

Job Description

Job Title:	Career Advisor
Department:	Centre for Career Action
Reports To:	Manager, Centre for Career Action
Jobs Reporting:	None
Salary Grade:	USG 8-10
Effective Date:	October 2020

Primary Purpose

Career Advisors support students and/or alumni to identify and achieve their career and employment goals. They help them to identify their values, needs and skills and use this information to seek out, engage in, and extract meaning from a wide variety of experiences. Each career advisor tends to work closely with a particular group of learners, such as undergraduate students, graduate students, students who wish to pursue professional or graduate school and/or alumni. There are opportunities to specialize within the role in areas such as career indecision or change, continuing education, navigating the co-op process, career curriculum development, peer advising supervision, etc.

Key Accountabilities

Support students and/or alumni in employment, career decision-making and strategy, further education, and/or co-op and work-integrated learning (WIL) contexts

- Develop strong, supportive advising relationships that are adaptable to people from all identities and experiences.
- Cultivate trust with people in one-on-one environments, centering attention on the values and needs of the person seeking service and creating an environment that encourages the development of self-efficacy, resilience, and career optimism.
- Facilitate reflection through active listening and interviewing skills to help people identify and synthesize self-information for use in a variety of career, employment, and further education settings.
- Capably help people to find and access the tools and resources that will help them identify and/or pursue their priorities and goals.
- Support people to understand and navigate sometimes-opaque employment and institutional systems.
- Facilitate learning through group advising, workshops, webinars, presentations, events and resources to meet student/alumni needs, customized to the audience (e.g., specific associations/academic programs; in and outside of the classroom).
- Guide people in accessing and using labour market and other sources of information to build their understanding of the world of work
- Tailor approach to setting (in person, by phone, online) and the individual's needs through active listening, application of counselling microskills, and relevant content knowledge.
- Plan and run effective, tailored career- and employment-related events.
- Enhance programming for prospective and pre-arrival students across campus.

Strengthen on-campus reputation as source of curricular and co-curricular career learning and growth

- Support other on-campus Advisors in developing best practices-aligned services encompassing career education.
- Coach other on-campus Advisors on a case-by-case basis to enable effective career supports.
- Build relationships with campus colleagues to educate on referral processes, resources, and train-the-trainer opportunities.
- Build or facilitate access to career resources that anticipate and target campus partners' needs in supporting students.

Deliver inclusive career education in partnership with CCA's stakeholders

- Design creative approaches to supporting and guiding a community of students and/or alumni in career, employment, further education, cooperative education and/or other experiential education settings.
- Ground career development approaches in contemporary career education and student development theories (e.g., Narrative, Design Thinking, Active Engagement, Planned Happenstance, Career Construction).
- Maintain awareness of current career development issues and labour market trends
- Develop and maintain a thorough knowledge of other University of Waterloo and community resources.
- Develop training and tools for fellow Career Advisors; share expertise; support cross-training.
- Support Faculty personnel (instructors and academic advisors) to develop their confidence and depth of understanding of how to facilitate effective career and co-op conversations.
- Influence stakeholder perspectives on career education, such as: the value and pervasiveness of non-linear pathways, emerging labour market trends, relevant career development theories/metaphors.
- Collaborate with the Faculty Relations Managers and the Career Education Strategy and Communication Specialist to develop effective storytelling for clients.
- Educate and support student-staff and other student and alumni leaders/influencers in employment topics; collaborate on targeted events (in person and online).
- Promote awareness and understanding of CCA (e.g., through student orientation, outreach)

Bring functional leadership to key service(s) and portfolio(s). Areas of impact could include:

Alumni

- Partner with Waterloo alumni, often in time-limited situations, to find or create meaningful work and learning opportunities.

Career Exploration and Decision Making

- Support clients through individual and group engagement methods to deepen student/alumni self-awareness.
- This portfolio may provide the opportunity to meet clinical experience requirements for College of Registered Psychotherapists of Ontario (CRPO).

Undergraduate and Co-op Employment Advising

- Support students to gain employment (resumes, cover letters, managing online presence, work search tactics, interviews, negotiating salary).
- Guide and support students new to co-op in navigating the co-op employment process.

Further Education

- Support people to identify and work toward their further education goals; often related to health employment goals.

Job Description



- Research and organize profession-specific resources and admission policy information for graduate school, professional school and college programs.

Graduate Students and Postdocs

- Partner with Master's students, PhD candidates and Postdocs to navigate the world of career and employment in any sector.

Peer Advisor Programming

- Support CCA's Career Leader program, including recruiting, training, scheduling, coaching team of 10-20 student-staff; ensure quality of service.
- Support CCA's training and mentorship role for student leaders across campus, including training, coaching Housing Dons and Teaching Assistants for Career Fundamentals course (PD1) and Coop Fundamentals for Engineering module

Additional functional leads also exist for special initiatives and curriculum development work.

**All employees of the University are expected to follow University and departmental health and safety policy, procedures and work practices at all times. Employees are also responsible for the completion of all health and safety training, as assigned. Employees with staff supervision and/or management responsibilities will ensure that assigned staff abide by the above, and actively identify, assess and correct health and safety hazards, as required.*

Required Qualifications

Education

- Undergraduate university degree required
- Courses, training, certification/degree or equivalent experience in Trauma-informed Counselling, Ethics, Career Development and/or Social Work would be a strong asset

Experience

- Experience listening actively and using counselling/advising approaches and skills (preferably in a professional development or career development context)
- Experience creating safe spaces for trusting/helping conversations
- Experience setting aside any preconceived ideas, structures or assumptions of what knowledge or conventions would be best for someone else
- Formal or informal experience navigating complicated bureaucratic systems
- Experience/interest in facilitating reflection and learning within group settings, large and small
- Established ability to develop creative, tailored curricula and resources
- For the Graduate Student Support portfolio: deep appreciation for, and experience with, how the journey of earning an advanced degree intertwines with identity

Knowledge/Skills/Abilities

- Active listening and intentional verbal and written communication skills
- Non-judgmental, empathetic and creative approach to working through challenges is a must
- Ability to avoid sharing "expert" advice and instead focus on supporting people in their own learning and reflection
- Commitment to deepening advising skill through individual reflective practice and professional development, as applicable
- Awareness of own social location and how it affects the power and privilege in advising relationships
- Ability to learn material and complex processes, and work within these structures, not just memorize information
- Understanding of professional scope and able to make appropriate referrals to community, institutional, and student-run services, considering potential barriers that individuals might face in accessing them

- Openness to group learning; interest in pedagogy, group learning theories and activity-based learning
 - Ability to build relationships and collaborate with colleagues both inside and outside the department
 - Ability to develop and coordinate projects and programs, delivering quality programming while meeting deadlines
 - Ability to manage own schedule and balance competing priorities in a fast-paced work environment
 - Appreciation of the purpose and value of quality work-integrated learning / co-operative education in preparing students for work/life is preferred
 - Ability to maintain working knowledge of relevant technology, including facilitation tools (e.g., polling platforms), social media and online platforms (e.g., e-portfolios; LinkedIn)
 - Ability and commitment to resourcefully research and maintain information relevant to the Advisor's portfolio (e.g., labour market trends, admissions information for further education programs, services for making appropriate and well-informed referrals)
- Knowledge of Microsoft Office Suite, Microsoft Teams, Google Docs, and other online productivity tools (e.g., for webinars and one-on-one online engagement)

Nature and Scope

- **Contacts:** *Internal* - Career Advisors collaborate with multiple departments on campus, such as: Co-operative Education, WIL Programs, WatCACE, Centre for Extended Learning, Counselling Services, Centre for Teaching Excellence, Housing, Office for Organizational and Human Development, AccessAbility Services, Student Success Office, Advancement, Faculties and student societies. For example, they collaborate with other departments or student groups to develop joint programs and develop relationships to encourage referrals. *External* - Career Advisors exchange information with employers, community partners and other post-secondary institutions' career centres.
- **Level of Responsibility:** Career Advisors do not supervise other full-time staff, only student-staff. The job has specialized work with minimal supervision. Career Advisors provide coworker support and coaching such as through case conferencing, advising others of new trends, coaching for emerging best practices, and coaching other advisors across campus on career education best practices. They provide coworkers with feedback to ensure consistency in performance.
- **Decision-Making Authority:** Career Advisors make decisions about how best to advise clients, how to design/customize workshops, resources and events, ways to stay on top of advising best practices and technology while prioritizing regular work with clients, special projects, and other deadlines. Career Advisors solve problems on how to advise clients who are experiencing sometimes serious difficulties and knowing when and how to refer to others (e.g., counselling services); interpersonal issues such as dealing with other staff members when there is a difference of opinion or approach; and difficulties getting necessary information from other groups on campus.
- **Physical and Sensory Demands:** This role requires exertion of physical or sensory effort resulting in moderate fatigue, strain, or risk of injury.
- **Working Environment:** This role involves moderate psychological risk resulting from unavoidable exposure to hazardous, disagreeable, or uncomfortable environmental conditions. The Career Advisor role may include exposure to emotionally disturbing experiences and/or interactions with people who are upset, anxious, angry, abusive, aggressive, unstable, or unpredictable. This could include occasional emotionally charged issues with students who require counselling; weekend, evening and/or irregular hours/schedules; high volumes of client demand; multiple and/or tight deadlines beyond one's control, such as in January and September due to student advisement demands associated with the co-op cycle and professional/graduate school application deadlines. As well, the Career Advisor may experience last-minute requests with short delivery deadlines (e.g., request by a professor to conduct a custom workshop for their class).