitive

If offering a second interview:

ASSIGNMENT: We would like to know about the knowledge and skills you need to develop to be successful in the role of Practitioner with our Literacy and Basic Skills program, including the resources and support you need. We are asking you to develop a plan for your first month that you will present to the interview committee during the second interview. Please identify the **Topics** (such as policies and procedures), your **Goals** (what you need to learn), **Strategies/Steps** (how you will get there), the **Outcomes** (what you will achieve) and finally **Timelines**.

INTERVIEW CHART TWO

Question	Weight %	Rating 1-5	Comments
<p>ASSIGNMENT: We would like to know about the knowledge and skills you need to develop to be successful in the role of Practitioner with our Literacy and Basic Skills program, including the resources and support you need. We are asking you to develop a plan for your first month that you will present to the interview committee during the second interview.</p> <p>Please identify the Topics (such as policies and procedures), your Goals (what you need to learn), Strategies/Steps (how you will get there), the Outcomes (what you will achieve) and finally Timelines.</p>			

<p>Communication and Collaboration</p> <p>Would you describe your style as more of a counsellor, instructor, cheerleader, coach or mentor? Describe a time you demonstrated this approach.</p> <p>Tell me about a time you identified a need to develop your communication skills and outline the steps you took.</p>			
<p>Learner Support</p> <p>Tell me about your knowledge of the impact of poverty and how you would adapt your support for a learner based on this knowledge.</p>			
<p>Community Outreach</p> <p>Tell me about the steps you took to promote a program to gain referrals from community partners.</p>			
<p>Learners</p> <p>Tell me how you have demonstrated your commitment to a 'learner or client centred' approach.</p>			

<p>Self-Management</p> <p>Describe a situation when you had to motivate yourself to complete a task you were not looking forward to completing.</p>			
<p>Inclusive</p> <p>What steps would you take to ensure your office is welcoming for people from diverse backgrounds and cultures?</p>			

Abilities: circle any observed

Organized, adaptable, detail-oriented, goal oriented, planner, problem-solver, solution-focused
 Self-motivated, inspirational, optimistic, positive, collaborative, relationship driven
 Calm under pressure, innovative, curious, creative, discerning

Attributes: circle any observed

Learner centred, caring, empathetic, welcoming, supportive, open, passionate, motivational, lifelong learner
 Resourceful, flexible, dependable
 Team oriented, inclusive, advocate, confident, diplomatic, tactful, discreet, honest
 Ethical, respectful, maintain confidentiality, professional, culturally sensitive

INTERVIEW CHART BLANK

Question	Weight %	Rating 1-5	Comments

Abilities:

Attributes:

ASSIGNMENT: