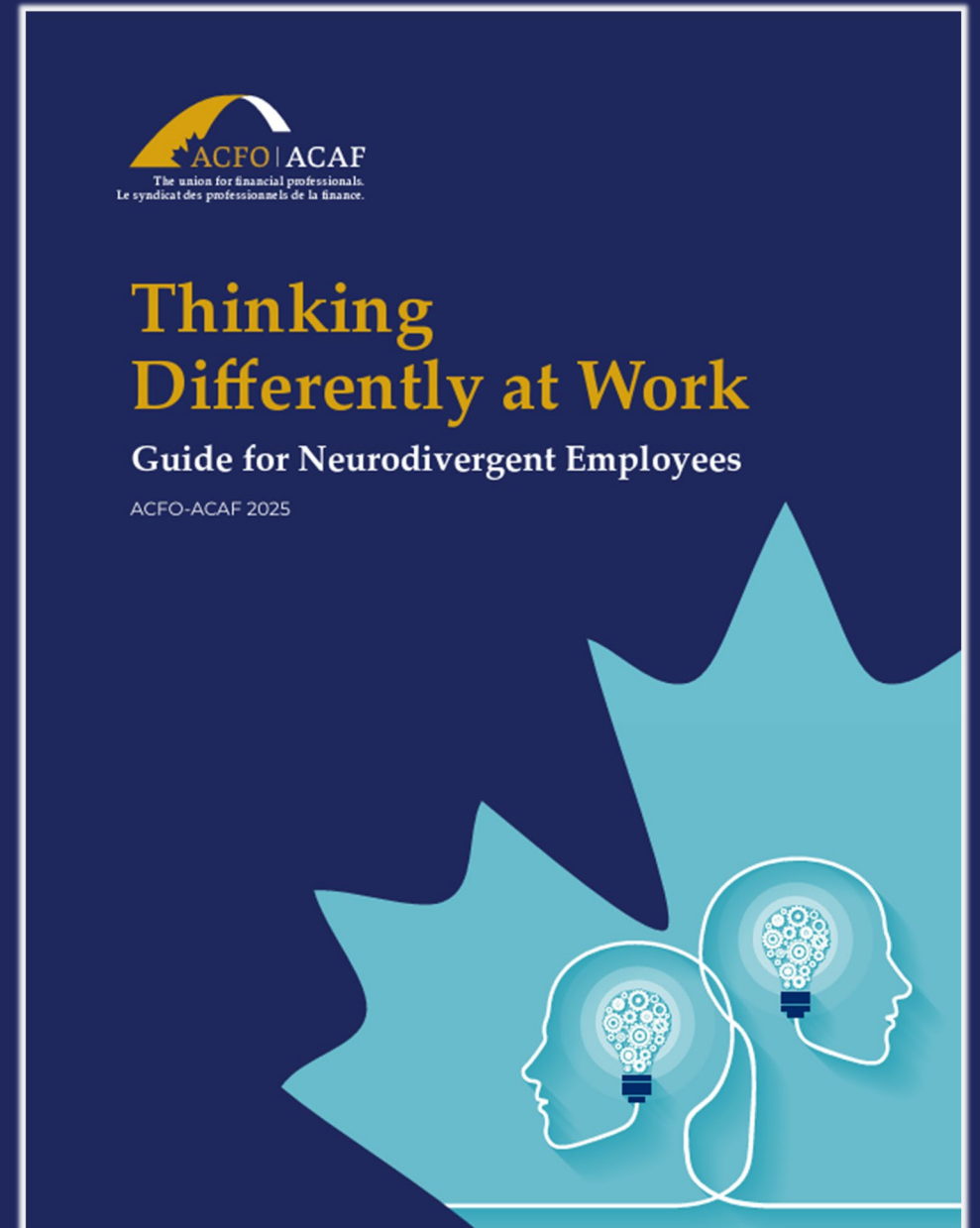


Leveraging Professional Development for Neurodivergent Career Growth

Megan Walter & Stéphanie Rochon Perras



Slido Code : ACFOACAF



Hi, I am Megan!

- ACFO-ACAF Learning & Development Specialist
- OCT Certified Teacher
- Certified in EQ-i 2.0 & EQ 360



Megan Walter
Pronouns: She/her/elle

Hi, I am Stéphanie!

- ACFO-ACAF Director of Job Evaluation and Equity
- Lawyer LLB
- OCT Certified Teacher



Stéphanie Rochon Perras
Pronouns: Elle /her/she

Agenda

1. Identify your Strengths
2. Set SMART learning goals
3. Leverage your Learning Plan
4. Build the Case for Training
5. Request Learning Accommodations

Giving Thanks – Frank Polson



Conduct a Personal SWOT Analysis

Strengths/Values

- What are my unique strengths in my career? What am I really good at?
- What am I really interested in?
- What do I value at work?
- What is really important to me about my career and workplace?
- What positive feedback have I received?



Weaknesses/Areas of Improvement

- What are my challenges in my career?
- What skill areas do I need improvement in?
- What tasks do I usually avoid?
- What constructive feedback have I received?



Opportunities

- What professional development opportunities might I have to improve?
- How can I leverage my strengths to have a successful career?
- What accommodations might help me to be successful?
- Is there a need in my department that no one is filling?



Threats

- What aspects of my professional environment might prevent me from being successful?
- What concerns do I have regarding progression in my career?



Focus on Areas of Improvement and Opportunities

- What are my challenges in my career?
- What skill areas do I need improvement in?
- What professional development opportunities might I have to improve?
- What accommodations might help me to be successful?

SMART GOALS

Example: Improve Public Speaking



S

SPECIFIC: What is your specific goal?

Example: Attend communications courses through the ACFO-ACAF Joint Career Development Program (JCDP).

M

MEASURABLE: How will you measure whether you have accomplished your goal?

Example: Attend one JCDP Communications Essentials course and present on the CT Community Stage at the Spring Tune Up.

A

ACHIEVABLE: How will you accomplish this?

Example: Apply to the JCDP lottery and list the communications course as my first choice. Respond to JCDP emails if I am selected, attend the required courses, and complete related asynchronous work.

R

REALISTIC: Is accomplishing this goal possible? Explain why. If not, explain alternatives.

Example: Since I have not taken a JCDP course in three years, I have a higher chance of being selected for the lottery. However, if I am not selected, I can talk to my manager about other public speaking courses available to me.

T

TIMED: How long will it take to accomplish this goal?

Example: If I get through the JCDP lottery, it will take me until December to complete this goal. If not, I will have to revisit this timing.

ARE YOUR OBJECTIVES S.M.A.R.T.?

Job aid for managers and employees

Determining the "SMART-ness" of your work objectives

Criteria	Yes	No
Specific: a clear statement of what is expected		
▪ Does the objective include an observable action or achievement?	☐	☐
▪ Does the objective explain the context and why it is important?	☐	☐
▪ Does the objective state what is required, what work must be done and the expected result?	☐	☐
Measurable: in terms of quality, quantity, cost and time		
▪ Does the objective detail what constitutes a successful outcome?	☐	☐
▪ Does the objective state how success will be measured?	☐	☐
Attainable: must be achievable, realistic, and challenging		
▪ Is the objective realistic given existing capacities, aspirations, and workload?	☐	☐
▪ Is the skillset required to complete the task available?	☐	☐
▪ Are there any known obstacles or constraints that could hinder accomplishing the objective?	☐	☐
Relevant: must relate to roles within the workplace		
▪ Does the objective relate to a requirement of the work as outlined in the job description?	☐	☐
▪ Does the objective align with the departmental goals? Branch goals? Team goals?	☐	☐
Time-bound: must be a time limit on the expected result		
▪ Does the objective set a deadline for the final outcome?	☐	☐
▪ Does the objective identify intermediate control points if required?	☐	☐
▪ Can progress be monitored at different milestones?	☐	☐
▪ Is the time frame appropriate for accomplishing the objective?	☐	☐

Guide Canada School Public Service

Section D: Learning and Development Plan (organizations can choose to use their own learning and development plan template or the one below)

Category*	Learning Objective (competency or skill to be developed or related to position requirement)	Learning Activity	Investment		Type	Date Completed / In Progress
			Cost	Time		
☐ Job-specific (mandatory) ☐ Job-specific (other) ☐ Career development		Activity 1	\$	days	☐ On-the-job activities ☐ Mentoring/coaching ☐ Course ☐ Developmental program ☐ Other: _____	☐ Completed on Y-M-D ☐ In progress
☐ Job-specific (mandatory) ☐ Job-specific (other) ☐ Career development		Activity 2	\$	days	☐ On-the-job activities ☐ Mentoring/coaching ☐ Course ☐ Developmental program ☐ Other: _____	☐ Completed on Y-M-D ☐ In progress
☐ Job-specific (mandatory) ☐ Job-specific (other) ☐ Career development		Activity 3	\$	days	☐ On-the-job activities ☐ Mentoring/coaching ☐ Course ☐ Developmental program ☐ Other: _____	☐ Completed on Y-M-D ☐ In progress
Comments:						
Manager/supervisor: Employee:						

- *Category:**
- Job-specific (mandatory):** Learning required to fulfill your current position requirements or mandatory learning/development required by your organization.
 - Job-specific (other):** Specialized learning that may support you in your current position.
 - Career development:** Learning that may support you in achieving your career development goals.

Get your Leader on Board

For neurodivergent employees, professional development:

- Creates agility & adaptability
- Builds your network
- Boosts confidence & credibility
- Increases retention & sense of belonging

Growth Mindset

- Mistakes help me learn
- I improve with practice
- Feedback is valuable
- Is this my best work?
- I won't give up



Fixed Mindset

- I know best
- This is good enough
- I give up
- I'll never be that smart
- I want to avoid making mistakes



Performance Agreement

Section B: Work Objectives—Employee's Contribution to Business Priorities

There should be a maximum of six work objectives; however, three are recommended.

SMART objectives + performance indicators

Beginning of the Performance Management Cycle			Mid-Year Review	Year-End Assessment Results Achieved
Departmental Priorities or Ongoing Program Delivery / Operational Activities	Employee Work Objectives	Performance Indicator or Standard		
	Work objective 1		☐ On track to meet expectations ☐ Performance results to date indicate need for improvement ☐ Work objective no longer required ☐ N/A	Manager/supervisor:
	Work objective 2		☐ On track to meet expectations ☐ Performance results to date indicate need for improvement ☐ Work objective no longer required ☐ N/A	Manager/supervisor:
	Work objective 3		☐ On track to meet expectations ☐ Performance results to date indicate need for improvement ☐ Work objective no longer required ☐ N/A	Manager/supervisor:
Comments				
Manager/supervisor:				
Employee:				

Work Objectives Rating Descriptions and Assignment of Rating

☐ 1. Unable to assess Reason: _____	☐ 2. Unsatisfactory	☐ 3. Fully meets	☐ 4. Exceeds
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Have you ever completed a meaningful self-
assessment for your Year-End Performance
Review?

Section G: Talent Management Plan*

Talent Management Plan

*Establishment of a talent management plan is determined by the organization and manager/supervisor and is triggered in Section A: Personal Information.

Section H: Career Progression Management Framework for Federal Researchers (RE Framework)

Information to Support the Discussion on Career Progression

Accommodation at Work

The role of the employee

- Inform your employer (preferably in writing) of your differences and needs resulting from a disability requiring workplace accommodation.
- Provide sufficient information on your medical differences and needs. In doing so, you may need to engage your doctor in identifying the needs stemming from the disability. You are not required to disclose your diagnosis, only your medical abilities and how they impact your ability to do your job. In some cases, the need for accommodation is obvious and there is no need for additional documentation.
- Accept and try reasonable accommodations in the workplace (you are not entitled to preferred solutions).
- Participate and cooperate in the accommodation process by providing ongoing feedback and proposals on what works and what doesn't.
- Meet agreed-upon performance and job standards once accommodation is provided.

Examples of Learning Accommodations

Instructional Accommodations	• Pace and/or volume of instruction • Written instructions for tasks • Breaks or chunking of information • Captions and/or transcripts • Preferences for group work
Environmental Accommodations	• Lighting adjustments • Preferential seating • Ergonomic seating • Earplugs or headphones
Resource Accommodations	• Adjustments of font size and/or colour • Accessible PDFs and screen-reader-friendly documents • Printed documents
Technological Accommodations	• Assistive technology

Connect with a Mentor



CT Mentorship Program
Programme de mentorat des CT