





*The Sky's the Limit*  
*A Human Resource User Guide Targeting a Specific Client Group*

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The guide is presented in a format that is both user friendly and informative for the reader. This guide does not have all of the answers, but is a good starting point and can provoke further discussions. The guide begins by setting the stage and enhancing a sense of appreciation for the social and economic landscape in Newfoundland and Labrador. When we have a more detailed understanding of our local labour force and trends, then we can become more proactive when meeting the needs of this target client group.

If an opportunity is provided, then it is up to the client to embrace the opportunity. With the proper interventions and the continuous supports in place... *The Sky is the Limit for this Target Client Group!*





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## ***Provincial Social and Economic Landscape***

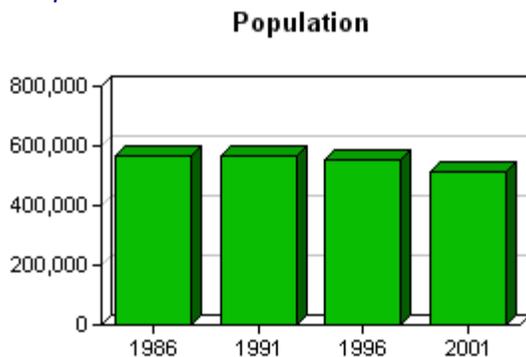
### ***Labour Market Overview and Trends in Newfoundland and Labrador***

Emerging demographics, trends, technological change, and increasing global competition have significant implications on the overall labour market. The composition of employment is shifting towards jobs that require higher levels of post-secondary education. By having an appreciation for our local labour market and labour force, service providers/counsellors will have a more defined focus as they work with members of this client group. This section, **Section 1** will help “set the stage” for the remainder of the Human Resource User Guide.

(Sources: Newfoundland and Labrador Community Accounts, [www.communityaccounts.ca](http://www.communityaccounts.ca); The Canada/Newfoundland and Labrador Labour Market Development Agreement, Business Plan 2005-06 and Beyond; Government of Newfoundland and Labrador Economic Review, 2005; and Statistics Canada)

### **Demographics**

2001 Census population for the province of Newfoundland and Labrador was **512,930**. This represents a decline of 7% since 1996 when the population was **551,795**.



- ✚ The province's economy improved dramatically over the past several years with a strong growth in exports and with the emerging offshore oil industry and the diversification of the fishery
- ✚ Although employment growth has been strong since 1996, the province's **unemployment rate** remains the **highest in Canada** at **15.6%**



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### Demographics (Continued)

- ✚ The Avalon Peninsula (which includes the St. John's Metropolitan Area) accounted for **60% growth** in employment since 1996
- ✚ Approximately **45%** of the provincial labour force resides in the **rural areas** of the province
- ✚ The provincial labour force is getting older and the number of young people available to enter the labour force will continue to decline sharply due to the result in declining birth rates and out migration
- ✚ It is anticipated that by **2019** there will only be 6 persons aged 15 to 24 (potential labour force entrants) for every 10 potential retirees (55 to 64 years old)



### Income Accounts

The **2003** income for every man, woman, and child (personal income per capita) in Newfoundland and Labrador was **\$19,800.00**

The **2003** self-reliance ratio for Newfoundland and Labrador was **77%**. This is a measure of the community's dependency on government transfers such as:

- ✚ Canada Pension
- ✚ Old Age Security
- ✚ Employment Insurance
- ✚ Social Assistance
- ✚ Etc...

In 2003, half of the families in Newfoundland and Labrador had incomes more than **\$50,200.00** and half of the lone-parent families had incomes less than **\$22,200.00**





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### Educational Attainment (Continued)

- ✚ Increase in the educational levels of the younger population (25 to 34 years) is greater than those occurring in the older working age population (35 to 54 years)
- ✚ Life long learning and workplace based training will increasingly play an important role in skills upgrading and development among the working age population, especially for those over 25 years of age
- ✚ In **rural areas** of the province, indicators such as education levels, employment, unemployment, participation rates, and income levels are much lower when compared to urban areas



### Social Accounts

The number of individuals in Newfoundland and Labrador who received **social assistance** at some point in the year **2004** was **64,145**.

The average benefits for those people collecting social assistance in Newfoundland and Labrador in **2004** was **\$5,700.00**.

The number of individuals in Newfoundland and Labrador who collected **Employment Insurance** at some point in the year **2004** was **101,280**.

The average benefits for those individuals collecting employment insurance in Newfoundland and Labrador in **2004** was **\$6,900.00**.

- ✚ Groups that have traditionally faced barriers to participation in the local labour market include women, persons with disabilities, youth, persons in receipt of income support, and single parents. Barriers are also rising for other groups such as older workers, seasonal workers, and post-secondary students.



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## Health Accounts

In 2001, **67% of the individuals 12 and over** in Newfoundland and Labrador rated their health status from very good to excellent.

## Industries in Newfoundland and Labrador with Employment Prospects

### Fishery

- ✚ Even with closures and downsizing in the fishery, this industry continues to diversify with employment opportunities in the sector
- ✚ The fishery for 2004 and 2005 total production value for 2004 was **1 billion dollars** and total landed value for 2004 for **\$605.1 million**
- ✚ In 2005, the fishing industry challenged some difficult times, especially with reductions on the crab quota and the late start in the season
- ✚ In 2005, the sealing fishery had another solid year. While the number of seals taken did decline somewhat from 326,600 in 2004 to 319,000 in 2005, solid market conditions caused value to **rise from \$15.4 million to an estimated \$22 million**
- ✚ The aquaculture industry continues to provide opportunities in rural areas of the province. Production of salmonids is poised to exceed 2004 levels and there has been a significant increase in smolt production. There are new markets for mussel products, plus a more diversified product line. New opportunities in cod aquaculture are being explored with both the private sector and government looking at options for long-term development









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**Industries in Newfoundland and Labrador with Employment Prospects  
(Continued)**

**Small and Enterprises (SMEs)**

- ✚ SMEs play a very significant role in the province's economy, especially in rural areas
- ✚ With significant growth in the oil and gas, agrifoods, and manufacturing sectors, there is potential for new entrepreneurs to establish businesses to meet the growing demands of these sector

**Tourism**

- ✚ Tourism spending in the province is currently estimated at about **\$800 million** per year.
- ✚ Industry revenues have increased steadily in recent years, driven by growth in non-resident visits













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**Project Objectives (Continued)**

- ✚ The 4 Local Facilitator/Counsellors to meet with members of the target client group identified for the project to determine their human resource needs while they are participating in skills development initiatives or exploring different alternatives to enter or re-enter into the local labour market
- ✚ The 4 Local Facilitator/Counsellors to document and compile supports/interventions provided to the target client group
- ✚ The Project Team Leader to compile all documentation into a Human Resource User Guide and distribute to service providers/counsellors who work with this target client group
- ✚ The Project Team Leader to disseminate the Human Resource User Guide via CD ROM to Service Canada and the Provincial Department of Human Resources, Labour and Employment.

The project requirements were to distribute 25 CD ROMs. Random North Development Association distributed 50 CD ROMS, ensuring all local Service Canada and Human Resources, Labour and Employment Offices in the province received a copy of the Human Resource User Guide.

***Social and Economic Landscapes for Pilot Project Sites***

**Rationale for Site Selection**

- ✚ The Educational Statistics in *Tables 1 and 2 on Pages 26 and 27* clearly demonstrates that each of these areas have clients who do not have the necessary/required academic skills to enter/re-enter into the local labour market
- ✚ All areas selected are experiencing downsizing in different industry sectors and must diversify their local economies
- ✚ All selected areas have a number of people dependent on Employment Insurance and other forms of income support. Please reference *Table 3 on Page 28*.











**Table 1**

Highest Level of Schooling 15 years and over based on Economic Zone Regions  
Based on 2001 Census (Males and Females)

Source: NL Community Accounts

Zone	Total	Without High School Certificate	Less than Grade 9
Zone 7	8,070	4,800	2,255
Zone 11	12,790	7,290	3,370
Zone 15	24,925	12,810	5,290
Zone 17	33,790	16,375	5,995



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**Table 2**

Highest Level of Schooling based on Age, Community Partners or Division  
 Based on 2001 Census (Males and Females)

Source: Statistics Canada

Zone/Community/Division	Less than High School Certificate Based on Age and Percentage
Zone 7 – Hawke’s Bay, Division # 9, Subd C	20-34 yrs – 36.6% 35-44 yrs – 43.9% 45-64 yrs – 69.4%
Zone 11 - Springdale	20-34 yrs – 13.4% 35-44 yrs – 35.1% 45-64 yrs – 44.5%
Zone 11 – Baie Verte	20-34 yrs – 32.1% 35-44 yrs – 10.4% 45-64 yrs – 37.1%
Zone 15 – Bonavista	20-34 yrs – 20.0% 35-44 yrs – 38.9% 45-64 yrs – 11.8%
Zone 17 – Blaketown, Division # 1, Subd Y	20-34 yrs – 25.8% 35-44 yrs – 24.3% 45-64 yrs – 43.3%















































































































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Case Study 1 (Continued)  
Personal and Social Issue – Confrontations

**Addressing the Situation:** Counsellor met with the client in a quiet room and talked with the client until the client stopped crying. Client then explained what had happened and how another participant in the skills development intervention had become confrontational and wanted to start a fight. Client was tired of constantly being “*picked on*” by others. Counsellor then tried to put the whole situation into perspective and for the client to look at everyone’s position in the situation.

**Supports and Interventions:** The counsellor and the client discussed some different strategies just in case there may be future confrontations. As well, the counsellor and client discussed some other possible interventions so the client could continue to remain in the program.

**Including Other Stakeholders/Resources:** The counsellor consulted with the support team regarding looking at maintaining this client in the skills development program and exploring other training interventions with another employment partner.

**Time Factor:** For this client ongoing interventions was a requirement.

**Follow-up:** Arrangements were made with the client to discuss other possible training options, but with a focus on the same theme of the project. To work with the client to improve work ethic and responsibility. More counselling was required around life skills and making a transition from income support into the workplace.

**Outcomes:** A new training site was identified and this client is now participating in an intervention more suited to the client’s interests and abilities.



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Case Study 1 (Continued)

Personal and Social Issue – Confrontations

**Recommendations Based on Experience:** This client required external counselling supports (i.e. mental health or ability employment). It is important to recognize the difference between a client wanting to participate in skills development and being able to participate in skills development. A client who requires more than one intervention or a variety of different counselling services still has a long road ahead before they are ready to enter/re-enter back into the local labour market.

Case Study 2

Employment Readiness – Was the client ready for a skills development intervention?



**Situation:** Counsellor received a call from the project's employment partner stating that one of the clients participating in the skills development intervention was acting immature at the workplace, was displaying a negative attitude, and calling in sick on too many occasions. Employment partner wanted the client removed from the practical learning and this was told to the client.

**Addressing the Situation:** The counsellor waited a short period, giving the client the opportunity to make initial contact. When this did not happen, the counsellor made contact with the client and requested that they meet immediately. The client did not disagree or agree with what had happened and understood the position the business partner was making. This client enjoyed the practical learning of the skills development intervention, but was having some personality conflicts with some of the other clients in the program and was unsure if this was the right intervention.

**Supports and Interventions:** It was agreed that the client would remain in the academic component of the skills development program until the client learned more life skills. The counsellor would then approach the employment partner regarding this client continuing with practical learning. Client was also asked to contact the counsellor on a weekly basis to provide an update on progress.



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Case Study 2 (Continued)

Employment Readiness – Was the client ready for a skills development intervention?

**Including Other Stakeholders/Resources:** Consulted with the Educational Provider, College of the North Atlantic, and the Employment Partner.

**Time Factor:** For this client weekly counselling sessions would be required in order for this client to be successful and complete the skills development program.

**Follow-up:** The counsellor met with the employment partner and informed them of the intervention now in place for this client. A meeting was also held with the training instructor to discuss adjusting the skill sets for the client for a one month period.

**Outcomes:** At the end of one month, the employment partner agreed to give the client another chance. During the time the client was in the classroom participating in academic learning, the client did learn a lot about his/her personal and professional goals. The client decided to complete the program and then pursue other interventions more suited to his/her interests and abilities.

**Recommendations Based on Experience:** Clients who are unsure of what they want to do even after making a decision to try an intervention require continuous counselling supports while they are participating in the intervention. If a client is referred into a skills intervention, then follow-up on a regular basis is a necessity. They need constant guidance. Intensive counselling is required prior to a client entering into a skills intervention and in some cases this may not be enough.



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Case Study 3

Employment Readiness – Was the client ready for a skills development intervention?



**Situation:** Counsellor received a call from the project's employment partner stating that one of the clients participating in the skills development intervention was not performing the practical duties and showing a lack of interest in the workplace.

**Addressing the Situation:** The counsellor set up a meeting with the client to discuss the intervention and if there were any external factors affecting his/her performance at the worksite. At first, the client became very defensive, but then started to take some ownership for his/her actions. The client admitted he/she was not showing their true potential and that he/she would work allot harder.

**Supports and Interventions:** Counsellor informed the client that if there were other issues to contact the counsellor so they could discuss them together.

**Including Other Stakeholders/Resources:** Consulted with the Employment Partner.

**Time Factor:** For this client, weekly counselling sessions would be required in order for this client to be successful and complete the skills development program.

**Follow-up:** The counsellor met with the employment partner the following day and informed the employment partner that counselling sessions would be ongoing with the client.

**Outcomes:** The client apologized to the employment partner and committed to working harder in the program. The employment partner was very impressed with the client's attitude and willingness to try harder.



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*Case Study 3 (Continued)*

*Employment Readiness – Was the client ready for a skills development intervention?*

**Recommendations Based on Experience:** Prior to this intervention, this client had no work experience. There was no accountability and the client did not know how to behave in a work environment. Clients who have no previous work experience require continued supports and counselling while they participate in interventions like skills development. It is a learning curve for the counsellor and the client because the client may not be ready for the intervention.

*Case Study 4*

*Employment Maintenance*



**Situation:** A client is on probation through the court system and in order for this client to work or attend skills training; a progress report to the probation officer is required from the counsellor on an ongoing basis.

**Addressing the Situation:** The counsellor received a telephone call from the probation officer requesting information on the skills development intervention the client was participating in. A letter was sent to the probation officer highlighting the intervention and the new skills this client would achieve as a result of the intervention.

**Supports and Interventions:** Counsellor provided ongoing supports to the client and was unaware of the client's past criminal record until the counsellor received a telephone call from the probation officer. Prior to this telephone call there was some issues with absenteeism as well.

**Including Other Stakeholders/Resources:** None.



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*Case Study 4 (Continued)*  
*Employment Maintenance*

**Time Factor:** One to two days to gather the information for the probation officer.

**Follow-up:** Monthly written updates had to be provided by the counsellor to the client's probation officer.

**Outcomes:** Absenteeism stopped being an issue for this client and this client fully understood the importance of completing the skills development intervention.

**Recommendations Based on Experience:** In many cases there are many external factors that as a counsellor you are not privy to (personal knowledge) about the client. Expect the unexpected and a Code of Conduct may have to be requested in some cases. Counsellors need to be fully prepared, so they are able to deal with more challenging situations.

*Case Study 5*  
*Personal and Social Issues – Financial Management*



**Situation:** A client was having challenges with personal budgeting while participating in the skills development intervention. The client was not use to budgeting because the client was dependent on income support as their main source of income. Pervious to this intervention the client did not have to worry about budgeting money for rent, travel, etc... The client had missed time while in the intervention and had used all family leave and sick time. Client was given the opportunity to make up time missed, but decided to go to income support requesting monies missed.



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Case Study 5 (Continued)

Personal and Social Issues – Financial Management

**Addressing the Situation:** The counsellor arranged for a course to be facilitated on Financial Management while the client participated in the skills development intervention. As well, the counsellor consulted with the Career Development Specialist (CDS) and the CDS also met with the client. Client was given an opportunity to make up time missed.

**Supports and Interventions:** The counsellor monitored the client and provided supports when the client was challenged with budgeting the amount allocated for the intervention. As well, the client had the option to make-up missed time.

**Including Other Stakeholders/Resources:** Consulted with the Career Development Specialist.

**Time Factor:** Ongoing throughout the intervention.

**Follow-up:** Consultation with the Career Development Specialist continued regarding this client and dependency on income support.

**Outcomes:** The client learned very quickly that time could be missed and instead of making up the time in the intervention, the client could go back to the income support unit and request the monies taken from their cheque due to absenteeism.

**Recommendations Based on Experience:** Consultation is required with the financial partners (i.e. Service Canada and the Department of Human Resources, Labour and Employment) prior to clients entering into a skills intervention. It is important for the counsellor to have a thorough knowledge of government legislative relating to this client group. There will not be success, if a counsellor is doing one form of intervention to assist the client and the financial source for the intervention cannot be fully endorse because of written legislation.







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Case Study 8  
Personal and Social Issues- Stress Management



**Situation:** This client is a youth with a spouse and two young children and is renting a home in the community. The client had just recently returned from outside of the province and is currently enrolled in a skills development intervention in the local area. The client has indicated that his/her spouse's EI claim is about to expire and the only source of income they will have is the client's employment insurance. The client is unsure if he/she can continue with the skills development intervention because of financial responsibilities.

**Addressing the Situation:** The counsellor immediately met with the client and the client's spouse at their home because both were very stressed by the whole situation. The client did not want to quit the skills development intervention, but felt that if he/she were going to meet his/her financial obligations, he/she would have to find a job immediately.

**Supports and Interventions:** The counsellor met with the client on a continual basis to discuss the importance of continuing with the skills development intervention. The counsellor also consulted with Service Canada and the Department of Human Resources, Labour and Employment regarding the spouse's situation. The counsellor assisted the spouse with a Targeted Wage Application and the spouse was able to find employment in the local area. This relieved so much stress for this family and the client was able to continue and complete the skills development intervention.

**Including Other Stakeholders/Resources:** Consulted with Service Canada, the Department of Human Resources, Labour and Employment, and Skills Development Instructor.

**Time Factor:** Ongoing until the issue was resolved.



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Case Study 8 (Continued)  
Personal and Social Issues- Stress Management

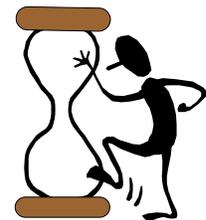
**Follow-up:** Counsellor continued to monitor and communicate with the client and spouse throughout the skills development intervention.

**Outcomes:** Client continued and completed the skills development intervention and the spouse was approved for a Targeted Wage Subsidy Program and found employment in the community.

**Recommendations Based on Experience:** Take a personal approach because this client group requires extra supports. When a client has been identified as being “at risk” to leave an intervention, keep in constant contact and act quickly to assist in problem-solving strategies. Be persistent because often the client is unaware of what to do next, who to contact, or where to go for help. Do not take it for granted that the client knows how to contact government departments/agencies for information. Work with the client and if necessary contact the agencies on their behalf (with their permission and in their presence.) If appropriate include others in your intervention. They may be able to assist in finding a solution.

Case Study 9  
Decision Making – Life Skills

**Situation:** A client and his/her family were living with family members while waiting for repairs to be completed on their home. This client was a fairly talkative individual, opinionated, negative, and wanting to be the centre of attention. The client was also very sensitive to criticism-perceived or real.



**Addressing the Situation:** The counsellor identified that this client required intensive life skills maintenance.



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*Case Study 9 (Continued)*  
*Decision Making – Life Skills*

**Supports and Interventions:** The counsellor provided ongoing supports to the client and worked with the client on life skills. The counsellor also engaged in role playing with the client relating to how to address different situations.

**Including Other Stakeholders/Resources:** Consulted with the Skills Development Instructor.

**Time Factor:** Ongoing until the client decided to leave the intervention and move out of the province to obtain insurable hours.

**Follow-up:** The counsellor continued counselling and provided support to this client while he/she continued in the intervention.

**Outcomes:** Even with all of the supports and interventions provided, the client still decided to leave the skills development intervention and seek employment (14 weeks of insurable hours) outside of the province.

**Recommendations Based on Experience:** Interventions for clients who have challenging personality traits require immediate attention. The longer the negative behaviour persists, the more likely the client will influence others involved in a joint intervention. Involve external professional counselling services where available and appropriate. One-on-one discussions are often the most effective approach to take when identifying the negative behaviours. Take every opportunity to highlight any areas for improvement and work with the client to instill a more positive image.



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Case Study 10

Employment Readiness – Dealing with Absenteeism



**Situation:** A client was missing many days of skills learning without a valid reason. This was upsetting to other project participants, project co-ordinators, and the employment partner. The issue around absenteeism was not creating a positive image with the employment partner and chances for employment was nil. This client was also leaving the practical learning whenever the client wanted to leave. The client was just not being responsible.

**Addressing the Situation:** The counsellor met on a continuous basis with the client and the project planning team to try to resolve this issue. The client was given several warnings, but to no avail and the client continued to miss time in the program.

**Supports and Interventions:** The counsellor provided ongoing supports to the client and worked with the client on what types of negative impacts this was having relating to gaining employment at the end of the program.

**Including Other Stakeholders/Resources:** Consulted with the Employment Partner and Project Planning Team.

**Time Factor:** Ongoing until the client was removed from the program.

**Follow-up:** The counsellor continued counselling and provided support to this client until the client was removed from the program.

**Outcomes:** Even with all of the supports and interventions provided, the client still was removed from the program. This client lost all credibility with the employment partner and lost the respect of the other clients in the program who were giving 100% of their efforts to the project.



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Case Study 10 (Continued)

Employment Readiness – Dealing with Absenteeism

**Recommendations Based on Experience:** The client was a youth and had very little experience in the workforce. The client required more interventions relating to proper work ethic and life skills prior to entering into a skills development intervention.

Case Study 11

Decision Making – Life Skills

Job Search – Good Employer/Employee Relations



**Situation:** While involved in a skills development intervention, two clients decided to leave the practical learning without any notice or reason. The clients walked past the employment partner and the local facilitator/counsellor and left the project site.

**Addressing the Situation:** The counsellor met with both clients the following day to discuss what they had done and the repercussions for their actions. The clients did not realize what type of negative impact it made on the employment partner

**Supports and Interventions:** The counsellor provided ongoing supports to the two clients and worked with the clients on proper work ethics. The clients decided that they owed the employment partner an apology and an explanation.

**Including Other Stakeholders/Resources:** Consulted with the Employment Partner and Project Planning Team.

**Time Factor:** Two to three weeks of continuous counselling.

**Follow-up:** The counsellor continued to meet with these clients on a regular basis until the skills development intervention was completed.



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*Case Study 11 (Continued)*

*Decision Making – Life Skills*

*Job Search – Good Employer/Employee Relations*

**Outcomes:** Both clients improved on their work ethic and are now employed with the employment partner.

**Recommendations Based on Experience:** Address an issue immediately or it can escalate out of control. Without the proper supports and interventions for both of these clients, they would not have gained employment with the employment partner. Accountability is so important and clients need to be made fully aware of their actions.

*Case Study 12*

*Personal and Social Issues – Substance Abuse*



**Situation:** This client had many issues that went beyond the scope of what the counsellor or skills development instructor were capable of dealing with without external supports and interventions. Specifically, this client had issues surrounding substance abuse. The client refused to seek help even after consistent attempts by the counsellor. The client was not regularly attending class and sometimes was absent for two or more days in a row, citing the fact that there was nothing anyone could do about it. Client was eventually placed on academic probation by the educational provider.

**Addressing the Situation:** In conversation with this client, the client admitted an addiction problem. Client disappeared for the second time, missing about 5 days of skills training and after speaking with the client, it was evident the client would not be returning to the skills development intervention. It took several days before the counsellor could locate this client and then the client informed the counsellor that he/she would not be returning.



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Case Study 12(Continued)  
Personal and Social Issues – Substance Abuse

**Supports and Interventions:** Client met with counsellor on a regular basis. Sometimes the client was very accommodating and seemed determined to get his/her life together and other times the client was not willing to work towards successfully completing the skills development intervention. Client did not get along with the skills development instructor and on many times created problems in the classroom. The client was very aware that these “*social habits*” were negatively impacting his/her success in the skills development intervention, but seemed not to care about the circumstances. Many meetings centered on developing goals for this client, so that the client would not feel overwhelmed by everything at once. The response from this client varied from day to day, ranging from a very positive attitude to a very negative attitude.

**Including Other Stakeholders/Resources:** Consulted with the Instructor and Educational Provider.

**Time Factor:** From the time the client started the skills development intervention to the time the client quit the intervention.

**Follow-up:** Until the client left the intervention.

**Outcomes:** Several attempts were made to contact the client after the client quit the skills development intervention. The counsellor has since found out the client has left the province to go to work.





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Case Study 13 (Continued)

Job Search –Showing up to Work on Time and being Responsible

**Supports and Interventions:** This client has been counselled for most of the work experience in topics related to transportation. Also, the counsellor has spent a great deal of time talking with the client about how his/her actions could negatively impact employment opportunities with the employment partner. The counsellor had to continuously remind the client that his/her attitude was having a negative affect on both his/her relationship with co-workers at the job site and with company supervisors.

Client needed interventions encompassing the following areas:

- Absenteeism
- Responsibility
- Life choices

**Including Other Stakeholders/Resources:** Consulted with the Employment Partner and Financial Service Provider.

**Time Factor:** Continued while the client was participating in the prerequisite work experience.

**Follow-up:** Client had been advised of his/her responsibility to compose a letter to the financial service provider.

**Outcomes:** This client was permitted to remain in the skills development intervention and did successfully complete the course. Academically and with respect to his/her attitude, both have improved significantly and this client is preparing to write his/her GED in the spring. This client faced a great challenge in re-entering the classroom because his/her fellow classmates were not impressed by his/her actions during the summer. To make such an improvement speaks well for the client's determination to finish what he/she had started.



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Case Study 13 (Continued)

Job Search –Showing up to Work on Time and being Responsible

Recommendations Based on Experience: Obstacles such as lack of a valid driver's license in this particular situation need to be addressed as soon as possible, so as not to interfere with success in the work environment. Maintaining constant communication with this client was critical.

Case Study 14

Personality Qualities – Life Skills



**Situation:** This particular client was one of the youngest participants in the group and one of the few who had to move into a new community to participate in the skills intervention. This client comes from a family dependant upon the Social Services System (generational dependence), and knows the system very well. The young client openly admits to having a criminal record and having to see a counsellor in the past for his/her anger management issues. The client, although very intelligent has very little respect or regard for the academic component of the skills development/employment readiness intervention. His/her issues with academics were often displayed as acts of disrespect towards the instructor. The instructor, however, would quickly inform him/her that the actions were not acceptable, as did other classmates. Upon interviews with this client, the counsellor learned this stemmed from the way he/she was dismissed from the secondary school system. The negative issues surrounding high school were still in the forefront of his/her mind, thus he/she was not willing to *"make a fresh start"*. Absenteeism and disrespect were the major issues that were negatively affecting the client's success in the intervention.



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Case Study 14 (Continued)  
Personality Qualities – Life Skills

**Addressing the Situation:** The counsellor met with this client on a regular basis, usually to address absenteeism. The counsellor was constantly met with hostility and this proved difficult to deal with on some occasions. Sometimes the counsellor would have the client leave until he/she had calmed down and was able to express his/her issue more clearly. Although this client admits to anger issues, he/she refuses to do anything about it. Repeated attempts to suggest counselling were turned down. On a number of occasions, this client would request a meeting to discuss how he/she felt others in the class were being treated better than he/she was.

**Supports and Interventions:** Constant counselling in person was required. This client required more intervention when it came to his/her anger management issues.

Client needed interventions encompassing the following areas:

- Absenteeism
- Responsibility
- Anger management
- Life choices and how they affect his/her future
- Social skills, such as respect for the instructor and others in the classroom

**Including Other Stakeholders/Resources:** Consulted with the Instructor and Project Team Leader.

**Time Factor:** This was ongoing throughout the skills development intervention and including the final ceremony.

**Follow-up:** There was constant follow-up with this client, as every meeting led to another issue for him/her. The client was very defensive and had his/her position on matters planned before he/she entered the room for meetings, with no possibility of being swayed.



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Case Study 14 (Continued)  
Personality Qualities – Life Skills

**Outcomes:** This client completed the skills development intervention, but only due to the interventions and supports of the counsellor and instructor. In a meeting prior to the conclusion of the program, this client acknowledged this fact and thanked both the counsellor and instructor for their patience in seeing him/her through the skills intervention. This client had no trouble with the academic component of the skills training, but it was his/her personal skills and attitude that had shown no improvement. This client has a disregard for authority and this will prove to be hard to overlook for many employers.

**Recommendations Based on Experience:** If at all possible, invite a professional from community mental health to sit on a *Multidisciplinary or Community Learning Network Team*. Maintain constant communication with this particular type of client and spend more time listening than talking with a client that displays these characteristics because they tend to share more when they feel they are not being "counselled." The most successful sessions with this client were those where he/she was "led" to making the right choice. By asking him/her questions that caused him/her to consider his/her choice before making it too quickly. Questions posed to the client by the counsellor would cause him/her to consider the ramifications for his/her decision and this was new to him/her.

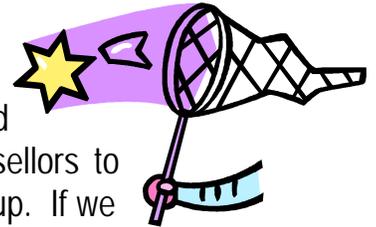




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**Concluding Thoughts**

The *Sky's the Limit* for every client, they just have to embrace the opportunity and want to enhance their professional and personal lives. It is our responsibility as service providers/counsellors to provide the necessary supports and interventions to this client group. If we are really going to be able to address a broad spectrum of needs ranging



from the time a client walks into an employment services office to the time the client has achieved their goals, then it is important to have a good understanding and knowledge-base of the clients we are working with. It is hoped that this Human Resource User Guide can help further define the needs of this client group and be another resource tool for service providers/counsellors in our province.



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**Information Sources**



- ✚ Conference Board of Canada
- ✚ Discovery Regional Development Board Inc, Economic Zone 15, website: [www.discoveryboard.nf.ca](http://www.discoveryboard.nf.ca)
- ✚ Emerald Zone Corporation, Economic Zone 11, website: [www.ezc.ca](http://www.ezc.ca)
- ✚ Employment Assisted Services, Bonavista, Newfoundland and Labrador, website: [www.es-bonavista.ca](http://www.es-bonavista.ca)
- ✚ Government of Canada, Department of Human Resources and Social Development, website: [www.canada.gc.ca](http://www.canada.gc.ca)
- ✚ Government of Newfoundland and Labrador, Department of Health and Community Services, website: [www.gov.nl.ca](http://www.gov.nl.ca)
- ✚ Government of Newfoundland and Labrador, Department of Human Resources, Labour and Employment, website: [www.gov.nl.ca](http://www.gov.nl.ca)
- ✚ Government of Newfoundland and Labrador Economic Review, 2005
- ✚ Mariner Resource Opportunities Network Inc., Economic Zone 17, website: [www.baccalieu.nf.ca](http://www.baccalieu.nf.ca)
- ✚ Newfoundland and Labrador Community Accounts, website: [www.communityaccounts.ca](http://www.communityaccounts.ca)
- ✚ Random North Development Association, Economic Zone 15, Bridging the Gap: From Education to Employment, website: [www.bridginggaps.com](http://www.bridginggaps.com)
- ✚ Random North Development Association, Economic Zone 15, website: [www.randomnorth1980.ca](http://www.randomnorth1980.ca)
- ✚ Red Ochre Regional Board Inc., Economic Zone 7, website: [www.redochre.nf.ca](http://www.redochre.nf.ca)
- ✚ Statistics Canada Agency
- ✚ The Canada/Newfoundland and Labrador Labour Market Development Agreement, Business Plan 2005-06 and Beyond

