



Essential Skills for Immigrants, Pre-Arrival Pilot Project Program Guide



ESI (ESSENTIAL SKILLS FOR IMMIGRANTS) PRE-ARRIVAL PILOT PROJECT

PROGRAM GUIDE

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INTRODUCTION TO THE ESI (ESSENTIAL SKILLS FOR IMMIGRANTS – PRE-ARRIVAL) PILOT PROJECT

Pilot projects are generally managed in different ways than conventional projects. The primary objective of a pilot project is the creation of a first version. The purpose is to acquire the experience needed to set or estimate traditional project parameters. It is a time to “see what works” and what needs to be changed or amended. Team members working on a pilot project need to maintain a “prototype mindset”. This may include the necessity of adapting the project content (within set parameters) to ensure that the project evolves successfully. By producing a first working version, the acquired experience will help in planning future projects.

PROJECT OVERVIEW

The goal of the ESI (Essential Skills for Immigrants), Pre-Arrival Pilot Project is to develop and test a model for assessing and developing the essential skills (ES) of trained professionals before they arrive in Canada.

This project aims to:

- ease their transition into the Canadian labour market
- increase their capacity to obtain employment that fits their education and skills
- increase their ability to retain their employment within their profession

ACCC ES team members will manage this 18-month project in collaboration with the Canadian Immigrant Integration Program (CIIP) and its offices in the Philippines, India and China.

Colleges in BC, Alberta and Ontario have been selected to collaborate to reach project objectives. These provinces have been selected because they are the destination for most immigrants from Asia and due to the high demand for professional skilled workers. The project is funded by Human Resources and Skills Development Canada (HRSDC) and started in February 2012 and will conclude in September 2013.

HOW TO USE THE PROGRAM GUIDE

This facilitator guide has been developed to help guide you through the process of marketing, recruiting, and assessing participants for the ESI (Essential Skills for Immigrants) Pre-arrival Pilot Project. This guide also includes facilitator teaching notes to assist you with the delivery of the *Employment Success! Preparing for Work in Canada* workshop. Each section of this guide includes the materials you will need.

MARKETING / RECRUITING

General Information

Using the promotional materials is straightforward. There are three items for distribution:

1. **Email message** with summarized key points; this was sent in email format to the CIIP POs by Laurel Madro on May 17, 2012.
 - a. Use when communicating with clients by email
 - b. Include site-specific details and contact information for registration
2. **Email attachment**; this document takes the trifold brochure/pamphlet and condenses it into a two page PDF attachment for better readability as an email attachment or electronically.
 - a. Use as an email attachment when communicating by email
 - b. Reference this documents as containing more or comprehensive program information
3. **Trifold brochure/pamphlet** for hard copy distribution; this document needs to be printed and displayed at the GO sessions or CIIP offices for general communication to any potential clients who may be interested.
 - a. Use for hard copy, on-site distribution
 - b. Print in colour and fold into trifold format.

Key Messages

The usefulness of the promotional materials is broad but we want to ensure the following key messages are communicated or followed when using the promotional materials:

- Use only the files with the May 17, 2012 tag. This is the most recent and updated version of the materials
- The workshop is called: Employment Success! Preparing for Work in Canada
- Communicate that this one day workshop is offered at no cost to participants directly. The project, through ACCC and CIIP, pays for the cost of the one day workshop. Travel costs are not covered.
- It is important to stress that this workshop will highlight skills other than technical skills. These skills are the skills Canadian employers require for success in the workplace or for individuals to meet their full potential in the workplace.
- Using a “reality check” approach works well (talking about the percent of people who are not able to transition to appropriate work or the time it takes).

- Statistics from the Canadian Language and Literacy Research Network can serve this purpose to some degree
- Hearing the message delivered from someone in authority (government official or head of major company/industry)
- Quotes without faces do not have much impact, try to associate these to the key messages as best possible
 - The ACCC Worley Parsons Canada video will be available for viewing or showcasing during the one-day workshop.

ASSESSMENT PROCESS:

Participants in the ESI (Essential Skills for Immigrants) Pre-Arrival Pilot Project will complete two assessments prior to attending the *Employment Success! Preparing for Work in Canada* one day workshop. These two assessments are:

- Versant Pro Speaking Test
- TOWES Document Use Locator Tool

Versant Speaking Test

The Versant™ Pro - Speaking is an English proficiency test which measures English listening and speaking skills. It assesses the use of everyday English in a workplace environment for verbal communication. The test questions reflect many different settings and situations found in the workplace, including phone conversations, meetings, discussions, and negotiations. To reflect the true environment of international communication, various native and non-native English accents are used in the test.

The Versant test is an automated test which is completed on the phone or computer and takes about 25 minutes to complete. Test takers should be given the test Instructions prior to taking the test.

A test taker's score becomes available immediately upon completion of the assessment. For detailed information about Versant scores, please refer to the Versant English Test – Test Description and Validation Summary report, pages 14-15 (available online at: <http://www.ordinate.com/technology/VersantEnglishTestValidation.pdf>).

TOWES Document Use Locator Tool

The TOWES Document Use Locator assessment is a paper and pencil test that the invigilator will mark using a scoring rubric. It is expected that test takers will need approximately one hour to complete this assessment.

Please refer to the *Essential Skills Document Use Locator – Test Administrator Handbook* for detailed information on the assessment process using the TOWES Document Use Locator.

SCHEDULING CLIENTS INTO THE WORKSHOP

The ESI (Essential Skills for Immigrants) Pre-Arrival Pilot Project will target 100 clients over the course of 6 months. It is expected that approximately 17 clients per month (or 8-10 clients twice per month) will attend the *Employment Success! Preparing for Work in Canada* one day workshop.

The suggested language for use during the one day workshop is English as this will give clients an opportunity to practice the language they will need for successfully integrating into Canada's labour market.

AWARENESS WORKSHOP

Employment Success! Preparing for Work in Canada

What's in this workshop:

☐ Awareness

- What are Essential Skills and why are they important

☐ Assessment

- Identify transferable skills
- Identify essential skills levels
- Identifying skills to build

☐ Action Plan Development

- Tools and Resources
- Next steps

Workshop Objectives:

- Identify transferable skills
- Recognize essential skills needed for Canadian occupations
- Introduce essential skills and their role in Canadian occupations
- Assess essential skills in relation to the essential skill requirements of Canadian occupations
- to identify skill strengths and new skills
- Formulate a plan of action for success

Outcomes:

By the end of this workshop participants will be able to:

- understand Canada's occupational skills requirements
- identify transferable and essential skills for work
- describe essential skills in ways Canadian employers will understand
- identify new essential skills to develop or build on
- develop a plan for successful integration into Canada's labour market

Employment Success! Preparing for Work in Canada Preparation Checklist

Task	Recommended Time Frame	Done <input checked="" type="checkbox"/>
Recruiting We recommend this is done well ahead of the workshop to provide time for conducting and processing assessments and results, preparing occupational profiles and choosing job postings relevant to the participants.	Minimum of one week prior to the workshop	
Document Use Locator 1. Conduct assessment 2. Process and review results (20 minutes per client)	3 working days prior to workshop	
Versant 1. Conduct assessment 2. Print off and review results (10 minutes per client)		
Occupational Profiles - Make a copy of participants' occupational profiles - If you require a new modified version of a profile follow the directions in the facilitator's guide or request from Patty Campbell campbellp@douglascollege.ca at Douglas College (cc Pam Tetarenko)	We require <u>5 working days</u> to provide a new profile or create modified profile 3 working days prior to the workshop	
Job Postings - choose postings relevant to workshop participants' occupations - remove job titles and replace with coding (a,b,c,...) - record coding and corresponding job titles - update postings regularly	One week prior to workshop Update every 4-5 weeks	

Task	Recommended Time Frame	Done <input checked="" type="checkbox"/>
Cards for Card Sort Activity Prepare enough card sets to give one to each participant. These must be printed in colour and we recommend that you laminate these as they will be reused.	Two weeks prior to workshop	
Bow Valley College – Worley Parsons DVD Ensure that you have a copy of this short video to play for clients, if you are using a YouTube link check the day prior to the workshop to ensure it works.	Two weeks prior to workshop	
Power Point Review presentation and instructional notes ²	One week prior to workshop	
Facilities (off-site workshops) Room booking & contact information Headsets for Versant Test Locator Test booklets Joining Instructions for Participants Other: _____ _____	1 month prior to workshop	
Equipment & Supplies laptop computer PowerPoint projector pens, pencils, paper sticky notes highlighters tape or pins to put up job postings	Check equipment and gather supplies 3 working days prior to workshop	

Task	Recommended Time Frame	Done <input checked="" type="checkbox"/>
<p>Handouts & Participant Package:</p> <p>Prepare handouts and participant packages for the group</p> <p>Handouts:</p> <ol style="list-style-type: none"> 1. Pre- and post-workshop questionnaire and evaluation 2. Skill Development Plan 3. Occupational Profile relevant to each participant 4. Versant Participant results 5. Document Use Locator Tool participant results <p>Participant Package:</p> <ol style="list-style-type: none"> 1. Table of Contents 2. Workshop Agenda 3. HRSDC - "What are Essential Skills?" 4. Workplace Norms 5. Card Sort Activity 6. Writing Task Examples 7. ES Occupational Profiles Tip Sheet 8. Snapping the Question 9. Snapping the Q – Extra Practice 10. Snapping the Q – Exercise 11. Social Insurance Number Application 12. Document Checklist SIN Application 13. Essential Skills Tools and Resources 14. Note Paper (at least 2 pages) <p>Answer Keys for: (located in your facilitator's guide)</p> <ol style="list-style-type: none"> 1. Workplace Norms Activity 2. Snapping the Question Activity 	<p>One week prior to workshop</p> <p>These are handed out separately from the Participant Package</p> <p>Upon receipt of the final version of the participant package you can make copies to use in future.</p> <p>Review prior to the workshop</p>	
<p>Other:</p>		

*Note – Recommended Time Frames are simply recommendations to allow facilitators adequate time to prepare for workshops. At times last minute participants may be added to workshops and facilitators will need to adjust accordingly.

Detailed Facilitator Workshop Agenda

	Time	Objectives	Activity	PowerPoint Slide Number	Handouts
1.	30 min.	Awareness	Welcome and Introductions <ul style="list-style-type: none"> • Welcome • Introductions • Logistics • Objectives • Learner outcomes • Pre-workshop assessment • Intro to Skill Development Plan (SDP) 	1-7	Participant Package (items in blue denote handouts that are found in participant package) Pre-workshop Questionnaire Skill Development Plan
2.	20 min.	Awareness	Purpose of Workshop <ul style="list-style-type: none"> • The Big Picture • What are essential skills? • Background information • Link between skill level and employment 	8-13	
3.	20 min.	Awareness	Ice Breaker <ul style="list-style-type: none"> • GDP Ice Breaker • Looking at differences in the workplace (picture activity) 	14-19	
4.	30 min	Awareness	The Link Between Culture and 'Soft Skills' at Work	20-21	Workplace Norms
5.	45 min.	Assessment	Identifying Current Occupational Skills <ul style="list-style-type: none"> • What are your skills? • Card Sort Activity • Worley Parsons Video 	22-26	Card Sort Activity Card Sort Activity Writing Task Card Sort Activity cards (one set per person)
6	80 min.	Assessment	Understanding Skill Requirements in Canada <ul style="list-style-type: none"> • What are essential skills? • Understanding complexity • Understanding Occupational Profiles 	27-35	HRSDC "What are Essential Skills?" Brochure Occupational Profiles Occupational Profiles Tip Sheet
7.	60 min	Assessment	Assessment Debriefing <ul style="list-style-type: none"> • What was the purpose of the assessments? • Versant Oral Communications Test • TOWES Document Use Locator Tool 	36-39	Individual Participant Scores

8.	40 min.	Awareness / Assessment	Understanding Transferable Skills <ul style="list-style-type: none"> • Understanding transferable skills • Talking about transferable skills to an employer • Identifying how transferable skills can be applied 	40 - 42	Job Postings
9.	50 min.	Awareness/ Action Planning	Building Skills <ul style="list-style-type: none"> • Talk about skill building: <ul style="list-style-type: none"> - Coaching and Mentoring (Example activity 'Snapping the Question') - Tools and resources available 	43 - 47	Tools and Resources List Snapping the Question SIN Card Application Form
10.	15 min.	Finalizing Action Plan	Skills Development Plan <ul style="list-style-type: none"> • Review Skills Development Plan • Plan when and how skills will be developed • Next Steps 	48	Skill Development Plan
11.	15 min.	Workshop Closing	Workshop Closing <ul style="list-style-type: none"> • Review objectives • Participant Expectations <ul style="list-style-type: none"> - communications • Post Workshop Questionnaire & Evaluation • Individual debrief to follow 	49-52	Post-workshop questionnaire & Evaluation
12.	1 hr	Individually debrief participants	Individual debriefs		

Lesson 1 – Welcome and Introductions

Time: 30 minutes

Objective: To introduce participants to one another
To provide overview of workshop goals
To obtain a pre-workshop measure of participants' confidence in expressing workplace skills

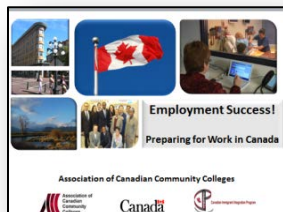
Rationale: This lesson introduces participants to one another and provides an overview of the workshop. Participants are led through a “Get to Know You” activity as well as a pre-workshop skill assessment to begin the process of identifying skills they have and skills they need to acquire.

You will need:

Workshop Agenda
Pre-workshop Questionnaire
flipchart paper

Facilitator's Notes:

KEY MESSAGES: Introduction of self and workshop



- **Introduce** self to participants and provide overview of project
The goal of the project is to develop and test a model for assessing and developing the essential skills of trained professionals before they arrive in Canada. Today's workshop will look at the skills you have and the skills you need for success in the Canadian labour market. We will also talk about the resources available to you to build on any skills you may need in the Canadian workplace.

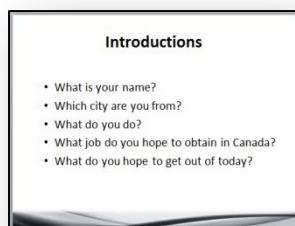
KEY MESSAGES: Logistics



- **Inform** participants of logistics such as:
 - location of washrooms
 - cell phones – *“Please put on vibrate or silent. If you need to take a call, step out of the room.”*
 - schedule for breaks and lunch
 - Canadian style participation guidelines – this is a highly interactive workshop that requires group participation. Offer guidelines that help the group to participate (e.g. *“In Canadian-style workshops, I am a facilitator, not a lecturer. As a facilitator, I ask questions that help you to participate.”*)
 - the ‘Participant Package’ includes most of the handouts, but not all

KEY MESSAGES: Participant introductions

ACTIVITY: Introductions Interview



- **ACTIVITY:** Ask participants to turn to the person next to them. They will ask each other the following questions:
 - What is your name?
 - Which city are you from?
 - What do you do? (What kind of work do you do?)
 - What job do you hope to obtain in Canada?
 - What do you hope to get out of today?
- **After** participants have talked to their partners, ask them to introduce their partner to the group.
- **Write down** participant expectations (*“What do you hope to get out of today?”*) on flipchart paper. At the end of the day, you will review these to determine if participant expectations have been met.

KEY MESSAGES: Workshop Objectives

Workshop Objectives

Prepare immigrants for successful transition into the Canadian Labour Market to improve job retention, and increase opportunities for career advancement through essential skills:

- Awareness
- Assessment
- Action Planning

- **Read** slide verbatim (word for word)
Prepare immigrants for successful transition into the Canadian Labour Market to improve job retention, and increase opportunities for career advancement through essential skills by building awareness, assessing essential skills, and through action planning.
- **Inform** the participants that the purpose of the objective is to help them prepare for success when looking for work in Canada.

KEY MESSAGES: Learner Outcomes

Learner Outcomes

By the end of today's session you will be able to:

- ☒ understand Canada's occupational skill requirements
- ☒ identify transferable and essential skills for work
- ☒ describe essential skills in ways Canadian employers will understand
- ☒ identify new essential skills to develop or build on
- ☒ develop a plan for successful integration into Canada's labour market

- **Review** learner outcomes with participants.
By the end of today's session, you will be able to:
 - *understand Canada's occupational skill requirements*
 - *identify transferable and essential skills for work*
 - *describe skills in ways Canadian employer will understand*
 - *identify new skills to develop or build on*
 - *develop a plan for successful integration into Canada's labour market*

KEY MESSAGES: Pre-workshop self-assessment ACTIVITY & HANDOUT: Pre-workshop Questionnaire

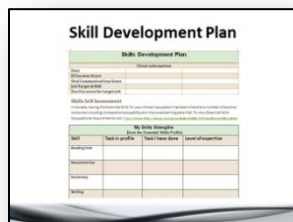
Workshop Agenda

- Welcome
- What are my essential skills?
- What essential skills are needed in Canadian occupations?
- How can I further develop the essential skills I need?
- How do I articulate my essential skills when talking to Canadian employers?

- **Review** workshop agenda with participants.
Today we will answer the following questions:
 - *What are my essential skills?*
 - *What essential skills are needed in Canadian occupations?*
 - *How can I further develop the essential skills I need?*
- **ACTIVITY:** Distribute pre-workshop questionnaire and ask participants to complete page one only.

- **Inform** participants that this workshop is currently a pilot and we are collecting information pre- and post –workshop to let us know of the success of the pilot. The questionnaire is anonymous and so they are not asked to put their name on it.
- **When all participants have completed** the pre-workshop questionnaire, ask them to put this handout aside. They will be asked to complete it at the end of the workshop.
- **Explain** the workshop agenda providing an overview of the topics to be covered in today's session:
 - *help you to understand what your skills are*
 - *help you to understand what skills are needed for Canadian occupations*
 - *help you to understand skills to develop*

KEY MESSAGES: Introducing Skill Development Plan (SDP)
ACTIVITY & HANDOUT: Skill Development Plan



The image shows a 'Skill Development Plan' form. It includes sections for 'Personal Information' (Name, Address, Phone, Email, Occupation), 'My Skills Summary' (Skills, Languages, Education, Training, Experience), and 'My Skills Summary' (Skills, Languages, Education, Training, Experience). The form is designed to help participants identify their skills and needs for the Canadian job market.

- **Introduce** Skill Development Plan. Ask participants to refer to it.
- **Inform** participants:
 - *that we will work on this document throughout the day*
 - *that we will take a copy of their Skill Development Plans at the end of the workshop*
- **ACTIVITY:** Instruct participants to fill out their names, the date, occupation and job target in Canada
- **Talk** about the last statement on page two which asks participants if they would like to be involved in the one-to-one skills coaching. Emphasize that this is a pilot project and therefore only a limited number of participants will be eligible for this component.

Lesson 2 – Purpose of Workshop

Time: 20 minutes

Objective: To provide overview of essential skills and to demonstrate their importance
To provide an overview of the skills needed for success in Canada's labour market

Rationale: This lesson provides participants with an overview of the essential skills and demonstrates their importance in successfully finding work in Canada's competitive labour market. Participants will be given a summary of the research the Canadian government has conducted (and is conducting) to illustrate the importance of developing one's essential skills to the minimum required levels.

You will need:
PowerPoint Slides with graphs

Facilitator's Notes:

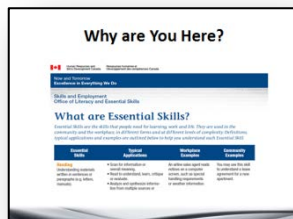
KEY MESSAGES: The Big Picture



- **Talk** about “The Big Picture”:
 - *For success at work in Canada, people need a combination of: technical skills, essential skills, language, and intercultural competency. None of these skills work alone, but rather, they are interconnected and individuals need all of these for success in work, learning, and life.*

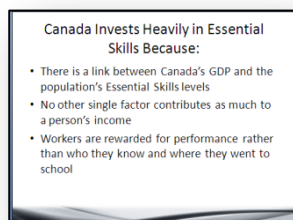
****NOTE:** Most participants will understand that they need technical skills, language and intercultural competency, the new piece of information here is the essential skills and how they impact success at work!

KEY MESSAGES: What are essential skills?
HANDOUT: “What are Essential Skills?” (in participant package, pages 2-3)



- **Explain** why essential skills are important.
 - *The government of Canada has invested heavily to develop essential skills which were developed based on benchmarks established through the research conducted by the OECD (Organizations of Economic Cooperation and Development) for reading, document use and numeracy where level 3 on a 5 level scale is the recommended minimum for individuals in a knowledge based society.*
 - *Through further research Canada identified 6 other essential skills that are common to all occupations and found in learning and life. (Writing, Oral Communication, Working With Others, Computer Use/Digital Technology, Continuous Learning, Thinking Skills)*
- **Inform** participants that you will go through this handout in greater detail later in the day.

KEY MESSAGES: Background information



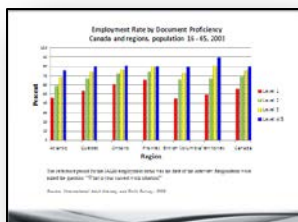
- **Explain** that one reason Canada has turned its focus to essential skills is because:
 - *Research indicates that 28% of what Canadians earn is directly attributable to their Essential Skills levels. No other single factor contributes as much to a person's income. The next highest at 24% is education and credentials. Work experience and attitude are even less. Often we hear that employers just want workers with a positive attitude (someone with a smile on his or her face), but that isn't enough. Canada has a brutally efficient market and workers are rewarded for what they do rather than who they know and where they went to school. If you produce, you are successful here.*

KEY MESSAGES: Background Information – Where did ES come from?



- **Explain** why this workshop is important.
 - *Canada's essential skills were developed based on research conducted by the OECD (Organizations of Economic Co-operation and Development)*
 - *There are three adult literacy surveys, the International Adult Literacy Survey (IALS, 1994 – 98), the International Adult Literacy and Skills Survey (IALSS, 2003), and Programme for the International Assessment of Adult Competencies (PIAAC) which is currently in progress.*
 - *Data from IALS and IALSS reveal that skill levels are directly linked to:*
 - *a country's GDP*
 - *the ability of organizations to compete in a global economy*
 - *individuals' earnings, employment, health, participation in community*
 - *Fact: Skill demands are increasing in our knowledge-based economy and populations need to develop increasingly higher skill levels in order to cope with the information that is being produced.*

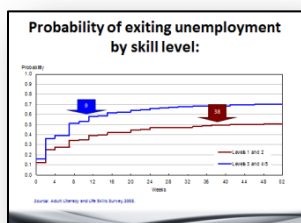
KEY MESSAGES: Link between skill level and employment



- **Explain** that essential skills are linked to unemployment rates.
- **Explain** the chart structure (the vertical axis represents percent employed, the horizontal axis gives skill level by regions in Canada)
- **Ask** the group what this slides means. What is their interpretation?
 - *About 57% of adults aged 16 to 65 at Level 1 were employed compared to more than 80% of those who scored at Level 4/5, the highest levels.*

- *The survey found a noticeable increase in the employment rate even between individuals in Levels 1 and 2, the two lowest proficiency levels. About 70% of individuals at Level 2 were employed.*
- *The survey found that people who had scores in the document literacy domain at Level 1 (the lowest level of proficiency) had a much lower employment rate than those at higher levels of proficiency.*
- **Additional background information** you may wish to share:
 - *Essential Skills are directly linked to unemployment rates*
 - *In 2003, about 62% of employed Canadians between the ages of 16 and 65 had average scores in the document domain at Level 3 or above.*
 - *Level 3 is the desired threshold for coping with the rapidly changing skill demands of a knowledge-based economy and society.*
 - *In contrast, over one-half of unemployed Canadians of these ages had document literacy scores below Level 3.*
 - *The survey also showed that people who work in more knowledge-intensive jobs (including such occupations as accountants, lawyers, economists, medical doctors, mathematicians, architects, college and university educators) tend to have higher proficiency in literacy and numeracy. In addition, the higher the proficiency in literacy, the more workers tend to earn, particularly women.*

KEY MESSAGES: Link between ES and time to exit unemployment



- **Explain** the chart to the group explaining what each axis and the blue and red lines represent.
- **Ask** the group what this chart tells them.
 - *People with less than level 3 of essential skills have a 50% probability of exiting unemployment at 38 weeks compared to those at level 3 and higher who exit at 9 weeks.*

Lesson 3 – Ice Breaker

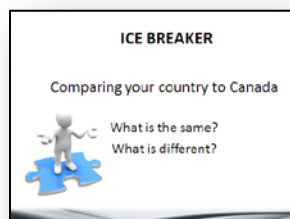
Time: 20 min

Objective: To compare and contrast working in Canada with working in other countries
To start the discussion on the skills needed to work in this new environment.

Rationale: This ice breaker is intended to help the participant to start identifying some of the differences they will face working in Canada. Through viewing some basic statistics and photos of working environments in Canada, they will start to understand the differences. Some of these differences will be multiculturalism, technology and output.

You will need:
PowerPoint Slides

KEY MESSAGES: Differences between work in native country and Canada



- **Explain** what an ice breaker is.
 - *A warm up activity that is interactive and engaging and can set the tone for the workshop.*

****NOTE:** The next few slides alert the participants that they will be asked to identify what is the same and what is different between Canada and their native country.

Facilitator's Notes:

A large rectangular box with a blue border, intended for the facilitator's notes. It contains several horizontal lines for writing. A blue pen is positioned at the top right corner of the box.

KEY MESSAGES: Differences between Canada and native country

Statistics

Country	Size	Population (2011 World Bank)	GDP Gross Domestic Product (US dollars, World Bank 2011)
Canada	9,984,670 km ²	34,482,779	\$1.736 Trillion
India	3,287,263 km ²	1,241,491,960	\$1.847 Trillion
China	9,596,961 km ²	1,344,130,000	\$7.298 Trillion
Philippines	300,000 km ²	94,852,030	\$224.7 Billion

****NOTE:** If you don't have the PowerPoint, write the following chart on the blackboard.

Country	Size (CIA Factbook)	Population (2011 World Bank)	GDP Gross Domestic Product (US dollars, World Bank 2011)
Canada	9,984,670 km ²	34,482,779	\$1.736 Trillion
India	3,287,263 km ²	1,241,491,960	\$1.847 Trillion
China	9,596,961 km ²	1,344,130,000	\$7.298 Trillion
Philippines	300,000 km ²	94,852,030	\$224.7 Billion

- **Ask** participants to compare information around their country and geographical size, the population and GDP. What does this mean for Canada?
 - *Canadians need to be more efficient*
 - *Canadians use high levels of technology to communicate and to be effective*
- **Point** out that if we look at the size of the country, population size and GDP:
 - Canada's GDP is higher per capita. This means that workers need to be more efficient, often need to multi task, often have to complete all of their work and do not have secretaries or others to do work for them (i.e. computer processing, expense reports, booking travel, answering telephone, scheduling appointments, writing communication e-mails and memos, etc.)
 - Rely heavily on technology to communicate (distance between people, geography is a factor people often work together from various parts of the country)

(SLIDES 16-19) KEY MESSAGES: Differences between Canada and native country

****NOTE:** The next series of slides are photos of the Canadian workplace. Click through these slides.

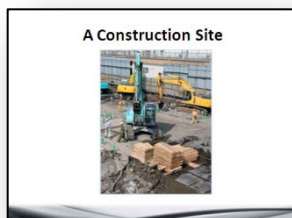
- **For each slide**, ask: “How is this photo the same as your country? How is this different? “

SLIDE 16: This slide shows an employee giving a presentation to his colleagues



- **Ask** participants what they think is the difference between a business meeting in their country and a business meeting in Canada shown here.
 - *Presentations*
 - *Canada's workplace is multicultural*
 - *Canada's workplace is not gender-biased*
 - *Clothing ranges from formal to informal (this may vary from organization to organization)*

SLIDE 17: This slide shows a Canadian construction site (red helmet is a woman).



- **Ask** participants what they think is the difference between a construction site in their country and a construction site in Canada as shown here.
 - *Minimum number of workers (highly efficient)*
 - *Rely on high-tech heavy duty equipment rather than an over-abundance of labour*
 - *Have safety regulations that are required and enforced by government organizations*
 - *Equality between workers, including gender*

SLIDE 18: This slide represents work stations in Canada



- **Ask** participants if there are differences between what is represented in this slide and work stations in their home country.
 - *High level of technology in the workplace, need for all employees to have a high level of technical functioning*
 - *Employers look for employees who have technical skills and the ability to access information through computers*

- *In Canada these are no longer skills we have secretaries do – we all have to be highly proficient in our technical skills.*

- ****Additional Question:** How do you communicate even when someone is beside you? *In Canada, we often email or phone someone, even if they're in the same office.*

SLIDE 19: This slide shows a nurse in training and a group of workers focusing on communication skills (point to computer screen on picture)



- **Ask** participants if there are differences between workplace training represented in these slides and in their country.
- **Describe** the make-up of the workforce:
 - *women and men*
 - *people with disabilities in the workplace*
 - *many different clothing styles (from formal to informal)*
 - *workshops are interactive not always lecture-based*
 - *workshops often focus on 'soft' skills not always technical skills*

****NOTE 1:** The purpose of this task is to start participants thinking about how the Canadian workplace is the same as the one they have been working in and how it could be different. Within every country there is a wide range of variation, so this activity is not meant to be the universal truth about all Canadian workplaces but rather to introduce what may be different.

****NOTE 2:** This task could also be done with groups, having each group talk about a different photo and reporting back to larger group.

Facilitator's Notes:



Lesson 4 – The Link Between Culture and ‘Soft Skills’ at Work

Time: 30 minutes

Objective: To recognize cultural differences that impact one’s soft skills at work in Canada

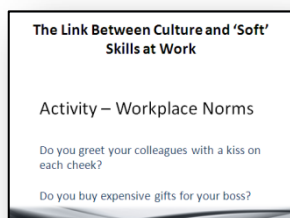
Rationale: This lesson prepares participants to recognize culturally- based differences in ‘soft skills’, helps them understand how these impact work performance in Canada, and; how to identify skills to develop. Participants are guided through an activity that allows them to explore these differences and demonstrates the need to acquire new skills.

You will need:

- *Workplace Norms*

Facilitator’s Notes:

KEY MESSAGES: Introduction to link between culture and soft skills at work
ACTIVITY: Workplace Norms, handout in participant package, page 4



- **Introduce** the topic “the link between culture and soft skills at work”
- **Start** with two examples on the PowerPoint slide:
 - Do you greet your colleagues with a kiss on each cheek?
 - *This may be customary in some parts of the world; however, it is not the norm in Canada.*
 - Do you buy expensive gifts for your boss?
 - *This is not appropriate in Canada and would be seen as ‘brown nosing’ or sucking up to the boss.*
- **Ask** participants to go to the handout “Workplace Norms”.
- **Instruct** them to read through the tasks and to identify whether or not they think each task is acceptable in Canada and also if it is the same or different in their country.

- **Debrief** as a group:
 - **Read** through each task and ask the group if they think this is acceptable in Canada.
 - **Provide** the right answer (refer to the answer key) then ask if this is the same in their country.

****NOTE:** You may choose to have each person answer one question or just leave this open for anyone in the group.

- **Ask** participants: *Are there any workplace norms that you think are different between your country and Canada?*
- **Ask** group to have open ended discussion.

KEY MESSAGES: Soft skills impact success at work



- **Share** information about soft skills with the group:
 - *Many studies show that in Canada, the 'soft skills' or the 'people skills' are the skills that often make or break a person*
- **Link** the workplace norms by talking about soft skills and how these impact success at work.
 - *Soft skills are "make it or break it" skills*
 - *Soft skills fall within the following essential skills:*
 - *Oral Communication*
 - *Working with Others*
 - *Thinking Skills*
 - *Many studies show that Canadian employers view soft skills as being as important as technical skills if not more so (see links below for references)*
 - http://www.bcbc.com/Documents/REF_SS_2010_CompleteReport.pdf
 - <http://nicknoorani.com/lack-of-soft-skills-keeping-immigrants-underemployed/>;
 - <http://www.successbc.ca/eng/content/view/7096/33/>

Lesson 5 – Identifying Current Occupational Skills

Time: 45 minutes

Objective: To introduce participants to essential skills
To demonstrate the role of essential skills in Canadian occupations
To identify skills participants already have and skills they may need to develop
To start to categorizing skills into the 9 essential skills as identified by the Canadian government

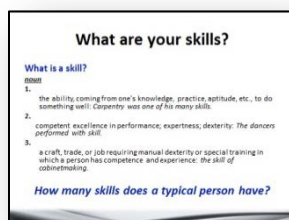
Rationale: This lesson introduces the participants to essential skills using a hands-on self-reflection activity. Participants will be able to identify the 9 essential skills and identify skills they have and reflect on the skills they may need in the Canadian workplace. At the end of this activity participants will have completed the first section of their Skills Development Plan with a list of their strong skills.

You will need:

- *Card Sort Activity* cards (one set per participant)
- *Skill Development Plan*
- *Worley Parsons* video

Facilitator's Notes:

KEY MESSAGES: How do you define a skill and how many skills do you have?

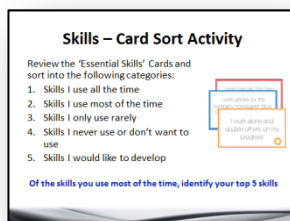


- **Read** the definitions of a skill verbatim (word for word)
 - *Skill: the ability to do something well, usually gained through training or experience or something that requires training and experience to do well*
- **Ask** participants - How do you know that you have the skills to do a job?
 - *ask your boss, co-workers*
 - *look at your daily performance and analyze what you do*
 - *you have the feeling of knowing what you are doing, etc.*
- **Ask** participants, "*How many skills can you describe?*"

- *The average person has 500 – 800 skills, most people cannot describe their skills well, however this will be a necessary task for you when you seek employment in Canada on resumes, in cover letters and in interviews.*
- **Ask** the group, “*How do you know when you have to improve a skill to do the job?*”
 - *feeling lost or unsure*
 - *getting paid less*
 - *lack of promotions*
 - *lost job or laid off*
 - *making mistakes at work*

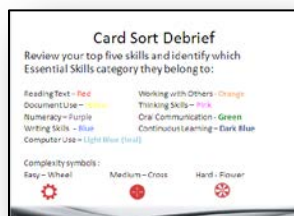
KEY MESSAGES: Identifying skills

ACTIVITY: Card Sort Activity, handout in participant package page 5



- **Ask** participants to find the Card Sort Activity sheet in their package
 - **Introduce** the activity by sharing: “*We will begin to identify the skills you have as they relate to the Canadian workplace. This exercise will help you to identify your skills, learn to talk about your skills and practice for job interviews in Canada.*”
 - **Hand out** Essential Skills cards to participants (one set per person) and ask participants to refer to the Card Sort Activity document in their package.
 - **Ask** participants to sort the cards according to the following categories:
 - Skills I use most or all of the time (strong)
 - Skills I rarely use
 - Skills I never use or don't want to use
 - Skills I would like to develop
- **Note:** There are blank cards participants can use to record skills that are missing
- **Walk around the room** and help people read through and assess skills. Ask questions such as “*Do you do this or do you supervise someone who does this? Could you do this independently or would you need support from a co-worker?*” The purpose of these questions is to evaluate independent skill levels.

KEY MESSAGES: Identifying essential skill strengths
ACTIVITY: Card Sort Activity, participant package, page 5;
HANDOUT: Skills Development Plan (separate handout)



- **Explain** the coding for the cards by going over the PowerPoint slide.
- **Instruct** the group to record this information for:
 - their top 5 skills (on page 1 of their Skill Development Plans under the Card Sort Activity heading) noting the task on the card and the Essential Skill
 - skills they would like to learn pile on their Skills Development Plan, page 2

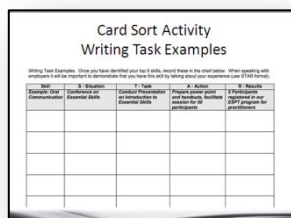
****NOTE 1:** There is a space to record the task on the card, the Essential Skill and the complexity level for the most important essential skills.

****NOTE 2:** After sorting the cards, the largest pile generally reflects the most frequently used skills. This confirms the vast number of skills that individuals have, yet often have a hard time describing!

KEY MESSAGE: Describing skills

ACTIVITY: Card Sort Activity writing task

HANDOUT: Card Sort Activity Writing Task Examples, participant package, page 6



- **Inform** participants that the next exercise will help them to describe their skills in a way that resonates with Canadian employers.
- **Explain** that Canadian employers often use 'behavioural' interviewing techniques which require individuals to answer questions by talking about their past experiences.
- **Ask** participants to write task examples for their top 5 skills using the STAR format shown on the Card Sort Activity Writing Task Examples document:
 - Situation – Describe the situation you were in or the task you needed to accomplish. Be specific!
 - Task – What goal were you working toward?

- Action – *Describe the actions you took to respond to the situation. What specific steps did you take or what was your contribution? Be sure to keep the focus on what you did.*
- Results – *Describe the outcome of your actions. What happened? What did you accomplish? What did you learn? Don't be shy about taking credit for your behavior.*
- **Ask** participants to share the examples they have written with a partner.

****NOTE:** Don't forget to collect the cards at the end of this activity! You will need them for future workshops!!

KEY MESSAGES: Example of a success story
ACTIVITY: Watch a video



- **Explain** to participants that they will now watch a short video about students that participated in a skills enhancement program at Bow Valley College in Calgary, Alberta. The video provides examples of why essential skills are so important.

****NOTE:** Video link -- <http://youtu.be/Ces4g4S4FFw>

Facilitator's Notes:



Lesson 6A & 6B – Understanding Skill Requirements in Canada - Essential Skills Occupational Profiles

Time: 80 minutes

Objective: To introduce HRSDC's essential skills to understand skill requirements of occupations in Canada
To introduce participants to Occupational Profiles
To demonstrate how profiles can be used to assess current skills and to identify skills that need to be developed or enhanced

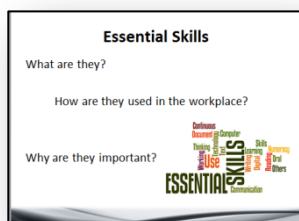
Rationale: This lesson explores the essential skills and the background of how the Essential Skills Occupational Profiles were developed. Participants will be introduced to the Occupational Profiles and shown how to use these to identify the skills they currently use at work and how they can compare their current skill set to what is needed in the Canadian workplace.

You will need:

- HRSDC's "What are Essential Skills?" brochure
- ES Occupational Profiles Tips Sheet
- Occupational Profiles (*specific to participants' occupations*)
- Highlighters for participants (two different colours)

KEY MESSAGES: What are essential skills?
HANDOUT: "What are Essential Skills?" participant package, page 2

Facilitator's Notes:



- **Bridge** to earlier lessons by pointing out how we have looked at and identified the skills participants have and will now start to look at the skills they need for work in Canada. This is the second part of the agenda (Understanding skill requirements for occupations in Canada).
- **Explain** that essential skills:
 - *are the skills needed for work, learning and life*
 - *are the foundation for learning all other skills*
 - *help people evolve with their jobs and adapt to workplace change*

- *were developed through extensive research by the Government of Canada, along with other national and international agencies*
- *used in nearly every job and throughout daily life in different ways and at varying levels of complexity.*
- **Ask** participants to refer to the *What are Essential Skills?* brochure in their participant package.
- **Talk** about the definitions of the 9 essential skills.

****NOTE:** As you give a definition of each Essential Skills, ask participants how they might have used this essential skill in their efforts to get to the session today. Try to relate the definitions to various everyday tasks:

- *For example taking the bus: “What skills are needed?” In Canada: computer use because schedules are online, at bus stop you can call a number and enter a code to hear what time the next bus is coming, etc.*

- Nine skills identified:

<i>Essential Skill</i>	<i>What is it?</i>	<i>“Getting here today” example</i>
<i>Reading Text</i>	<i>understanding materials written in sentences or paragraphs</i>	<i>Reading the brochure to confirm the time the session started</i>
<i>Document Use</i>	<i>using and understanding labels, graphs, signs and other materials.</i>	<i>Checking a bus or train schedule to ensure on-time arrival</i>
<i>Numeracy</i>	<i>using and understanding numbers.</i>	<i>Estimating how long it will take to get to the session; calculating how much money is needed for the bus/train</i>
<i>Writing</i>	<i>writing text or typing on a computer.</i>	<i>Writing a note to help remember the bus/train arrival/departure times</i>
<i>Oral Communication</i>	<i>using speech to share thoughts and information.</i>	<i>Talking to family to tell them about workshop; arrange childcare, etc.</i>
<i>Working with Others</i>	<i>interacting with others to complete tasks.</i>	<i>Planning who will watch children while at workshop</i>

Essential Skill	What is it?	"Getting here today" example
Thinking Skills	reviewing information to make decisions.	Thinking about attending workshop and deciding that it will provide useful information to aid with integration into Canadian labour market
Digital Technology/ Computer Use	using computers and other technical tools (smart phones, electronic planners, etc.)	Using smartphone to check bus/train schedule; texting family to tell them about safe arrival at workshop
Continuous Learning	participating in an ongoing process of gaining skills and knowledge.	Discovering there is a faster way to arrive at workshop location!

- Look at the brochure to identify how they are used in the workplace
- Ask participants why they are important. (review from morning)

KEY MESSAGES: Understanding ES complexity levels



- **Explain** that essential skills are divided into 5 levels of complexity.
 - *Level 1: Very simple, generally one step, can be completed quickly, right there in front of you. For example, if you are having a party and need a cake. An example of a level 1 task would be to go to the store to buy one.*
 - *Level 2: Requires more time to complete the task and generally requires locating multiple pieces of information or processing multiple steps to complete the task. In the cake example, a Level 2 would require a baker to bake a cake using a cake mix where he had to follow some simple directions that required him to go back to the recipe box for each new step.*
 - *Level 3: This is the recommended level for success in work, learning, and life. This level is often referred to as 'integrate' because it requires the ability to put together information, or integrate, from multiple sources in order to complete the task. Tasks at this level will take more time to complete than tasks at*

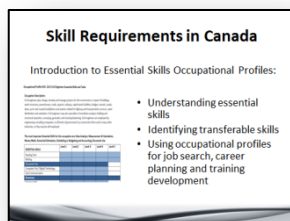
levels 1 & 2. At level 3 the baker made the cake from scratch and had to integrate information in order to make the cake.

- *Levels 4 & 5: Tasks at this level require specialized knowledge, the ability to take information from multiple sources, make high level inferences and integrate and to 'generate'. At level four the baker put some unique touches on the cake by adding his or her own extra flavouring or tricks to make the cake extra special. At level 5 the baker is 'generating' a completely new idea – someone has a vision and the baker makes it happen.*

****NOTE 1:** When there is more chance of an error or a more serious consequence, complexity level increases.

****NOTE 2:** In some cultures, the focus is on memorization. Teaching based on memorization focuses on level 1 or 2 skills. We need levels 3,4, 5 which focus on integrating previously acquired knowledge.

KEY MESSAGES: How essential skills are used in various jobs
HANDOUT: Occupational Profiles

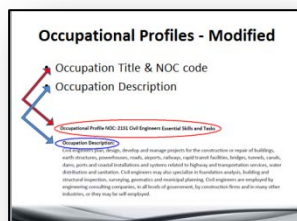


- **Explain:** *In 1994, Human Resources and Skills Development Canada launched a national research study, the Essential Skills Research Project (ESRP), to examine how the essential skills were used in various jobs.*
- **Hand out** the Essential Skills Occupational Profiles for each participant.
- **Point out** that there is not always an exact profile match to participants' jobs in their country. They may need to do further research by going on the website where all the occupational profiles are kept and looking at other profiles.
- **Give** background information about how the profiles were created: *More than 3,000 interviews were conducted across Canada with people working in some 180 occupations. The workers interviewed*

were identified by their employers as performing their job in a fully satisfactory manner. Based on these interviews, over 350 occupational profiles were developed.

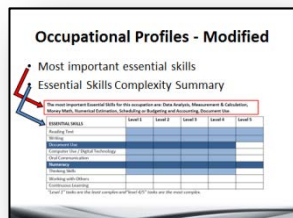
- **Explain** that Essential Skills Occupational Profiles can help the participants:
 - understand essential skills
 - identify their transferable skills
 - help with job search, career planning and training development

KEY MESSAGES: Introducing the format of the Occupational Profiles 1
ACTIVITY: Skill Development Plan, refer to separate handout (Skill Development Plan)



- **Explain** that occupational profiles are based on broad-based NOC codes which include several job titles. Sometimes occupations are specific and cover a range of profiles.
- **Explain** that Essential Skills Occupational Profiles contain many pieces of information:
 - Occupation Title & NOC (National Occupation Classification) code
 - Occupation Description
- **Instruct** participants to record the following on their Skill Development Plans:
 - Occupational title
 - NOC code

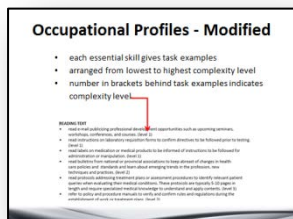
KEY MESSAGES: Introducing the format of the Occupational Profiles 2
ACTIVITY: Skill Development Plan, refer to separate handout (Skill Development Plan)



- **Explain** to participants that the Occupational Profiles:
 - list the most important essential skills for each occupation
 - include a table of essential skills and complexity levels

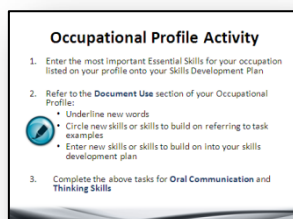
- **Instruct** participants to go to their skills development plan and enter the following on their Skill Development Plan:
 - most important essential skills for their occupation

KEY MESSAGES: Continue to explain format of Occupational Profiles



- **Show** participants that the Occupational Profiles are divided into 9 Essential Skills with task examples from lowest level of complexity to highest level of complexity
- **Explain** that the numbers in brackets indicate complexity level (Level 1 indicates basic tasks, Level 4/5, advanced tasks)
- **Point out** that not all Essential Skills range up to level 5 some go to level 4 (i.e. Oral Communication & Thinking Skills)
- **Explain** that as of June 2012, HRSDC has stopped using the ratings for Working with Others and Continuous Learning (they did not feel there are scientifically validated scales)

KEY MESSAGES: Using the Occupational Profiles ACTIVITY: Building vocabulary and using Skill Development Plan HANDOUT: Skill Development Plan, Occupational Profile



- **Explain** that new vocabulary does not necessarily mean participants do not have the essential skills they need. For some individuals where language is a barrier, there may or may not be an essential skills challenge, but rather an ESL issue.
- **Explain** that the activity on this slide will help them to identify new occupational vocabulary.
- **Explain** that occupational demands can be different in Canada. Talk about the importance of efficiency: *Even if you have the skill, be aware that you will need to be extremely efficient and accurate using that skill in Canada. The amount of information coming at people all the time*

requires high skill levels and efficiency. Consider the “use it or lose it” principle – if you have not done this task for some time, you may have forgotten how to do it efficiently.

- **Explain** that this activity is designed to assist them in identifying new skills to develop or skills to build on.
- **Ask** participants to refer to the Document Use section of their Occupational Profile.
- **Ask** them to underline new words.
- **Ask** them to circle new skills or skills to build on referring to task examples.
- **Ask** them to enter new skills or skills to build on onto their Skill Development Plans.
- **If time permits**, ask participants to do the same for Oral Communication and Thinking Skills.

****Note:** you can shorten this activity by having participants complete only the Document Use section and assigning the remainder as an activity they can do on their own. To lengthen this activity, assign additional sections of the Occupational Profile. Ideally, participants will complete Document Use, Oral Communication, and Thinking Skills in class.

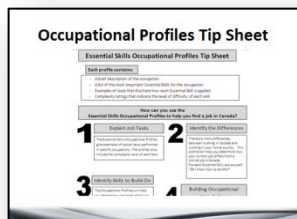
KEY MESSAGES: Recording skills to build on
ACTIVITY: Recording new skills on Skill Development Plan
HANDOUT: Skill Development Plan

Record on page 2 of your
Skills Development Plan:
New skills to develop or skills to build on

My Skills Development Areas (Draw from Card Sort Activity and Occupational Skills Profile)		
Task (Starts with verb or profile)	Skill	Resource

- **Ask** participants to go to page 2 of their Skill Development Plans and to record new skills to develop or skills to build on based on what they identified in the previous activity using the occupational profile.
- **Inform** participants that they will see Occupational Vocabulary already noted on the bottom of this section.

KEY MESSAGES: Tips for using the Occupational Profiles
HANDOUT: Occupational Profiles Tip Sheet, participant package, page 7



- **Refer** participants to *Occupational Profiles Tip Sheet*.
- **Inform** participants that there is a website (as noted on this handout) where they can access over 350 profiles.
- **Explain** that sometimes it is not always a perfect profile and they might need to look for the 'closest fit'. Or if they wish to access and explore other occupations they can use the profiles on this website; however, note that these are in a longer format with more detail.
- **Review** each tip on the Profiles Tip Sheet with participants.
- **Explain** that the Occupational Profiles can be used in many ways:

<i>explain job tasks</i>	<i>what do I do at work?</i>	<i>For example: read computer instruction manuals</i>
<i>identify differences</i>	<i>how is my job in my home country different than in Canada?</i>	<i>In Canada, I will have to write reports</i>
<i>identify skills to build on</i>	<i>which skills do I need to develop for success in Canada?</i>	<i>Computer Use – word processing</i>
<i>build occupational vocabulary</i>	<i>how can I describe my skills?</i>	<i>For example, "I spoke with difficult customers and resolved their complaints"</i>
<i>use skill summaries to identify transferable skills</i>	<i>which of my skills are transferable?</i>	<i>Ability to interpret charts and graphs</i>
<i>for career planning</i>	<i>where else can I use my skills?</i>	

- [illegible]

Lesson 7 – Assessment and Self-Reflection

Time: 60 minutes

Objective: To give an overview of Locator scores and to hand out results
To formulate a plan of action for success
To review the Versant Oral Communications Skills Test results
To use this information to reflect on the Skills Development Plan so far

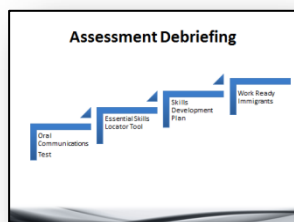
Rationale: This section pulls together all the components of today's workshop. Participants will complete the plan, which identifies the skills they need to learn or improve upon. Participants will be given their Locator and Oral Communications scores and the facilitator will conduct a group debrief, which will later be followed by individual debriefing sessions as needed. Participants will also be shown how and where they can access help for developing their skills.

You will need:

- Skill Development Plan (completed as part of this workshop)
- Results reports for the Locator and the Oral Communications Test

Facilitator's Notes:

KEY MESSAGES: Assessment debriefing



- **Bridge** this slide by talking about how we've identified each participant's skill strengths and are now looking at skills to build or build on.
- **Talk** about the process as noted on the slide:
 - *The oral communications test assessed spoken English which was followed by the Essential Skills Locator tool to assess essential skills and to determine which skills, if any, need to be built or built on. This is followed by the Skill Development Plan to formulate a plan of action. The result of all these steps is employment!*
- **Talk** about how testing is a moment in time and the intent is to give participants an assessment of current skills. Skills can be lost if they

are not practiced, so this is a reflection of the participant's level at this moment.

- **Explain** that this assessment looks at applied skills. It does not look at academic skills. A person can have excellent academic skills but may still benefit from improved strategies to complete work tasks. Improving these strategies is usually a short process and helps people become more efficient, accurate, and effective.
- **Explain** that assessments provide a starting point. This is critical for developing a realistic plan for success.
- **Use** the analogy of taking a trip: *If you are going on a trip and do not know where you are starting and where you are going, it is pretty hard to develop a plan to get there!*
- **Inform** participants that they will not receive their actual test back. Test items are validated to be accurate measures and because there is a lot of research and testing that has gone into each item (question), great care is taken to protect the integrity of the test.

****Note:** If participants are really pushing to see their tests, the facilitator can go back and see where they had challenges and explain those to them; however, participants are not able to view their test booklets.

- **Explain** that the results report will give participants an idea if they have completed enough items correctly to fall into Level 3. According to research, Level 3 is the recommended minimum level for success in work, learning, and life.
- **Remind** participants that the purpose of this testing is to give information upon which to build a training plan.

KEY MESSAGES: Versant Oral Communications Test Results

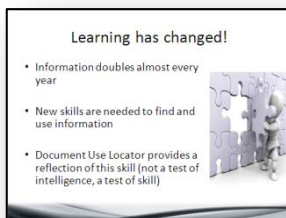
ACTIVITY: Record results on Skill Development Plan

HANDOUT: Versant Oral Communications Test results



- **Explain** that the Versant Oral Communications test measures English listening and speaking skills. It assesses the use of everyday English in a workplace environment for verbal communication.
- **Explain** that test questions reflect different settings and situations found in the workplace. This includes phone conversations, meetings, discussions, and negotiations.
- **Inform** participants that to reflect the true environment of international communication, various native and non-native English accents are used in the test.
- **Remind** participants that when they completed the test, they listened to readings, repeated information, answered short answer questions, built sentences, retold stories and answered open-ended questions.
- **Explain** that the test is scored on a scale from 1 - 6
 - Scores from 1 – 2 indicate a basic user of English
 - Scores from 3 – 4 indicate an independent user of English
 - Scores from 5 – 6 indicate a proficient user of English

KEY MESSAGES: How the Document Use Locator Tool is different from other tests



- **Share** with participants: *The Document Use locator you took is probably a very different assessment than ones you've taken previously. For most people, learning occurred by first reading to absorb or memorize information and this was followed by testing (answering questions). For most people in the workplace the reverse is what is now required. People understand what it is they need to answer or learn about and subsequently locate the information. This type of learning is becoming the norm because information is doubling so quickly that one cannot possibly memorize everything. Now in order to learn, one is first asked the question and must then locate the relevant information. It is more or less impossible to read everything in*

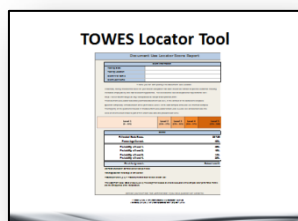
anticipation of questions a person may be asked. Instead, one must have strategies for locating information quickly and efficiently.

- **Explain** to participants: *This can be a challenge for second language speakers as they struggle to identify and use key words that provide clues and therefore may take additional time to find information. These, however, are the new skills needed for the workplace and skills that make workers effective and efficient.*
- **Reassure** participants that these are skills and not a reflection of one's intelligence. *We know that you, as Federal Skilled Workers, have the ability to learn as you are all highly intelligent and possess higher education; however, you may need some strategies to simply work in a different way.*

KEY MESSAGES: Assessment results

ACTIVITY: Entering information on Skill Development Plan

HANDOUT: Skill Development Plan, TOWES Document Use Locator Tool results



- **Explain** to participants that the TOWES Document Use Locator looks at just Document Use. If they scored less than a Level 3 in any of those areas, it is recommended that they improve those skills.
- **Explain** that the score is either:
 - below 3
 - 3
 - above 3
 - Percent (%) scores tell test taker what percentage of the questions they completed correctly at each level and the probability that that they fall into that level.
- **Explain** to participants that Level 3 is the recommended minimum level that enables individuals to learn new skills required for success in work, learning, life. Therefore, if a test-taker scored less than Level 3, it is recommended that he/she improve those skills.
- **Ask** participants to write areas that need to be improved on their Skill Development Plan.
- **Ask** participants if they have any questions.

Lesson 8 – Understanding Transferable Skills

Time: 40 minutes

Objective: To understand transferable skills
To talk about transferable skills to an employer
To identify how transferable skills can be applied

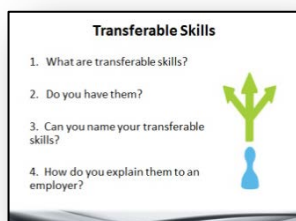
Rationale: This lesson looks at all the skills participants have identified in today's workshop and looks at how these can be transferred to various occupations in the Canadian workplace and how participants can articulate their ability to demonstrate their skills to Canadian employers. Participants will complete an activity which demonstrates their ability to transfer their skills from one occupation to another.

You will need:

- job postings
- sticky notes (Post-it® Notes)

Facilitator's Notes:

KEY MESSAGES: Understanding, identifying and using transferable skills



- **Inform** participants that you will now talk about how they can use their skills in more than one job by using transferable skills.
- **Ask** participants the following questions:
 - “**What are transferable skills?**”
 - *Transferable skills are the skills you take from one profession or job to another.*
 - “**Do you have transferable skills?**”
 - *Everyone has transferable skills.*
 - “**Can you name your transferable skills?**”
 - *You just highlighted a number of skills in your occupational profiles. You also noted a number of skills you have in the Card Sort Activity you did earlier. Do you think that any of these skills can be used in a number of occupations?*

“How do you explain them to an employer?”

- *Use the STAR format you used when you identified your top 5 skills in the Card Sort Activity you did earlier.*
- *For example:*

QUESTION	<i>Describe a project for which you faced multiple deadlines, and how you handled it.</i>
SITUATION	<i>Last summer, I was teaching an intensive business management course when an opportunity came up to participate in the development of a new employee training course for a Fortune 500 company. However, the time frame for this development was really tight and it was vitally important to develop a product our company would be proud of.</i>
TASK	<i>I reviewed several options and considered the amount of time I would need to devote to the project.</i>
ACTION	<i>I ensured that my course materials for the class I was teaching were prepared in advance. Then I developed an outline for the employee training course. By looking at the overall picture, I realized that I could tap into the expertise of a number of my co-workers and that we could each develop a different module of the course. I would then be able to “assemble” the course and smooth out any problems with its flow.</i>
RESULT	<i>As a result of our teamwork skills and by utilizing everyone’s strengths, we delivered the course materials on time and the company was thrilled with the quality. In fact, they have asked us to develop training materials for their overseas sister company.</i>

- **Lead** a class discussion and ask:
 - *Do you think that any of these skills can be used in a number of occupations?*
 - *For example, think about the skills you use on computers (preparing reports, presentations, etc.). This is a skill you would take to a number of jobs.*
 - *To explain to an employer, you would identify your skill, give an example of how you have used it in the past and explain how this skill can be applied to the target occupation. This is a good opportunity to look at the task examples from the Occupational Profiles. For example:*

- *I am able to interpret information and discuss the findings with my co-workers. For example, as a dental hygienist, I interpreted radiographs of patients' mouths to identify abnormalities or changes and discussed future treatments with the dentist. I know that the ability to interpret information and to communicate clearly are important skills to have as a*
- **Emphasize** that job titles change but the skills transfer from one job to another. They are often 'portable', one just needs to show the link to an employer.

KEY MESSAGES: Introducing Canada Job Bank postings



- **Introduce** the group to the Canada Job Bank postings. Review the format of a posting and point out the different sections (note there is some variation to the formats between different postings)
- **Explain** to participants that in order to determine the transferable skills needed there are key sections of the job posting that need to be carefully analyzed:
 - skill requirements
 - work experience
 - specific skills

****NOTE:** Word of caution – often employers list all 9 essential skills as they are not familiar enough with essential skills to answer the question posted by the Canada Job Bank.

KEY MESSAGES: Choosing jobs based on transferable skills

ACTIVITY: Job posting activity



****NOTE:** For this activity job posting titles have been removed. Post job postings on the walls around the room in preparation for this activity.

- **Ask** participants to walk around the room and review the job postings from Canada's Job Bank.

- **Ask** participants to find the top 3 postings that are the closest fit to their skills. They should record the information on the note paper provided at the back of the participant package.
- **Ask** participants to identify one job posting that does not use their current skills.
- **Provide** instructions to the group as noted on the slide. (use note paper to record – they have two pages in back of their participant package)
- **Debrief** the activity when everyone has had an opportunity to review each job posting and complete the exercise. Start by providing the job titles for each posting – ask participants to note the job titles they have chosen.
- **Ask the group:**
 - *Which of the job postings did you choose and why?*
 - *Were you surprised by the job title?*
 - *How is it similar to work you've done before?*
 - *Which skills were transferable?*
 - *How would you explain this to an employer?*
 - *When reviewing a job posting have you ever taken this approach before? (that is looking at the transferable skills and not the job title)*
 - *Stress to participants that it is important not to RULE OUT JOBS until they have had a good look at the transferable skills and determined whether or not there is a fit. In Canada, participants may find that job titles are used and applied differently from what they are used to. Always consider how you might apply or use your transferable skills.*

OPTIONAL ALTERNATE ACTIVITY:

- Ask participants to refer to the transferable skills they have written down and ask them to think about career options based on these transferable skills
- Go on the internet to explore the ES Occupational Profiles that best match their transferable skills
- Go back to the job postings to see if they can find a match for themselves.

Lesson 9 – Building Your Skills

Time: 50 minutes

Objective: To introduce available tools and resources for skill enhancement
To demonstrate how skills can be improved through strategy building
To create awareness of and interest in the opportunity to participate in one-on-one distance coaching with faculty and staff from one of five Canadian community colleges

Rationale: Participants will learn about the tools and resources available to them to help with building or developing their skills for success at work in Canada. Participants will be given the opportunity to try a sample skill building exercise and will be shown how and where to access further help.

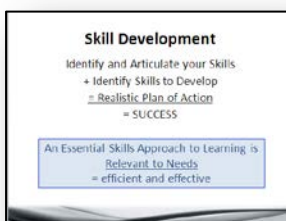
You will need:

- *Snapping the Question* handout
- *Information on tools and resources*
- *Information on the coaching, mentoring process*

Facilitator's Notes:

KEY MESSAGES: An essential skills approach to learning

Key Message



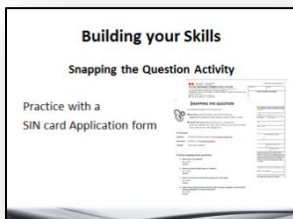
- **Explain** to participants the formula noted on the slide: *Now that you understand and can articulate your skills and have identified what skills you may need to develop, you can create a realistic action plan that will lead to success in your occupation.*
- **Explain** that taking an essential skills approach to learning is highly efficient and effective. Learners develop only the skills they need to work on. For example rather than taking a technical writing course, they would focus on just the writing strategies they need to fill their gaps. This is much more time efficient and effective as sometimes general courses are not specific enough to provide the learning that is needed.

- **Share** a success story to illustrate this:
 - *An engineer from Iran was working in Canada as a site inspector. He had excellent technical skills and knowledge and could verbally communicate his findings to the employer however his written reports were not understood and he was at risk of losing his job. He came to an essential skills program and talked about the issue. He felt it was probably a factor of his English as a Second Language – stating it was probably grammar and spelling, etc. The approach the instructor took was to look at the reports he was providing to the employer. What she saw was one long continuous document of words. He did not have an issue with grammar and spelling but rather did not know how to structure his report which is really document use, organizing information in a visual manner where an employer can quickly scan and obtain the information they are looking for. The instructor taught the engineer how to structure his reports and for the next month he sent his reports to her prior to sending them in to his boss. She provided continuous coaching and after one month's time he was doing fine and no longer needed assistance! This approach was much quicker than taking a technical or business writing course which may not have addressed his needs.*

KEY MESSAGES: A demonstration of an essential skills approach to learning

ACTIVITY: Snapping the Question

HANDOUT: Snapping the Question handouts, participant package, pages 9-13



- **Inform** participants that you are going to share an essential skills approach to learning with them using the strategy “Snapping the Question”. This strategy is a sample lesson of a skill that is useful in all workplaces since it is a skill that ensures that communication and understanding is clear.
- **Teach** Snapping the Question using a Social Insurance Number (SIN) application.
- **Introduce** the topic with the following facts:
 - *Because we live in the information age and information is doubling every year, how we access information and how we teach and*

learn is changing. The old process of reading the question and answering the question at the end, which was how we learned in school, is no longer the way we can afford to learn in the future. The shift is from reading all the text on a subject and becoming an “expert” to defining the questions that need to be answered and finding the information needed to answer those questions. It is the reverse of how many people learned in school and demands a different strategy to find and use information. It will never be possible to read all the information on a subject. We can only hope to find the answers to the questions we have in order to complete tasks.

- *At work there is no time to read every document. What needs to happen is information needs to be found in order to complete a task and workers need to have the skills to find this information on their own without bothering their coworkers.*
- *One very simple but powerful skill is “Snapping the Question”. This strategy forces people to look at the question as the key source of information. By forcing yourself to dissect the question into 2 components, the given information and the requested information, you are forced to really understand the question and not jump too fast to find the “answer” in the text.*
- **Practice** with the first question on the handout.
- **Ask** participants:
 - *What information is given? Start the response with “There is_____.”*
 - *What information is required? _____*
- **Review** the question words: *Who (person), Where (place), How (Method or state), When (time), Why (reason) and the hardest What (What needs a companion word because you don’t know what means without further delving into the question. Give the learners the heads up that “What” questions cause the most trouble because they have no real clear intent and the companion word needs to be identified. For example “What time” means “When”. “What process would you use” is a method and the same as “How would you do this”.*

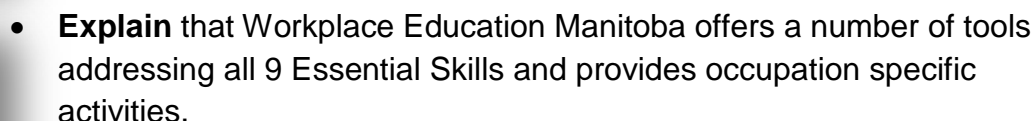
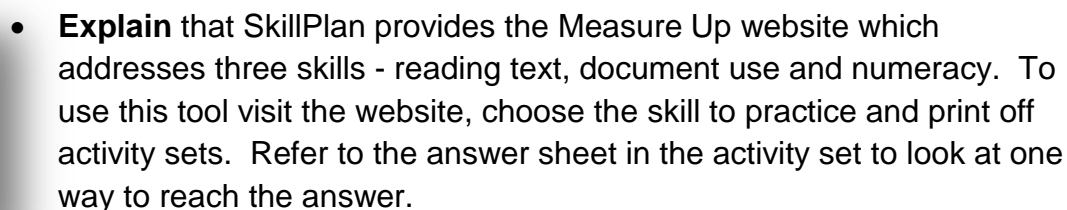
- **Work** through each of the questions on the student handout, snapping the question each time.
- **Refer** to the activity using the SIN application. Ask them to complete the tasks in the assignment and tell them that doing this quickly is an important part of working in Canada. Make this a race. Tell them to raise their hands as soon as they finish. Allow participants to answer all the questions and complete the task. If possible, have some candy or other treat on hand to give to the first person who completes the activity correctly. Have fun with this. Use it to emphasize speed and efficiency.
- **Take up** the questions as a group. Highlight where the errors might be made and why. Refer back to snapping the question when there are errors.
- **Reinforce** that this strategy must be used all the time and for them not to fall back into old habits of jumping quickly to the documents before snapping.

KEY MESSAGES: There are many tools and resources available.
HANDOUT: Essential Skills Tools and Resources



- **Instruct** participants to look at the handout Essential Skills Tools and Resources:
- **Inform** them that there are many ES tools and resources available however we are highlighting three that provide easy access to various tools.
- **Explain** that the HRSDC Essential Skills website provides a variety of tools including awareness resources, needs assessments (includes a number of self-assessments, and learning and training supports (over 40) show them the Vocabulary Builder book – mention that they can download everything on the site for free.

- (SLIDES 46-47) KEY MESSAGES:** Differences between Canada and native country



Facilitator's Notes:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Lesson 10 – Skills Development Plan

Time: 15 minutes

Objective: To review Skills Development Plan
To identify which skills need to be addressed first
To plan when and how skills will be developed
To identify next steps

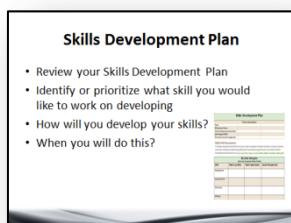
Rationale: This lesson provides participants with the opportunity to finalize their Skill Development Plans. They will review the areas that need to be addressed and using the information provided in earlier lessons, identify which skills are a priority for them and how they will develop these skills.

You will need:

- *Skill Development Plan*

Facilitator's Notes:

KEY MESSAGES: Finalizing Skill Development Plans



- **Instruct** participants to review what they have written on their Skill Development Plans.
- **Ask** them to prioritize which skills need to be addressed first. Ask participants to consider their top essential skills and the most important ES for their job – is there a gap?).
- **Ask** participants to identify how skills will be developed (what resources to use). Help them with this if necessary.
- **Recommend** that participants establish a timeline for skill development/enhancement. Explain that by setting goals and dates, they will be more likely to address any areas that need to be improved.

- ### Facilitator's Notes:

Lesson 11 – Workshop Closing

Time: 15 minutes

Objective: To review objectives
To evaluate if workshop objectives were met

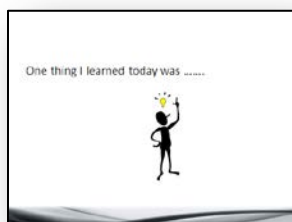
Rationale: This lesson wraps up the workshop. Participants will complete a post-workshop questionnaire to determine whether they feel more confident in discuss and describing their skills. Participants will also be told that individual debriefs will follow.

You will need:

- *Post-Workshop Questionnaire & Workshop Evaluation*

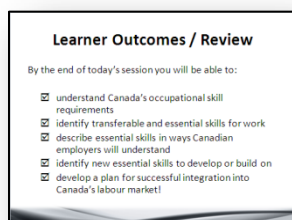
Facilitator's Notes:

KEY MESSAGES: Ending on a positive note



- **Instruct** participants one at a time to share the one thing that stands out for them or their 'aha moment' of the day by completing the sentence noted on the PowerPoint slide ("*One thing I learned today was....*").

KEY MESSAGES: Reviewing how learner outcomes were met




- **Review** learner outcomes and talk about how the workshop met each
- **Review** participant expectations (noted from beginning of the workshop).





ACTIVITY: Post-workshop questionnaire

[illegible]

Sector/ Occupation	Essential Skill	Description and Hyperlink	Notes
General	Reading Document Use Numeracy Writing Oral Communication Working with Others Thinking Skills	<p>Main Page: http://www.itsessential.ca/itsessential/display_page.asp?page_id=409</p> <p>Reading http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=226&page_id=409</p> <p>Document Use http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=228&page_id=409</p> <p>Numeracy http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=229&page_id=409</p> <p>Writing http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=231&page_id=409</p> <p>Oral Communication http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=232&page_id=409</p> <p>Working with Others http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=235&page_id=409</p> <p>Thinking Skills http://www.itsessential.ca/itsessential/itsessential_files/doc_viewer_dex.asp?doc_id=233&page_id=409</p>	<p>May require some downloads as part of the exercise</p> 
General	Numeracy	http://www.wem.mb.ca/learning_on_demand.aspx (teaching videos on numeracy)	<p>Question of suitability based on technology capabilities</p> 

Sector/ Occupation	Essential Skill	Description and Hyperlink	Notes
General	Computer Use Continuous Learning Document Use Numeracy Oral Communication Reading Thinking Skills Working with Others Writing	http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Welcome.html Computer Use, http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Computer_Use.html Continuous Learning, http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Continuous_Learning.html Document Use http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Document_Use.html Numeracy http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Numeracy.html Oral Communication http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Oral_Communication.html Reading http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Reading.html Thinking Skills http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Thinking_Skills.html Working with Others http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Working_with_Others.html Writing http://dev.tutela.ca/dl/www.eallessons4essentialskills.ca/Home/Writing.html	Combination of ESL and ES May require internet downloading (additional supports)
Auto/Truck Services Business Services Construction Horticulture & Landscape Hospitality Personal Care Services Printing Tourism	Variety	On the Way to Work http://skills.edu.gov.on.ca/OSPWeb/jsp/en/OSPWayToWork.jsp	

Sector/ Occupation	Essential Skill	Description and Hyperlink	Notes
General	Computer Use Document Use Oral Communication Working with Others Reading Writing Thinking	<p>Tip Sheets and Practice and Learning Exercises:</p> <ul style="list-style-type: none"> Computer Use Tip Sheet Document Use Tip Sheet Oral Communication Tip Sheet Working with Others Tip Sheet Reading Tip Sheet Writing Tip Sheet Thinking Tip Sheet <p>Vocabulary Workbook</p> <p>http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/vocab_workbook.shtml</p> <ul style="list-style-type: none"> Oral Communication Video - An Essential Skill in the Canadian Workplace <p>Communications Essentials - A Modular Workshop</p> <p>Problem Solved! A Guide for Employers and Practitioners</p> <p>http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/problem_solved_employers_practitioners.shtml</p> <p>Problem Solved! A Guide for Employees and Learners</p> <p>http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/problem_solved_employees_learners.shtml</p>	<p>How to order:</p> <p>Mail or fax your request to:</p> <p>Publications/Distribution Unit HRSDC Communications Branch 140 Promenade du Portage Place du Portage, Phase IV, Level 10 Gatineau, Québec K1A 0J9</p> <p>Fax: (819) 953-7260</p> <p>To order online: Visit Publications</p> <p>Note: You will need the departmental catalogue number (beginning with WP) to place an order.</p>
Apprenticeship	Variety	<p>Trades Math Workbook</p> <p>http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/apprenticeship/trades_math_workbook.shtml</p> <p>On the Job Stories:</p> <ul style="list-style-type: none"> Using Essential Skills: On the Job with a Plumber Using Essential Skills: On the Job with an Automotive Service Technician Using Essential Skills: On the Job with a Carpenter Using Essential Skills: On the Job with a Cook Using Essential Skills: On the Job with an Industrial Mechanic (Millwright) Using Essential Skills: On the Job with a Hairstylist Using Essential Skills: On the Job with a Machinist Using Essential Skills: On the Job with a Sheet Metal Worker Using Essential Skills: On the Job with a Construction Electrician Using Essential Skills: On the Job with a Welder 	

Sector/ Occupation	Essential Skill	Description and Hyperlink	Notes
Petroleum Sector	Reading Document Use Numeracy	http://www.petrohrsc.ca/hr-strategies-resources/workforce-development-resources/essential-skills/essential-skills-tools.aspx	
Public Works	All	http://www.nald.ca/library/learning/lleo/pw_es_training/pw_es_training.pdf	Document will need some editing/selecting For more information, contact Literacy Link Eastern Ontario Westgate Square 203A-837 Princess St. Kingston, Ontario K7L 1G8 Phone: (613) 507-5307 Fax: (613) 507-5174 Email: info@lleo.ca Website: www.lleo.ca
Construction Customer Service Entrepreneur Iron Worker Supervisor in Tourism Supervisor	Workplace Documents Numeracy	http://www.wem.mb.ca/instructional_materials.aspx	<u>Requires Youtube Access</u>
Trades including: <input type="checkbox"/> Automotive Technician <input type="checkbox"/> Carpenter <input type="checkbox"/> Cook <input type="checkbox"/> Construction Technician <input type="checkbox"/> Hair Stylist <input type="checkbox"/> Industrial Mechanic <input type="checkbox"/> Machinist <input type="checkbox"/> Plumber	Reading Document Use Numeracy	On line Assessment Direct Link: http://ita.practicalsolutions.crocuspains.com/	Office Address: Suite 110, 2985 Virtual Way Vancouver, B.C. V5M 4X7 Main Intersection: East Broadway and Renfrew Street Phone: 778-328-8700 Fax: 778-328-8701 Toll Free (within BC): 1-866-660- 6011 E-mail: customerservice@itabc.ca 
General	Document Use Numeracy Reading Text	ASSESSMENT, LEARNING AND INSTRUCTIONAL TOOLS - Direct Link: http://www.skillplan.ca/measureup/ http://measureup.towes.com/   	http://measureup.towes.com/english/index.asp 332 - 6th Avenue SE Calgary, Alberta T2G 4S6 (403) 410-3200 www.towes.com towes@bowvalleycollege.ca a BC Construction Industry Skills Improvement Council Suite 405 - 3701 Hastings Street Burnaby, BC V5C 2H6

Sector/ Occupation	Essential Skill	Description and Hyperlink	Notes
ESL	Reading Document Use Writing Oral Communication	ESL-based website. Vocabulary, pronunciation, listening, reading http://www.manythings.org/	Does not work within ES complexity levels Main contact Charles Kelly via kelly.reachby.com .
ESL/Foreign Text Reading	Reading	http://www.ababasoft.com/speedreading/foreign_language_reading.html	One page tip sheet
General	Thinking Skills	Mind Tools – Essential Thinking Skills http://www.mindtools.com/	May require Practitioner edits
General	“Literacy” Numeracy	http://www.skillsworkshop.org/#functional_skills	Skills Workshop has recently done a major clean-up of their site. It was formerly called the Garden and is still home to over 1200 free adult literacy and numeracy resources.
General	Computer Use and Overview of All ES	http://www.nald.ca/library/learning/csc/etestudent/etestudent.pdf	This is in a workshop format but exercises aren't too hard to pull out

WEBSITES FOR OCCUPATIONAL RESEARCH

Working in Canada	http://www.workingincanada.gc.ca
National Occupational Classification	http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml
Essential Skills	http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml
BC Work Futures	http://www.workfutures.bc.ca/
What's Key	http://www.whatskey.org

APPENDIX A

Marketing/Recruiting Handouts

APPENDIX B

Assessment Guides

*Essential Skills TOWES Document Use Locator – Test
Administrator Handbook*

Versant Oral Communications Test – Test Administrator Guide

Versant Oral Communications Test – Test Instruction Sheet

Versant Oral Communications Test – Scoring Rubric

Versant Validation Scoring

The level of the test result represents the ability to understand spoken English and speak it intelligibly at a native-life conversational level on every day topics. The final level represents a weighted combination of the candidate's performance in four diagnostic sub skills; sentence mastery, vocabulary, fluency and pronunciation.

Level		Description
6	advanced	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing argument and accounts in coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shade of meaning even in more complex situations
5	Intermediate high	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibility and effectively for social, academic, and professional purposes. Can produce clear, well-structured detail text on complex subjects showing controlled use of organizational patters, connectors and cohesive devices.
4	Intermediate middle	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantage and disadvantages of various opinions.
3	Intermediate low	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of a personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
2	Elementary	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment) Can communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
1	Emerging	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and thinks he/has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix C

Employment Success! ***Preparing for Work in Canada***

Workshop Handouts & Answer Keys

Pre-ESI Workshop Questionnaire

Post-Workshop Questionnaire

Skill Development Plan

Workplace Norms ANSWER KEY

Snapping the Question ANSWER KEY

Pre-ESI Workshop Questionnaire

Date: _____

Please answer the following questions by providing a rating of your confidence level.

A rating of 1 – no confidence to 4 very confident

How confident are you:	1	2	3	4
in your understanding of skill requirements for your occupation in Canada?				
in assessing your essential skills?				
in identifying skills you need to learn?				
in learning new skills?				
in finding help with learning new skills?				
Please rate your confidence in your ability to describe and use the following essential skills for your occupation in Canada.	1	2	3	4
Reading Text				
Document Use				
Numeracy				
Writing				
Oral Communication				
Working with Others				
Thinking Skills				
Computer Use / Digital Technology				
Continuous Learning				

What do you expect to gain from attending this workshop?

Post Workshop Questionnaire & Workshop Evaluation

NOC Code: _____

Please answer the following questions by providing a rating of your confidence level.

A rating of 1 – no confidence to 4 - very confident

How confident are you:	1	2	3	4
in your understanding of essential skill requirements for your occupation in Canada?				
in assessing your essential skills?				
in identifying essential skills you need to learn?				
in learning new skills?				
in finding help with learning new skills?				
Please rate your confidence in your ability to describe and use the following skills for your occupation in Canada.	1	2	3	4
Reading Text				
Document Use				
Numeracy				
Writing				
Oral Communication				
Working with Others				
Thinking Skills				
Computer Use / Digital Technology				
Continuous Learning				

1. How useful was:
 - a. the one day *Employment Success! Preparing for Work in Canada* workshop
☐ Very useful ☐ Useful ☐ Somewhat useful ☐ Not at all useful
 - b. the planning session and Skills Development Plan
☐ Very useful ☐ Useful ☐ Somewhat useful ☐ Not at all useful
 - c. the Document Use and Oral Assessment
☐ Very useful ☐ Useful ☐ Somewhat useful ☐ Not at all useful
2. Overall, how useful was the *Employment Success! Preparing for Work in Canada* workshop for you in preparing for immigration to Canada?
☐ Very useful ☐ Useful ☐ Somewhat useful ☐ Not at all useful
3. Has the *Employment Success! Preparing for Work in Canada* workshop encouraged you to improve your job readiness before arriving in Canada?
☐ Yes ☐ No

4. What did you find most useful about the workshop and how will you use it?

5. What do you wish you could have done more of?

6. What did you find least useful about the workshop?

7. Did the *Employment Success! Preparing for Work in Canada* workshop increase your understanding of the specific requirements for your intended occupation based on the occupational profile?

☐ Strongly Agree ☐ Agree ☐ Agree to some extent ☐ Very little ☐ Not Applicable

8a. Are you planning to work on building your skills?

☐ Yes ☐ No

8b. If yes, please check all that apply

- ☐ Pursue essential skills upgrading via distance learning offered by the project
- ☐ Pursue essential skills upgrading after your arrival in Canada
- ☐ Pursue further education and training at a Canadian institution

9. How could the essential skills services be improved in the future?

10. Please include any additional comments.

[illegible]

Skills Development Plan	
Client Name:	
Date:	
Document Use Locator Score:	
Oral Communications Score:	
Job Target & NOC:	
Document Use score for target job:	

Skills Self Assessment

In Canada, having the Essential Skills for your chosen occupation has been linked to a number of positive outcomes including increased employability and improved earning potential. To view Essential Skills Occupational requirements visit:

<http://www.rhdcc-rsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml>

SKILLS for my Occupation	
My top 5 skills (based on Card Sort Activity)	Most important essential skills for my occupation (based on Occupational Profile)

My Skills Development Areas (from the Card Sort Activity and Essential Skills Profile)		
Task (from card or profile)	Skill	Resource
		<input type="checkbox"/> Measure Up measureup.towes.com <input type="checkbox"/> HRSDC www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools.shtml
		<input type="checkbox"/> Measure Up measureup.towes.com <input type="checkbox"/> HRSDC www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools.shtml
		<input type="checkbox"/> Measure Up measureup.towes.com <input type="checkbox"/> HRSDC www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools.shtml
		<input type="checkbox"/> Measure Up measureup.towes.com <input type="checkbox"/> HRSDC www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools.shtml
		<input type="checkbox"/> Measure Up measureup.towes.com <input type="checkbox"/> HRSDC www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools.shtml
Develop Occupational Vocabulary (identified in profile exercise)	All	<ul style="list-style-type: none"> - Dictionary - HRSDC Essential Skills Website Vocabulary Builder

I would like the opportunity to participate in distance coaching sessions Yes ____ No ____

(Please note – As this is a pilot project coaching sessions will be offered to a limited number of selected eligible participants)

Workplace Norms ANSWER KEY	Acceptable in Canada?	Same or different from our country?
<p>In an interview ask a candidate how old they are? <i>This is actually illegal from a human rights perspective as one may be prejudiced against an older or younger worker and therefore may not give them an equal opportunity to be considered for the job.</i></p>	No	
<p>When talking to a co-worker you can ask them how much money they make <i>This is generally considered a private personal matter and is not information that individuals are comfortable sharing, although sometimes coworkers who know and trust each other may share this information.</i></p>	No	
<p>Process correspondence such as e-mails and memo's <i>Workers in Canada do not generally have assistants and therefore process all of their documentation themselves.</i></p>	Yes	
<p>Shake hands with a female co-worker <i>Men and women are treated equally in the Canadian workplace. It is not uncommon to have a female boss.</i></p>	Yes	
<p>Greet boss using their first name <i>In Canada workers greet each other by their first names.</i></p>	Yes	
<p>Make eye contact when your supervisor is talking to you <i>In Canada it is expected that you make eye contact when someone is talking to you otherwise they might assume that you are hiding something, not telling the truth, or lack confidence.</i></p>	Yes	
<p>Volunteer for special committees and projects <i>People in Canada are generally good volunteers and this may help individuals with networking and to obtain valuable experience and potential employment. Volunteerism at work on committees or projects shows initiative, community spirit, and a willingness to give back. Employers are often influenced by this when considering employees for promotions, raises, etc.</i></p>	Yes	
<p>Identify and propose professional development to your employer <i>Employers see this as showing initiative and a willingness to learn and improve as well as to stay current. Again this influences employers when making decisions around promotions.</i></p>	Yes	
CONTINUED ON NEXT PAGE		

WORKPLACE NORMS ANSWER KEY – CONTINUED

Offer to help a colleague with his work <i>Shows that you are a team player , shows initiative and a commitment to the organization.</i>	Yes	
Propose new ideas to your supervisor <i>Demonstrates creativity and initiative, two qualities that employers value</i>	Yes	
Speak up at a meeting and offer your opinion before being asked <i>This also shows initiative, although some employers prefer to introduce discussions on a topic.</i>	Yes	
Schedule all of your meetings and update your daily planner <i>In Canada you generally will be expected to take care of all logistics yourself. It is rare to have someone to do this for you.</i>	Yes	
Situational Questions to Discuss – What would you do in your Country and what do you think is the norm in Canada?		
In your country what do you do when you disagree with your boss? What would you do in Canada? (Answer – in Canada you would approach your boss and talk about your ‘concern’ however you would be very cautious about the way you approach the concern and attempt to express communication without blame or accusation. You would often lead in with questions such as “I have been thinking about our strategy to ... and am wondering if this might be a better approach? Would you consider this idea? ...” Generally you bring a solution to the meeting, not just a concern or problem.		
If you are working on a time sensitive project and your co-worker cannot complete their part of the task what would you do? (Answer – First you would approach the colleague and ask to discuss the upcoming deadlines and tasks. You would start the discussion by asking the coworker if they had a plan to meet the deadlines and complete the tasks. You might suggest a division of labor and a way to meet the deadlines. If there is no plan and no provision to get the work done, other colleagues and maybe the supervisor might be called in in order to complete the tasks.		

ANSWER KEY

Snapping the Question – Exercise

Refer to the Government of Canada document, **Social Insurance Application** and 'snap' the following questions.

Question (Task) 1

Where should you call if you need assistance filling out the form?

Given - Key Words: *call, assistance*

Requested: *where to call if you need assistance*

Answer: *Call 1-800-206-7218 and select option "3" (looking for a phone number)*

Question (Task) 2

Enter the following on the form:

Name: Jason Kai Smith

Date of birth: May 22, 1972

Given - Key Words: *name, Jason Kai Smith, Date of birth, May 22, 1972*

Requested: *Enter the name and date of birth on the form (will have to enter information)*

Answer: (see form)

Government of Canada / Gouvernement du Canada		PROTECTED WHEN	
SOCIAL INSURANCE NUMBER APPLICATION		FINDER NO	DATE
<p>If you require assistance in completing the application, call 1-800-206-7218, select option "3". If you are outside Canada, call 506-548-7961 (long-distance charges apply). The application form must be accompanied by original document(s), if required (see <i>Information Guide</i>).</p> <p>What are you applying for:</p> <p><input type="checkbox"/> FIRST SOCIAL INSURANCE NUMBER (SIN) <input type="checkbox"/> UPDATE or CORRECTION TO SIN RECORD <input type="checkbox"/> REPLACEMENT CARD (\$10 CDN fee required) <input type="checkbox"/> LEGAL CHANGE OF NAME <input type="checkbox"/> CHANGE OF STATUS <input type="checkbox"/> CHANGE TO THE EXPIRY DATE ("900 Series SIN") <input type="checkbox"/> OTHER - SPECIFY _____</p>		DO NOT WRITE IN THIS AREA	
INFORMATION CONCERNING THE APPLICANT			
1	APPLICANT'S FULL NAME	First Given Name Jason Other Given Name or Names Kai Family Name Smith	PRINT CLEARLY IN BLUE OR
2	APPLICANT'S DATE OF BIRTH	Day 22 Month May Year 1972	3
4	APPLICANT'S MOTHER'S NAME	Given Name or Names y Name at	5
6	APPLICANT'S PLACE OF BIRTH	City, Town or Village Province/Territory/State Country	APPLICANT'S GENDER Male Female Check if the applicant is a t

Question (Task) 3

If your documents are in order, when can you expect to receive a response to your request for a Social Insurance Number?

Given - Key Words: *receive response*, (**may also include: *documents in order*)

Requested: when can you expect a response? (*looking for a time/date/number*)

Answer: Within 20 business days

Question (Task) 4

Fill in the form to show the following:

- you are applying for a replacement Social Insurance Number (SIN)
- your original number was 897-855-123

Given - Key Words: *replacement Social Insurance Number (SIN)*, *original 897-855-123*

Requested: *Fill in the form to request a replacement SIN (will have to enter information)*

Answer: (see circled items on form below)

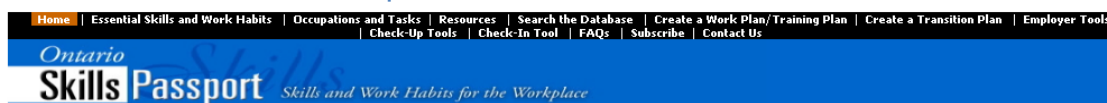
Government of Canada / Gouvernement du Canada		PROTECTED WHEN COMPLETED - B	
SOCIAL INSURANCE NUMBER APPLICATION			
<p>If you require assistance in completing the application, call 1-800-206-7218, select option "3". If you are outside Canada, call 506-548-7961 (long-distance charges apply). The application form must be accompanied by original document(s), if required (see <i>Information Guide</i>).</p>			
<p>What are you applying for:</p> <p><input type="checkbox"/> FIRST SOCIAL INSURANCE NUMBER (SIN)</p> <p><input type="checkbox"/> UPDATE or CORRECTION TO SIN RECORD</p> <p><input checked="" type="checkbox"/> REPLACEMENT CARD (\$10 CDN fee required)</p> <p><input type="checkbox"/> LEGAL CHANGE OF NAME</p> <p><input type="checkbox"/> CHANGE OF STATUS</p> <p><input type="checkbox"/> CHANGE TO THE EXPIRY DATE ("900 Series SIN")</p> <p><input type="checkbox"/> OTHER - SPECIFY _____</p>		<p>FINDER NO _____ DATE _____</p> <p>DO NOT WRITE IN THIS AREA</p>	
INFORMATION CONCERNING THE APPLICANT			
PRINT CLEARLY IN BLUE OR BLACK INK			
1	APPLICANT'S FULL NAME	First Given Name Jason	Other Given Name or Names Kai Family Name Smith
2	APPLICANT'S DATE OF BIRTH	Day 22 Month May Year 1972	3 APPLICANT'S GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Check if the applicant is a twin, triplet, etc.
4	APPLICANT'S MOTHER'S NAME	Given Names y Name :	5 APPLICANT'S FATHER'S NAME Given Name or Names Family Name
6	APPLICANT'S PLACE OF BIRTH	City, Town or Village Province/Territory/State Country	7 APPLICANT'S FAMILY NAME AT BIRTH
8	OTHER FAMILY NAME(S) PREVIOUSLY USED		
9	<p>DID THE APPLICANT EVER HAVE A SOCIAL INSURANCE NUMBER?</p> <p>If yes, write the nine digit number here: 897-855-123 <input type="checkbox"/> No <input type="checkbox"/> Unknown (don't recall)</p>		
10	APPLICANT'S STATUS IN CANADA	Check one of the following: <input type="checkbox"/> Canadian Citizen <input type="checkbox"/> Registered Indian <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Other	11 Daytime Telephone Number Evening Telephone Number

Appendix D

How to Modify Occupational Profiles

Guide to Editing Occupational Profiles

1. Access the Ontario Skills Passport website:

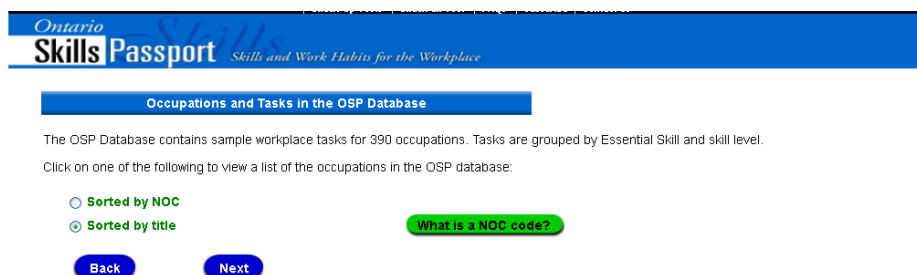


[Ontario Skills Passport skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp](http://skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp)

2. Select Occupations and Tasks in the menu bar



3. In the new window you can search occupations alphabetically by title or by NOC (National Occupation Classification) and click next.



4. Select the ☒ to open up a profile in a new window.

Occupations and Tasks in the OSP Database Sorted Alphabetically by Occupation

NOC	Sample Workplace Tasks	NOC Title	Level of Education or Training
0632a	<input checked="" type="checkbox"/>	Accommodation Service Managers (Small Business Owner-Operators)	0
1431	<input checked="" type="checkbox"/>	Accounting and Related Clerks	C and D
1441	<input checked="" type="checkbox"/>	Administrative Clerks	C and D
2146	<input checked="" type="checkbox"/>	Aerospace Engineers	A
2123	<input checked="" type="checkbox"/>	Agricultural Representatives, Consultants and Specialists	A
2222	<input checked="" type="checkbox"/>	Agricultural and Fish Products Inspectors	B
2271	<input checked="" type="checkbox"/>	Air Pilots, Flight Engineers and Flying Instructors	B

5. Select **Print Occupational Profile** to open the profile in a PDF format and save it to your computer. Convert the PDF to a WORD document.

Occupation Skills and Tasks

NOC code: 1441

Occupation: Administrative Clerks

Print Occupational Profile



Occupation description:

Administrative clerks compile, verify, record and process forms and documents, such as applications, licences, permits, contracts, registrations and requisitions, in accordance with established procedures, guidelines and schedules. They are employed throughout the private and public sectors. The most important Essential Skills for this occupation are: Document Use, Job Task Planning and Organizing, Oral Communication

There is

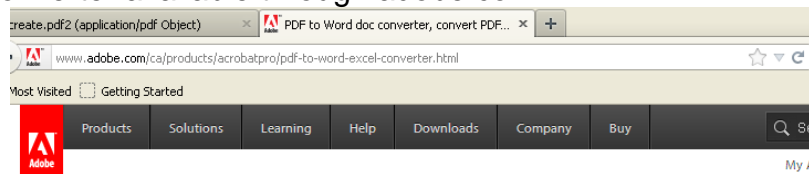
Click on any of the skill titles or blue [skill level](#) boxes to view sample workplace tasks for this occupation. "Level 1" tasks are the least complex and "level 4/5" tasks are the most complex. Skill levels are associated with workplace tasks and not the workers performing these tasks.

An asterisk (*) beside a skill title indicates that it has been identified as a [most important Essential Skill](#) for this occupation.

Essential Skills	Level		
Reading Text	1	2	3
Writing	1	2	3
* Document Use	1	2	3
Computer Use	1	2	3
* Oral Communication	1	2	3

a free

downloadable converter available through adobe.com.



If you have
with the
you may opt

Adobe Acrobat /
Acrobat X Pro / Convert PDF to Word or Excel

difficulties
download
to just copy,

cut and paste the profile. To do this the profile must be opened in its original window, not the "print profile" window. Select all, copy and then paste into a new WORD document. The font used in the edited profiles was Calibri, size 11 with line spacing at 1.15.

6. Save and name the document and begin editing:

- Edit the header from: (1441 is used as an example)

Occupation Skills and Tasks

NOC code: 1441

Occupation: Administrative Clerks

to Occupational Profile NOC: 4141: Secondary School Teachers Essential Skills and Tasks

- Delete LOGO

Occupation Skills and Tasks
NOC code: 1441 Occupation: Administrative Clerks

Occupation description:
Administrative clerks compile, verify, record and process forms and documents, such as applications, licences, permits, contracts, registrations and requisitions, in accordance with established procedures, guidelines and schedules. They are employed throughout the private and public sectors. The most important Essential Skills for this occupation are: Document Use, Job Task Planning and Organizing, Oral Communication.

Click on any of the skill titles or blue [skill level](#) boxes to view sample workplace tasks for this occupation. *Level 1 tasks are the least complex and *level 4/5 tasks are the most complex. Skill levels are associated with workplace tasks and not the workers performing these tasks.

An asterisk (*) beside a skill title indicates that it has been identified as a [most important Essential Skill](#) for this occupation.

Essential Skills	Level 1	Level 2	Level 3	Level 4	Level 5
Reading Text	1	2	3		
Writing	1	2	3		
* Document Use	1	2	3		
Computer Use	1	2	3		
* Oral Communication	1	2	3		
Money Math	1	2			
Scheduling or Budgeting and Accounting	1	2			
Measurement and Calculation	1	2			

- Delete this line
- Delete this line

- Move the sentence indicating the 'most important skills' to just above the chart

7. Edit chart: delete little blue boxes and replace with a solid shaded light blue row. The chart will look more like a bar graph. Extend the coloured bar to the complexity level defined in the profile.

8. Delete these lines – replace with Numeracy/Digital Technology

Delete these lines – replace with Thinking Skills

Essential skills	Level-1	Level-2	Level-3	Level-4	Level-5
Reading Text					
Writing					
Document Use					
Computer Use					
Oral Communication					
Money Math					
Scheduling or Budgeting and Accounting					
Measurement and Calculation					
Data Analysis					
Numerical Estimation					
Thinking Skills					
Job Task Planning and Organizing					
Decision Making					
Problem Solving					
Finding Information					

Dark blue indicates the most important skills for this occupation)

9. Add a new row for Working with Others and Continuous Learning and type in these 2 skills.

10. Delete this entire box.

This information has been adapted from the Government of Canada's Essential Skills Profile for 4141-Secondary School Teachers

- View the entire Essential Skills Profile
- View the NCO Occupational Description, which includes a list of example job titles, main duties and employment requirements for this occupation
- View the Occupational Language Analyses (OLAs) developed by CCLB that are currently available for some occupations

Essential Skills-Related Assessment Tools

- OSP Work Plan - Create a work plan that focuses on the Essential Skills, job tasks and work habits related to your workplace. Employers record progress in this work plan.
- OSP Training Plan - Create a training plan that focuses on the Essential Skills, job tasks and work habits related to your training program. Teachers Adult Education record the demonstration of Essential Skills and work habits in the training program.
- OSP Check-Up Tools - Assess, practice and build your Essential Skills and work habits using a self-assessment tool and real workplace activities.
- OSP Check-Up Tool - Practitioners and counsellors can use this simple, referral and planning tool to focus on Essential Skills and work habits.
- How do your skills Measure Up? - Access problem sets for Reading Text, Document Use and Numeracy.
- TOVES (Test of Workplace Essential Skills)

Career Exploration and Planning Tools

- Vector
- Career Cruising
- Ontario Prospects - Ontario's Guide to Career Planning

Education and Training

- Employment Ontario
- UWIN
- Ontario Colleges
- Ontario Universities

Employment Trends and Opportunities

- Employment Ontario
- UWIN - your source for local education, training and employment-related information.
- Ontario WorkinfoNet - Ontario's largest network of work-related resources
- Ontario Job Futures - provides information on the current trends and future outlook for 145 occupations common to Ontario
- Canada Job Futures - provides information on current trends and future outlook for 245 occupations across Canada
- Job Data - the Government of Canada's web-based network of job postings
- Government of Ontario Labour Market Information
- The Interprovincial Standards Red Seal Program
- Working in Canada
- Work Ready: CLB Resources for Counseling, Hiring, and Working with Internationally Trained Individuals
- Potential to Progress

11. THE OSP PROFILES **do** **not** contain task examples for the essential skills **Working with Others** or **Continuous Learning**. These sections must be copied from the HRSDC Profiles and inserted in the profile at the end of the document. To find the task examples for these 2 skills access the HRSDC Essential Skills Website

Literacy and Essential Skills

www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml

12. Click on Essential Skills Profiles



13. Under Access the profiles click on 'original 350+ Essential Skills Profiles'



14. Click on National Occupation Classification Code



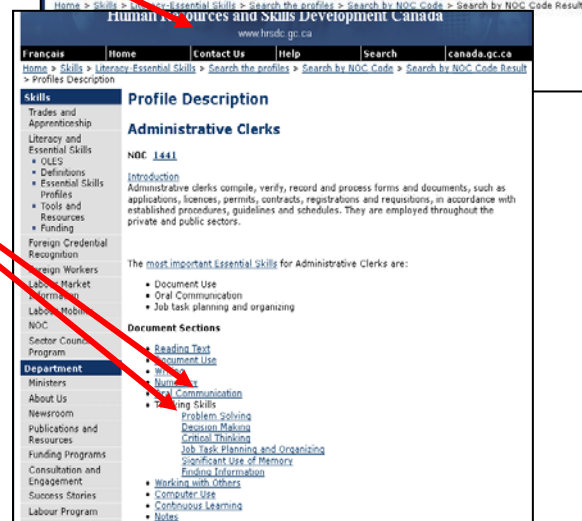
15. In the new screen type the code number of the occupation being edited and click 'next'.



16. Click on the occupation name to open up the profile



17. Click on 'Working with Others' to link to the description of tasks for the occupation profile. Repeat these steps for 'Continuous Learning'. Copy and paste both of these paragraphs at the end of the OSP profile that is being edited.



G. Working with Others

Administrative clerks mainly v jointly with a partner or help and may work as members of busy periods.

I. Continuous Learning

Administrative clerks continue to learn. For example, they receive training in the use of new software as it is added to the work environment. They may also take training offered by their employer in areas such as time management and specific job skill upgrading.

18. **Please Note:** some profiles on the HRSDC site will have complexity levels assigned under these 2 skills, while others do not. If the profile does have a complexity level, this level must be added at the end of the paragraph as well as included in the shaded bar of the skills chart at the beginning of the profile.

Appendix E

Mentorship Process Guide