

SPOTLIGHT ON

Change



*An Essential Skills
Upgrading Program
For Women Over 40*

Worksheets for Participants

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Funded by the Office of Literacy and
Essential Skills (HRSDC)

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GETTING READY ACTIVITIES

At the end of each unit, there is a Getting Ready activity. Each of the activities is designed to help you prepare for the next unit by providing you with the opportunity to reflect upon your emotions, experiences, values, thoughts and hopes for the future.

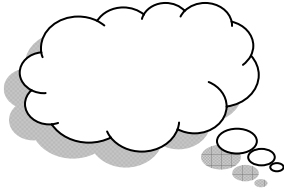
We've listed all of the "Getting Ready" activities here. With the help of your facilitator, fill in the dates each activity will be discussed or presented.

Module 1

GETTING READY FOR MODULE 1 UNIT 1

Date:

If you could have any job at all, without any obstacles standing in your way, what would it be? What is it about the job that appeals to you?



My thoughts on this:

GETTING READY FOR MODULE 1 UNIT 2

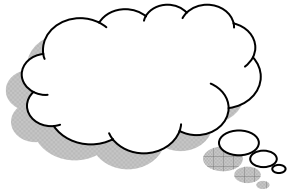
Date:

Bring an object to share with the group (may be a photograph, ornament, keep-sake, etc.) that means a lot to you and represents what is important in your life today.

GETTING READY FOR MODULE 1 UNIT 3

Date:

Think about a job you had in the past. What did you do? What was a typical day at work for you? Be prepared to share this information with the group.



A typical day for me:

GETTING READY FOR MODULE 1 UNIT 4

Date:

Share your hobby or other non-paid activities in which you participate, with the group.

For example:

- If you do yoga or tai chi or dance with a cultural group, demonstrate some stretches or movements.
- If you like to read, bring in the book you are currently reading and explain the story and why you like it.
- If you bake, sew or do a craft bring in something you've made.
- If you participate in a charitable group or event, bring information about it, or something that represents it, such as a poster or a photo.

If you don't have a hobby, do you volunteer somewhere – perhaps at your place of worship or a school? Tell the others what it is you do and how it makes you feel. If you don't have a hobby and don't volunteer, think about the types of things you might do if you had the time or energy!

GETTING READY FOR MODULE 1 UNIT 5

Date:

- In your experience, thinking about your own life, what are the good things about growing older?
- In your experience, thinking about your own life, what are the most challenging things about growing older?
- Is there an older person you admire? What is it about her that you like?

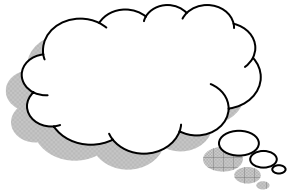


My thoughts on this:

GETTING READY FOR MODULE 1 UNIT 6

Date:

- If you were to take a trip to a place you've never visited before, how would you go about finding out about it?
- If you had an afternoon free just for you, and no other responsibilities, how would you spend it? Would you watch a movie, read a book, write a letter, listen to music, go for a walk, or visit friends? Or do something else altogether?



My thoughts on this:

GETTING READY FOR MODULE 1 UNIT 7

Date:

Ask five people you know – relatives, friends, peers - to describe your personality in a single word. Write down the five answers and bring them with you to the next unit.



Here's what each person said:

1.

2.

3.

4.

5.

GETTING READY FOR MODULE 1 UNIT 8

Date:

Tell something about yourself by decorating the quilt square given to you by the facilitator. Be creative – use whatever materials you want to illustrate whatever aspect of yourself you'd like. Quilt, stitch, sew, fabric paint, staple on a photo, do appliqué, glue or stitch on small pieces – the choice is yours. Bring the illustrated square to the unit.

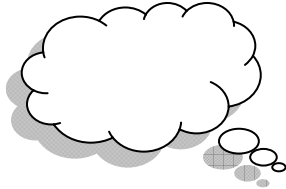
Module 2

GETTING READY FOR MODULE 2 UNIT 1

Date:

Chat with someone who is in your personal circle of acquaintances - a friend, relative, a neighbour, or mentor. Ask the person for suggestions about a job – if she or he knows someone who may be hiring in the future, or hiring now.

(Note: The suggestion doesn't have to be a sure-fire thing, or very complicated – just an idea for a lead or contact).

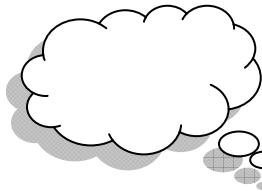


Job suggestions:

GETTING READY FOR MODULE 2 UNIT 2

Date:

- What is special or unique about the community where you live? Bring a photo that illustrates this feature, or a “post-card size” picture or graphic download from the web. Think of one specific thing – maybe a geographic setting, or a festival or event, or a major industry or business, or something else altogether.
- If the right job opportunity came along in another community, would you move?

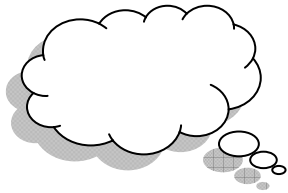


My thoughts on this:

GETTING READY FOR MODULE 2 UNIT 3

Date:

- A few sessions ago you completed a questionnaire asking you how you use the nine Essential Skills in your daily life. Those skills are: reading, writing, working with documents, working with numbers, working with others, oral communication, thinking, using computers and technical items, and continuous learning.
- Reflect upon those skills. Which do you feel most confident about? Why is that?

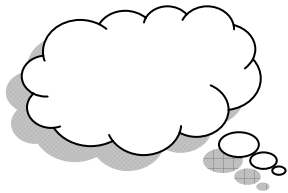


My thoughts on this:

GETTING READY FOR MODULE 2 UNIT 4

Date:

- Observe someone who is at work – maybe a server at a coffee shop, a clerk at a grocery store, a receptionist at a place where you are waiting for an appointment, your hairdresser, a salesperson, a road crew worker or the person who delivers your mail... the list from which you might choose is endless.
- What are the main **tasks** that the person performs? In your opinion, what is the most important **Essential Skill** for that job? The second most important skill?



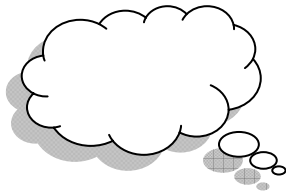
My thoughts on this:

GETTING READY FOR MODULE 2 UNIT 5

Date:

Pick one of the following:

- If you were to run your own shop, what would you sell? If it is something you make, bring a sample of it to show.
- If you were to run your own business, what service would you provide? If it is something you do, come ready to give the group a quick demo. If there is something you can show us, bring that along.
- If you could be hired in a job traditionally held by men, what would the job be?

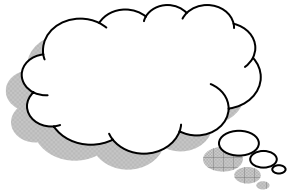


My thoughts on this:

GETTING READY FOR MODULE 2 UNIT 6

Date:

- Did you like school when you were a child or a teenager? What is your best memory of school? What didn't you like about school?
- Would you go back to school as an adult to get further training or education if it meant you had a better chance of finding the job you wanted? If the answer is no, can you say why? If the answer is yes, what would you need to help you go back to school?

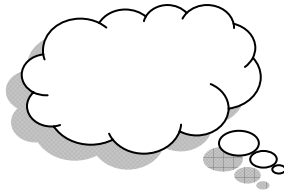


My thoughts on this:

GETTING READY FOR MODULE 2 UNIT 7

Date:

- Tell us about a community group or organization that others in the group might find helpful, that either helped you in a time of need or challenge, or has helped others you know.
- Bring a brochure or print off some information from the web. Be sure to include contact information, or how people can get in touch with the group.



Here's a community group that I would recommend:

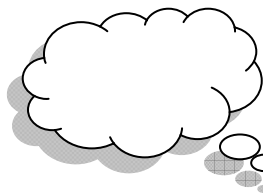
GETTING READY FOR MODULE 2 UNIT 8

Date:

We've explored community as family, friends and networks. We've explored community as a geographical location and features. We've explored community as labour and market trends – the jobs it has to offer, its demographics, its services and industries. We've explored community as a support system, the agencies and people who can help us when we face challenges.

Think about community, in light of your own life, situation, and future employment:

- “What does your community have to offer **you**?”
- “What do **you** have to offer your community?”



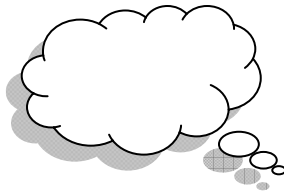
My thoughts on this:

GETTING READY FOR YOUR ACTION PLAN

Date:

Think about a time when you made a big change in your life. For example, maybe you got married, or your child was born, or you decided to come to Canada:

- How did you go about getting ready for the change?
- Did you make a plan?
- Were there steps involved to prepare?
- If so, what were the steps that made up your plan?



My thoughts on this:

SPOTLIGHT ON

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Module 1 Worksheets

OUTCOME

The participant creates a skill, knowledge and personality profile and uses the profile to identify areas of employment that reflect her interests and strengths.

WORKSHEET 1

My Dream Job

1. Copy the list from the flip chart you created in class into **Column A**
2. In **Column B** renumber the list according to what is important to you. # 1 would be the thing that is **most important** to you.
3. When you've re-numbered all the items that are important to you, re-write the list in **Column C**.

Here's an example: "flexible hours" is number three on the flip chart but it is what is most important to me, so I put the number 1 beside it in column B. In Column C, I've re-written the list so it shows what is most important to me.

Dream Job Worksheet - Example				
	Column A list from Flipchart	Column B Your needs or interests		Column C Write the list in your new order
1	Short bus ride	3	1	Flexible hours
2	Working alone	2	2	Working alone
3	Flexible hours	1	3	Short bus ride

Turn this page over to use the worksheet. When you are finished put the worksheet in your portfolio. You may wish to discuss the completed worksheet with the facilitator.

DREAM JOB WORKSHEET				
	Column A list from Flipchart	Column B Your needs or interests		Column C Write the list in your order
1			1	
2			2	
3			3	
4			4	
5			5	
6			6	
7			7	
8			8	
9			9	
10			10	
11			11	
12			12	

Why did you make these choices?

When you are finished put the worksheet in your portfolio. You may wish to discuss the completed worksheet with the facilitator.

WORKSHEET 2***Essential Skill Research***

1. Complete the chart for the Essential Skill you are researching.
2. Use the chart to record notes during presentations about other Essential Skills. Put the notes in your own words.

Essential Skills	Typical Applications	Workplace Examples	Community Examples

WORKSHEET 3

What are Essential Skills?

Human Resources and Skills Development Canada (HRSDC) define the Essential Skills as “the skills needed for work, learning and life.” They consider these skills to be the foundational skills for all other learning and needed to “enable people to evolve with their jobs and adapt to workplace change.”

Below you’ll find information about each of the nine Essential Skills and some examples of how you could use those skills at work or in your everyday life.¹

Essential Skills	Typical Applications	Workplace Examples	Community Examples
Reading Understanding materials written in sentences or paragraphs (e.g., letters, manuals).	<ul style="list-style-type: none"> • Scan for information or overall meaning. • Read to understand, learn, critique or evaluate. • Analyze and synthesize information from multiple sources or from complex and lengthy texts. 	If you were working as an airline sales agent you might read notices on a computer screen, such as special handling requirements or weather information.	You may use this skill to understand a lease agreement for a new apartment.
Document Use Finding, understanding or entering information (e.g., text, symbols, numbers) in various types of documents, such as tables or forms.	<ul style="list-style-type: none"> • Read signs, labels or lists. • Understand information on graphs or charts. • Enter information in forms. • Create or read schematic drawings. 	If you were working as a bricklayer you would need to interpret blueprints to determine the height, length and thickness of walls.	You may use this skill when referring to a bus schedule to plan an outing.
Numeracy Using numbers and thinking in quantitative terms to complete tasks.	<ul style="list-style-type: none"> • Make calculations. • Take measurements. • Perform scheduling, budgeting or accounting activities. • Analyze data. • Make estimations. 	If you were working as a payroll clerk you would monitor vacation entitlements to prepare budget and scheduling forecasts.	You may use this skill to calculate deductions on personal tax forms.

¹ Taken from http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/awareness/what_are_es.pdf.

Essential Skills	Typical Applications	Workplace Examples	Community Examples
Writing Communicating by arranging words, numbers and symbols on paper or a computer screen.	<ul style="list-style-type: none"> • Write to organize or record information. • Write to inform or persuade. • Write to request information or justify a request. • Write an analysis or a comparison. 	If you were working as a human resources professional you would need to write recommendations on issues such as workplace health and safety.	You may use this skill to complete an application for a credit card.
Oral Communication Using speech to exchange thoughts and information.	<ul style="list-style-type: none"> • Provide or obtain information. • Greet, reassure or persuade people. • Resolve conflicts. • Lead discussions. 	If you were working as an office clerk you would take messages and share information by phone and in person.	You may use this skill to explain a food allergy to a server at a restaurant.
Thinking Finding and evaluating information to make rational decisions or to organize work.	<ul style="list-style-type: none"> • Identify and resolve problems. • Make decisions. • Find information. • Plan and organize job tasks. • Use critical thinking. • Use memory. 	If you were working as a paramedic you could diagnose a patient's condition based on medical charts and your own observations. Paramedics use their judgement to start an appropriate treatment plan.	You may use this skill to research and select courses at your local adult learning centre.
Computer Use Using computers and other forms of technology.	<ul style="list-style-type: none"> • Use different forms of technology, such as cash registers or fax machines. • Use word processing software. • Send and receive emails. • Create and modify spreadsheets. Navigate the Internet. 	If you were working as a telephone operator you would use customized software to scan databases for telephone numbers or long distance rates.	You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).
Continuous Learning Participating in an ongoing process of improving skills and knowledge	<ul style="list-style-type: none"> • Learn on the job. • Learn through formal training. • Learn through self-study. • Understand your own learning style. • Know where to find learning resources. 	If you were working as a retail sales associate you would improve your skills and knowledge by attending sales training and reading product brochures.	You may use this skill when taking a first aid course at a community centre.

WORKSHEET 4

*Work Values Quiz*¹

Your values are important clues to what kind of work and work conditions you would like. The *Work Values Quiz* can help you determine your work motivations, your preferred work setting, how you like to interact with others, and your work style. There are 4 parts to this quiz.

PART 1: MY WORK MOTIVATIONS	Important	Somewhat Important	Not Important
The idea of making money motivates me a great deal.			
I'm motivated by work that allows me to help other people, either individually or in small groups.			
I'm not interested in managing other people. I'm motivated by work that allows me to manage just myself.			
Money is not as important to me as a personal sense of satisfaction.			
I want work that absorbs me, even if it takes up my leisure time.			
I'm motivated by work that will improve the world.			
It's important to me to get public recognition for the work that I do.			
I'm motivated by work that will lead to a management position.			
I want work that leaves me leisure time for my family and friends.			

¹ Taken from Service Canada, Work Values Quiz. www.jobsetc.ca/toolbox/quizzes/values_quiz.do?lang=e

PART 2: MY PREFERRED WORK SETTING	Important	Somewhat Important	Not Important
I would like to travel and experience different cultures and places.			
I want a calm, peaceful work setting.			
I would like to work outside all or some of the time.			
I like work that is physically challenging.			
I prefer indoor work.			
I want work that challenges my intellectual capacities.			
I want work that doesn't involve travel.			
I enjoy a workplace with lots of fast-paced activity.			

PART 3: HOW I LIKE TO INTERACT WITH OTHERS	Important	Somewhat Important	Not Important
I like to work independently with little or no supervision.			
I like work that lets me persuade or negotiate with others.			
I like to compete and put my skills and abilities against others.			
I would like to work with the public.			
I want work where I set and meet my own personal goals.			
I want work where I get to interact with a team of other people.			
I prefer to work away from the public.			
I want work where I can influence the attitudes or opinions of others.			

PART 4: MY WORK STYLE	Important	Somewhat Important	Not Important
I like work where I can solve problems and decide how things should be done.			
I enjoy work that has fixed hours and a set schedule.			
I want work with responsibilities that change frequently.			
I want work that lets me use my creativity to think up new ways to do things.			
I want the freedom to work to my own schedule.			
I enjoy work that requires attention to detail and accuracy.			
I prefer a work situation where my responsibilities are the same every day.			
I want a work situation that's exciting and high-pressured.			

WORKSHEET 5*My Strengths*

What I Did (Tasks)	My Strengths

WORKSHEET 6***Identifying My Transferable Skills***

For each volunteer or unpaid work placement you've done answer the questions below.

What did you do?
Where did you do it?
How long were you there?
Describe the skills that you used

Put the completed worksheet(s) in your portfolio for future reference.

WORKSHEET 7

Volunteers Needed

Read the volunteers needed ads. Please note the positions listed are not current. The contact information has been removed and the descriptions are offered as *samples* only.

- **Ten Thousand Villages**, a non-profit, fair trade organization, is recruiting volunteers to assist in their retail and distribution centre operations. Join them in helping to provide vital, fair income for artisans in developing countries by selling their handcrafted items and sharing their stories. Applications are available.
- **Do you have talent in the aesthetics department? Christian Horizons is in need of a volunteer** who would like to enhance their professional career by offering their services to individuals with exceptional needs. Services can include: manicures, pedicures, makeovers, and others that the volunteer has experience with. Make a difference in someone's life by helping them feel better about themselves!
- **The Alzheimer Society needs Volunteer Companions for people with Alzheimer's disease or dementia.** Volunteers develop a warm and friendly relationship by going to a person's home and participating in activities that help to maintain their dignity and build their self-esteem. This allows the caregiver to leave the home knowing that their loved one is safe in the care of a trained companion. Compassion, patience and a willingness to learn are required for this position.
- **Langs Farm Village Association** is in need of Resource Centre Volunteers for Monday evenings 5-8 pm. Answer phones and provide administrative support to programs.
- **Community Support Connections** is looking for an individual who can support our frozen meal program for seniors by unpacking stock and hand packing orders to be delivered by our volunteers each week. Day needed is Wednesday's from 12:30 – 3:00.

- **KidsAbility Centre for Child Development** working with children with Special Needs is looking for Volunteers to help out with our Adapted Aquatics Therapeutic Recreation Program as well as a Swim Program for our Junior Kindergarten Classroom. Program takes place in the YMCA pool.
- **Pride Stables** is a therapeutic horseback riding program for children and adults with disabilities. We are seeking daytime volunteers to lead horses and side-walk for our riders between the hours of 9:00 and 2:00. These hours are flexible. Horse experience is not necessary. We will train. If you love horses and children, please contact us.
- **Memorial Hospital** needs Patient/Family volunteers to assist on the Medicine Unit. Volunteers will assist visitors as they enter and exit the unit to ensure a smooth flow of people on the unit during visiting hours. They will assist staff in ensuring infection control procedures are followed by all visitors and family members. Light admin duties to help the staff will be required periodically. The shifts are 2 pm to 5 pm and 5 pm to 8 pm seven day per week. Volunteers will be asked to come in one shift per week.
- **The Bridges Shelter Corporation** is looking for a total of 2 volunteers to help prepare, serve and clean up (including doing dishes) for our community breakfast held Thursday mornings. The shift runs from 7:00 am until 10:00 am.

WORKSHEET 8***Volunteering Jobs***

Read the volunteer advertisements in Worksheet 7. Next pick a volunteer job that interests you and then answer the questions below.

Volunteers Needed
What is the job? Describe it in your own words.
What skills or strengths are needed for the job?
Which of the skills do you feel you have?
If you were in an interview for the position, what would you say to let the interviewer know you wanted the volunteer position? Why do you think you are a suitable candidate for the placement?

Volunteers Needed

What questions would you ask the interviewer?

Put the completed worksheet in your portfolio for future reference.

WORKSHEET 9

What do I worry about?

Read the information in the box and then respond to the question.

WHAT WOMEN WORRY ABOUT

Concerns about health care costs and family weigh heavily on women aged 35 to 54. Percentage affected "a great deal" or "somewhat" in their personal lives by:

- ⇒ Concerns about an aging parents care or well-being: **65%**
- ⇒ Worry about not having enough time to help or support a family member: **59%**
- ⇒ Difficulty managing stress: **55%**

Sources: National Association of Social Workers and the New York Academy of Medicine.

1. Think about your own life. What do **you** worry about?
2. Write about it in your learning journal.

WORKSHEET 10

Reducing poverty possible, forum told²

'I am the face of poverty . . . I am your daughter, sister, cousin, friend and neighbour'

October 27, 2008

FRANCES BARRICK

RECORD STAFF

WATERLOO REGION

Melannie Hogg once owned a successful catering business in Toronto.

Then multiple sclerosis and arthritis reduced the 39-year-old Kitchener woman to a life of poverty. She lives on a disability pension of \$746 a month.

"I am the face of poverty," Hogg told about 70 people at a forum on poverty. "I am your daughter, sister, cousin, friend and neighbour. I am not the stereotype, not what you would normally think of when poverty comes to mind.

"I didn't choose to be poor. I chose to be a productive member of society."

The gathering Friday in Cambridge brought together social activists who want to reduce poverty in Ontario by 25 per cent in five years.

Ontario Premier Dalton McGuinty has pledged to introduce a poverty-reduction strategy by the end of this year.

Peter Clutterbuck of the Social Planning Network of Ontario, which is promoting the goal of a 25 per cent cut in poverty, said he's encouraged the Liberal government is still committed to the fight, despite economic uncertainties.

"Poverty remains on the agenda," he said.

The question, he said, is how quickly the government will implement poverty-reduction initiatives and how much money is allocated to them.

About 320,000 children live in poverty in Ontario, Clutterbuck told the forum

² Reprinted with permission. The Record, Waterloo Region.

at Cambridge City Hall. A 25 per cent cut would mean 80,000 fewer children who are poor.

"It is not an ambitious program," he said. "It is actually an achievable program."

Ways to reduce poverty include increasing the minimum wage to \$11 an hour, providing more affordable housing, and offering child-care and transit subsidies to the poor, he said.

Anne Tinker, executive director of The Bridges, said the 40-bed homeless shelter in Cambridge is more than full every night.

On Thursday night, nine people slept on the floors.

Now, a growing number of seniors are seeking shelter, including two people in their 80s who arrived at The Bridges one night last week.

Like many other speakers at the forum, Tinker urged the community to get behind the poverty-reduction movement.

"If we don't work together to find an answer, it is going to get worse before it gets better," she said.

Source: Frances Barrick, The Record
fbarrick@therecord.com

WORKSHEET 11

Middle-aged women are less likely to be happy³

By Marilyn Elias, USA TODAY

Women from the mid-30s to mid-50s are less likely than Americans overall to be very happy, and many are racked by worries about aging parents and other family members, a national survey reports Monday.

Money, time and health concerns loomed large in the poll by independent pollsters Pursuant Inc. of more than 1,100 women who have at least one living parent. About 20% said they were very happy, compared with 34% for the U.S. population overall in another survey by the Pew Research Center this year.

More than half of the women were concerned about an elderly relative's health. Those who had ailing relatives — usually a mother or father — were much more likely to feel depressed and to worry about having enough time for family members. They also had more trouble managing stress. About two out of three women were employed.

The poll of women ages 35 to 54, commissioned by the New York Academy of Medicine and the National Association of Social Workers, has a margin of error of plus or minus 3 percentage points.

The bleak scenario doesn't surprise Deb Rubenstein, a social worker who counsels "sandwich generation" women, those who have children at home and aging parents, at IONA Senior Services, a social-service agency in Washington, D.C.

"I've had women burst into tears in my office. They say 'Not only is my father in the hospital, and they're calling me at work saying, "Figure out where he's going next because he's not going home," but the school's calling to say my learning-disabled child has developed another problem.' "

Typically, when emergencies with aging parents hit, "these women already have their plates 110% full," she says. Women do about 70% of the care giving for elderly relatives with chronic illness, national studies have shown.

Counseling and referrals to assisted living facilities or other resources for the

³ Taken from http://www.usatoday.com/news/health/2006-11-12-women-study_x.htm. Used with permission as per information on USA Today's website, March 2010.

elderly can help, she says. About one out of four women surveyed said they or relatives had sought help from aging services experts.

Later marriages, later child-bearing and longer life spans are forcing more women into taking responsibility for their kids and their parents, says social demographer Janice Wassel of the University of North Carolina-Greensboro. The "sandwich" years don't even go away by the 60s anymore.

"We've got these 60-year-olds who take care of 92-year-old parents and 16-year-old kids," she says.

Providing elder care was linked to feeling overworked in a study of employed adults last year, but taking care of children was not, says Ellen Galinsky of the Families and Work Institute, which did the study.

Such overwork may be common. In another institute study, 35% of U.S. employees said they had elder care responsibilities during the last year. "It can be episodic, unpredictable and very stressful," Galinsky says.

WORKSHEET 12

Learning Style Quick Test⁴

Put a check mark beside each statement that describes what you would most likely do or how you'd respond to a situation.

The Challenge...	A	B	C
<i>To operate new equipment I would:</i>	Read the instructions	Listen to an explanation	Try it out
<i>To find travel directions I would:</i>	Look at a map	Ask for spoken directions	Follow my nose
<i>To cook something new I would:</i>	Follow a recipe	Call a friend and ask for an explanation	Follow my instinct, tasting as I cook
<i>To teach something to someone I would:</i>	Write out instructions	Explain verbally	Show them and let them try it
<i>To return faulty goods I would:</i>	Write a letter	Phone	Take it back to the store
<i>I'd say...</i>	"I see what you mean."	"I hear what you're saying."	"I know how you feel."
<i>I'd say...</i>	"Show me."	"Tell me."	"Let me try it."
<i>I'd say...</i>	"Watch how I do it."	"Let me explain."	"You have a go."
<i>Continued on next page</i>			

⁴ Quick Test information adapted from: <http://www.businessballs.com/vaklearningstylestest.htm>. All other information taken from *The Adult Literacy Learner*. L. Kennedy and M. Paul, 2005.

The Challenge...	A	B	C
<i>Leisure</i>	Museums and galleries	Music and conversations	Physical activities
<i>Buying gifts</i>	Books	Music	Tools and gadgets
<i>Shopping</i>	Look and imagine	Discuss with shop staff	Try on and test
<i>Choose a holiday</i>	Read the brochures	Listen to recommendations	Imagine the experience
<i>Choose a car</i>	Read the reviews	Discuss with friends	Test drive
Add up the check marks in each column:			

Transfer your results to the next page.

Now enter the number of check marks into the table below:

A	B	C
Visual	Auditory	Tactile

The column with the greatest amount of check marks gives an indication of your ***preferred*** learning style. This means the way you learn best most of the time.

Visual—needs to be able to see the instructor and learn best from visual displays.

Auditory—listens to what others say and learns best through verbal lectures.

Tactile/Kinesthetic—prefers to actively explore the physical world and learns best through a hands-on approach.

WORKSHEET 13

*The VARK Learning Styles*⁵

The VARK Inventory presents four learning styles rather than three, adding the Read/Write style.

Visual Learning Style means you learn best when you:

- Use books with diagrams and pictures
- Have graphs and flowcharts
- See lots of space on a page of text
- Interact with people who use gestures and lots of description
- See words that are highlighted or are in different colours.

Aural Learning Style means you learn best when you:

- Attend lectures
- Attend tutorials
- Discuss topics with other students
- Discuss topics with the facilitator
- Explain new ideas to other people
- Use a tape recorder
- Remember the interesting examples, stories, jokes
- Describe the overheads, pictures and other visuals to somebody who was not there
- Leave spaces in your lecture notes for later recall and 'filling'.

⁵ This version of the VARK was taken from *The Adult Literacy Learner*. L. Kennedy and M. Paul. Algonquin College, Sault College, Conestoga College and Project READ Literacy Network, 2004. Used with permission.

Read/Write Learning Style means you learn best when you:

- Make lists
- Use headings
- Use dictionaries, glossaries definitions
- Have a handout
- Read a textbook
- Instructors or facilitators use words well and have lots of information in sentences and notes
- Write your own notes and read manuals.

Kinesthetic Learning Style means you learn best when you:

- Can use all your senses – sight, touch, taste, smell, and hearing
- Go on field trips
- Have instructors, facilitators or lecturers who give real-life examples.
- Can use a hands-on approach
- Try it for yourself (trial and error)
- Can collect things and put them in order
- Have exhibits, samples, photographs.

WORKSHEET 14

*Charlotte's profile*⁶

Charlotte almost flunked out of school because she drew pictures and maps instead of writing or reading her assignments. She never did find a way to succeed in academia, but she now makes a good living as a commercial realtor where she can draw floor plans and help her corporate clients visualize how a space will look when they move in.

If you're a visual learner like Charlotte, you prefer to look at what you're learning. Pictures almost certainly help you understand ideas and information better than text or verbal explanations. Rather than listen to what someone says, you may find yourself watching the speaker. Telephone conversations might be difficult because you're so accustomed to getting visual cues from people while they talk. To learn, don't just stare at a page. Move your body and your eyes to heighten your visual perception and your comprehension.

Put this to work today: If your primary learning style is visual, draw pictures in the margins of books you're reading, look at the graphics, and read the text that explains the graphics. Online, envision the topic in your thoughts.

Ask yourself:

1. Are you a visual learner? What do you have in common with Charlotte?
2. What are some jobs that might be a good match for visual learners?
3. How might you shape your job search to take into account your learning style strength?

⁶ Adapted from: *Career Know-How, Learning Styles on the Job*, Marcia L. Conner. Reprinted under the Creative License Agreement, <http://creativecommons.org/licenses/by/3.0/>. Visit <http://www.marciacconner.com> for further information.

WORKSHEET 15

Henrietta's profile⁷

Henrietta, owner of a growing leasing business, talks her way through nearly every meeting. She even talks to herself when she's alone in the car. An auditory learner who processes information best by verbalizing it, she keeps track of details this way and figures out what needs to happen next by giving voice to her thoughts. She sometimes has trouble with colleagues, who doubt her abilities, because they assume she talks to herself because she's nervous. Actually, she talks more when she's comfortable, and talking helps her to understand situations in more meaningful ways.

If you're an auditory learner like Henrietta, you prefer listening or talking when you're learning. The auditory listener, learns by listening to other people and may even carry on mental conversations and resolve problems by thinking back on what people have said. A less common type of auditory learner is the verbal processor. She likes to say what she is thinking. If you're a verbal processor, you may know intuitively that until you say something aloud or at least move your lips, you're not quite certain of your thoughts or their implications.

Put this to work today: If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

Ask yourself:

1. Are you an auditory learner? What do you have in common with Henrietta?
2. What are some jobs that might be a good match for auditory learners?
3. How might you shape your job search to take into account your learning style strength?

⁷ Adapted from: *Career Know-How, Learning Styles on the Job*, Marcia L. Conner. Reprinted under the Creative License Agreement, <http://creativecommons.org/licenses/by/3.0/>. Visit <http://www.marciacconner.com> for further information.

WORKSHEET 16

*Faye's profile*⁸

Faye, an energetic residential realtor, loves her job most when she's walking around houses, running her hands over the walls, or touching the upholstery of a couch. Although she learns a little from her clients when they set up their appointment on the phone, she knows she will understand them better when they walk around a home together.

If you're a tactile/kinesthetic learner like Faye, you incorporate information through touch and movement. As a result, you may not thrive in traditional work environments because there aren't enough opportunities to hold things or move around. In school, classroom discussions and written materials probably frustrated you, but you most likely caught up and even jumped ahead during lab time.

Put this to work today: If your primary learning style is tactile/kinesthetic, in printed text use a pencil or highlighter pen to mark passages that are meaningful to you. From online text, take notes, transferring the information into your journal. Doodle. Whenever possible, walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

Ask yourself:

1. Are you a tactile/kinesthetic learner? What do you have in common with Henrietta?
2. What are some jobs that might be a good match for tactile/kinesthetic learners?
3. How might you shape your job search to take into account your learning style strength?

⁸ Adapted from: *Career Know-How, Learning Styles on the Job*, Marcia L. Conner. Reprinted under the Creative License Agreement, <http://creativecommons.org/licenses/by/3.0/>. Visit <http://www.marciacconner.com> for further information.

WORKSHEET 17

Learning Styles

Read the article below. While reading, think about these questions:

1. Do any of the people described in the article remind you of yourself? Who?
2. Do you learn or tackle tasks in a similar way?
3. What is your learning style?
4. What strategies used by the people in the article to match their learning style could you use? Highlight them with a highlighter pen.

Career Know-How Learning Styles on the Job

by Marcia L. Conner⁹

In the past ten years my husband and I have moved across the country four times and built then sold as many homes. With each move, we meet terrific realtors seeking the best ways to market our property and edge out the competition. Because my work focuses on helping people understand the role that learning plays in personal productivity and success, I have shared this perspective with our realtors who have commented that they are overwhelmed with an increase in new information to read and learn. By assessing how you learn, you'll understand how you are likely to respond under different circumstances and how to attain information in a way that best addresses your particular needs. The more you discover about your natural way of learning, the easier it will be to overcome information overload and communicate with other people.

We each have a personal learning style that we rely every day even if we have never examined how we learn best. In their simplest terms, we take in information and learn through sight (visual), by sound or speech (auditory), or by touch and movement (tactile/kinesthetic). We favor one of these senses and process information most effectively through it although we can benefit

⁹ Marcia L. Conner is a facilitator, coach, and writer living in Virginia. She is author of *Learn More Now: 10 Simple Steps to Learning Better, Smarter, and Faster* (Wiley, 2004) and *Creating a Learning Culture* (Cambridge, 2004). You can reach her directly at www.marciacconner.com.

from information that comes to us through other means too.

If you're a visual learner, you prefer to look at what you're learning. Pictures almost certainly help you understand ideas and information better than text or verbal explanations. Rather than listen to what someone says, you may find yourself watching the speaker. Telephone conversations might be difficult because you're so accustomed to getting visual cues from people while they talk. To learn, don't just stare at a page. Move your body and your eyes to heighten your visual perception and your comprehension.

Charlie almost flunked out of school because he drew pictures and maps instead of writing or reading his assignments. He never did find a way to succeed in academia, but he now makes a good living as a commercial realtor where he can draw floor plans and help his corporate clients visualize how a space will look when they move in.

If you're an auditory learner, you prefer listening or talking when you're learning. The most common type of auditory learner, the auditory listener, learns by listening to other people and may even carry on mental conversations and resolve problems by thinking back on what people have said. The less common type of auditory learner, the verbal processor, likes to say what he or she is thinking. If you're a verbal processor, you may know intuitively that until you say something aloud or at least move your lips, you're not quite certain of your thoughts or their implications.

Susan, a young mortgage broker, spends the early morning reading the newspaper and then adds another dimension to what she has read by listening to the news on the radio. By using two different auditory techniques together, she remembers more and can use one method to help her focus on the other.

Henry, owner of a growing leasing business, talks his way through nearly every meeting. He even talks to himself when he's alone in the car. An auditory learner who processes information best by verbalizing it, he keeps track of details this way and figures out what needs to happen next by giving voice to his thoughts. He sometimes has trouble with colleagues, who doubt his abilities, because they assume he talks to himself because he's nervous. Actually, he talks more when he's comfortable, and talking helps him to understand situations in more meaningful ways.

If you're a tactile/kinesthetic learner, you incorporate information through touch and movement. As a result, you may not thrive in traditional work

environments because there aren't enough opportunities to hold things or move around. In school, classroom discussions and written materials probably frustrated you, but you most likely caught up and even jumped ahead during lab time.

Faye, an energetic residential realtor, loves her job most when she's walking around houses, running her hands over the walls, or touching the upholstery of a couch. Although she learns a little from her clients when they set up their appointment on the phone, she knows she will understand them better when they walk around a home together.

Put this to work today

- If your primary learning style is visual, draw pictures in the margins of books you're reading, look at the graphics, and read the text that explains the graphics. Online, envision the topic in your thoughts.
- If your primary learning style is auditory, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.
- If your primary learning style is tactile/kinesthetic, in printed text use a pencil or highlighter pen to mark passages that are meaningful to you. From online text, take notes, transferring the information into your journal. Doodle. Whenever possible, walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

By appreciating your own style, you can also begin to look from other's perspectives and more easily help everyone learn. None of us learns in only one way but by honing in on our strengths and preferences, we can remember more of what we learn and make learning and meeting with others more efficient, effective, and enjoyable.

WORKSHEET 18

Based on Howard Gardner's MI Model

Linking Multiple Intelligences to type of Work¹⁰

Intelligence type	Typical Job Roles	Preferred Learning Style
<i>Linguistic</i>	Writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artists	Words & language
<i>Logical-Mathematical</i>	Scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	Numbers & logic
<i>Musical</i>	Musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	Music, sounds, rhythm
<i>Bodily/Kinesthetic</i>	Dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	Physical experience and movement, touch & feel

¹⁰ Adapted from: <http://www.businessballs.com/>. Used with permission.

Intelligence type	Typical Job Roles	Preferred Learning Style
<i>Spatial-Visual</i>	Artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	Pictures, shapes, images, 3D space
<i>Interpersonal</i>	Therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, advertising professionals, coaches and mentors	Human contact, communications, cooperation, teamwork
<i>Intrapersonal</i>	Counsellors, helpers, translators, teachers, actors, poets, writers, musicians, artists, and also any other role to which people can bring emotional maturity , which commonly manifests as adaptability, flexibility, facilitation, reflection, and other 'grown-up' behaviours.	Self-reflection, self-discovery

What do you think?

1. What was the result of the Multiple Intelligence inventory you took as part of this course? Look at the corresponding typical job roles. Do they appeal to you? If so, which one or two appeal to you the most? Would you like to pursue it?
2. What would be typical job roles for the intelligences that Gardner later added to his list – the Naturalist and the Existentialist?

WORKSHEET 19

Personality Traits & Characteristics

The following words and phrases are often used to describe personality traits and characteristics. Which ones describe you?

- Adventurous – risk taker
- Ambitious – go-getter
- Analytical – logical thinker
- Artistic – creative, into the arts painting, music, sculpture, dance
- Assertive – bold, self-assured
- Businesslike – efficient, practical, level headed
- Cautious – careful, restrained
- Compassionate – feel the pain and sorrow of others
- Complacent – pleasant, compliant, happy with the way things are
- Concrete – realist, practical, realistic thinker
- Conformist – likes and follows conventional rules
- Creative – artistic
- Critical – finds fault with or judges people and ideas
- Curious – a question asker, eager to learn or know things
- Dedicated – wholly committed to something or someone

- Discreet – modest, shows wise self-restraint, keeps confidences
- Disloyal – untrustworthy, doesn't keep obligations
- Domineering – holds power over others
- Driven – energy and initiative, goes for a goal passionately
- Easygoing – calm, unworried, laid-back
- Extroverted – life of the party, very social, not afraid of the public
- Focused – strong ability to concentrate
- Goal-directed – actions are the result of set goals
- Honest – tells the truth
- Humble – modest, puts others first, courteously respectful
- Idealistic – desires perfection in things and situations, not realistic
- Impulsive – makes decision and actions without thought, reckless
- Insensitive – not considering the feelings of others
- Introverted – focus on self, not comfortable with the public, not social
- Intuitive – understanding others thoughts and feelings without being told
- Kind – nice, friendly, generous
- Loyal – being true to others, country, causes, ideals
- Methodical – ordered, systematic habits or behaviour

- Optimistic – sees the best in everything
- Orderly – neat, tidy
- Pessimistic – expecting the worst
- Practical – realistic, level headed, efficient
- Quick Learner – learns things fast
- Risk-taker – not fearful, willing to do things without reserve
- Self-confident – believes in own abilities and ideas
- Self-starter – begins and completes things on their own, competent
- Sense of Humour – finds the funny side of things easily
- Sensitive – understands the attitudes, feelings, or circumstances of others
- Shy - timid, distrustful of others
- Strong Work Ethic – believes in the value of working, hard worker
- Supportive – giving or able to give help
- Tactful – considerate and discreet
- Team Player – works well with others
- Trusting – believes in and readily confides in others
- Upbeat – happy, cheerful

WORKSHEET 20

*Cognitive Style Inventory*¹¹

1. Try the following inventory to get an idea about your personality type.
2. Work with a partner if you'd like.
3. When you've discovered your personality profile, find out more about the specific profile by looking it up online, or by reading the other worksheets.

Please note: the Cognitive Style Inventory is a self-scoring inventory and should **not** be considered a substitute for taking an MBTI® or any type of personality traits inventory. The author, Ross Reinhold, recommends taking a *bonafide* MBTI inventory from a person qualified to administer it as the best way to get an accurate measure of your Personality Type.

To learn more about Myers-Briggs Personality Type go to:
www.personalitypathways.com/type_inventory2.html

¹¹ *Cognitive Style Inventory*. Ross Reinhold. Taken from www.PersonalityPathways.com. Used with permission. **For use as part of the *Spotlight on Change* curriculum only.** All other copying and/or distribution is strictly prohibited.

Which is your most natural energy orientation?¹²

Every person has two faces. One is directed towards the **OUTER** world of activities, excitements, people, and things. The other is directed inward to the **INNER** world of thoughts, interests, ideas, and imagination. While these are two different but complementary sides of our nature, most people have an innate preference towards **energy** from either the OUTER or the INNER world. Thus one of their faces, either the **Extroverted** (E) or **Introverted** (I), takes the lead in their personality development and plays a more **dominant role** in their behavior.

Extroverted Characteristics (E)	Introverted Characteristics (I)
<ul style="list-style-type: none"> <input type="checkbox"/> Act first, think/reflect later <input type="checkbox"/> Feel deprived when cutoff from interaction with the outside world <input type="checkbox"/> Usually open to and motivated by outside world of people and things <input type="checkbox"/> Enjoy wide variety and change in people relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> Think/reflect first, then act <input type="checkbox"/> Regularly require an amount of "private time" to recharge batteries <input type="checkbox"/> Motivated internally, mind is sometimes so active it is "closed" to outside world <input type="checkbox"/> Prefer one-to-one communication and relationships

Which fits best, E or I?

¹² *Cognitive Style Inventory*. Ross Reinhold. Taken from www.PersonalityPathways.com. Used with permission. **For use as part of the *Spotlight on Change* curriculum only.** All other copying and/or distribution is strictly prohibited.

Which way of perceiving or understanding is most "automatic" or natural?¹³

The **Sensing (S)** side of our brain notices the sights, sounds, smells and all the sensory details of the **PRESENT**. It categorizes, organizes, records and stores the specifics from the here and now. It is **REALITY** based, dealing with "what is." It also provides the specific details of memory & recollections from **PAST** events. The **Intuitive (N)** side of our brain seeks to understand, interpret and form **OVERALL** patterns of all the information that is collected and records these patterns and relationships. It speculates on **POSSIBILITIES**, including looking into and forecasting the **FUTURE**. It is imaginative and conceptual. While both kinds of perceiving are necessary and used by all people, each of us instinctively tends to favor one over the other.

Sensing Characteristics (S)	Intuitive Characteristics (N)
<input type="checkbox"/> Mentally live in the Now, attending to present opportunities <input type="checkbox"/> Using common sense and creating practical solutions is automatic-instinctual <input type="checkbox"/> Memory recall is rich in detail of facts and past events <input type="checkbox"/> Best improvise from past experience <input type="checkbox"/> Like clear and concrete information; dislike guessing when facts are "fuzzy"	<input type="checkbox"/> Mentally live in the Future, attending to future possibilities <input type="checkbox"/> Using imagination and creating/inventing new possibilities is automatic-instinctual <input type="checkbox"/> Memory recall emphasizes patterns, contexts, and connections <input type="checkbox"/> Best improvise from theoretical understanding <input type="checkbox"/> Comfortable with ambiguous, fuzzy data and with guessing its meaning.

Which fits best, S or N?

¹³ *Cognitive Style Inventory*. Ross Reinhold. Taken from www.PersonalityPathways.com. Used with permission. **For use as part of the *Spotlight on Change* curriculum only.** All other copying and/or distribution is strictly prohibited.

Which way of forming judgments and making choices is most natural?¹⁴

The **Thinking** (T) side of our brain analyzes information in a **DETACHED**, objective fashion. It operates from factual principles, deduces and forms conclusions systematically. It is our logical nature. The **Feeling** (F) side of our brain forms conclusions in an **ATTACHED** and somewhat global manner, based on likes/dislikes, impact on others, and human and aesthetic values. It is our subjective nature. While everyone uses both means of forming conclusions, each person has a natural bias towards one over the other so that when they give us conflicting directions - one side is the natural trump card or tiebreaker.

Thinking Characteristics (T)	Feeling Characteristics (F)
<ul style="list-style-type: none"> <input type="checkbox"/> Instinctively search for facts and logic in a decision situation. <input type="checkbox"/> Naturally notices tasks and work to be accomplished. <input type="checkbox"/> Easily able to provide an objective and critical analysis. <input type="checkbox"/> Accept conflict as a natural, normal part of relationships with people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instinctively employ personal feelings and impact on people in decision situations <input type="checkbox"/> Naturally sensitive to people needs and reactions. <input type="checkbox"/> Naturally seek consensus and popular opinions. <input type="checkbox"/> Unsettled by conflict; have almost a toxic reaction to disharmony

Which fits best, T or F?

¹⁴ *Cognitive Style Inventory*. Ross Reinhold. Taken from www.PersonalityPathways.com. Used with permission. **For use as part of the *Spotlight on Change* curriculum only.** All other copying and/or distribution is strictly prohibited.

What is your "action orientation" towards the outside world?¹⁵

All people use both **judging** (thinking and feeling) and **perceiving** (sensing and intuition) processes to store information, organize our thoughts, make decisions, take actions and manage our lives. Yet **one** of these processes (Judging **or** Perceiving) tends to **take the lead** in our relationship with the **outside world** . . . while the other governs our inner world. A **Judging (J)** style approaches the outside world **WITH A PLAN** and is oriented towards organizing one's surroundings, being prepared, making decisions and reaching closure and completion. A **Perceiving (P)** style takes the outside world **AS IT COMES** and is adopting and adapting, flexible, open-ended and receptive to new opportunities and changing game plans.

Judging Characteristics (J)	Perceiving Characteristics (P)
<input type="checkbox"/> Plan many of the details in advance before moving into action.	<input type="checkbox"/> Comfortable moving into action without a plan; plan on-the-go.
<input type="checkbox"/> Focus on task-related action; complete meaningful segments before moving on.	<input type="checkbox"/> Like to multitask, have variety, mix work and play.
<input type="checkbox"/> Work best and avoid stress when able to keep ahead of deadlines.	<input type="checkbox"/> Naturally tolerant of time pressure; work best close to the deadlines.
<input type="checkbox"/> Naturally use targets, dates and standard routines to manage life.	<input type="checkbox"/> Instinctively avoid commitments which interfere with flexibility, freedom and variety

Which fits best, J or P?

¹⁵ *Cognitive Style Inventory*. Ross Reinhold. Taken from www.PersonalityPathways.com. Used with permission. **For use as part of the *Spotlight on Change* curriculum only.** All other copying and/or distribution is strictly prohibited.

Now, fill in your four personality type LETTERS:

--	--	--	--

Then:

1. Go online to a website that tells you about personality types – your instructor can help you find one.
2. Look up the description of your personality type. Match the letters above.
3. Read the description. Do you think it describes you?
4. Write down 5 things the description says about your personality type:

1. _____
2. _____
3. _____
4. _____
5. _____

WORKSHEET 21

*Suggested Careers for Myers-Briggs Type*¹⁶

1. Circle the job or career area that corresponds with your personality type based on the inventory results.
2. Read the job suggestions. Underline the jobs that appeal to you for further research.
3. Explore the general job areas; i.e. “manager”. Do an online search or look through newspaper job classified ads or other job sources. Identify 2 specific job titles that fall into the general area.
4. Put the page that lists the corresponding jobs in your portfolio for future reference, along with your research.

The list is made up of recommended careers for certain personality types. **Please note: Any personality type can do any job.** This list is not a list of the "only jobs you can do", but simply a guide to which career utilizes the natural talents of each type. Special thanks to www.personalitypage.com for some of the information on this page. Visit the careers section at the website for more detailed information on possible careers for your type.

ESFJ - Home economists, nurses, teachers, administrators, child care workers, family practice physicians, clergy, office managers, counsellors, social workers, bookkeepers, accountants, secretaries, organization leaders, dental assistants, homemakers, radiological technologists, receptionists, religious educators, speech pathologists. *They do best in jobs where they can apply their natural warmth at building relationships with other people.*

ISFJ - Interior decorators, designers, nurses, administrators, managers, secretaries, child care/early childhood development workers, social workers, counsellors, paralegals, clergy, office managers, shopkeepers, bookkeepers, homemakers, gardeners, clerical supervisors, curators, family practice physicians, health service workers, librarians, medical technologists, typists. *Tradition-oriented and down-to-earth, they do best in jobs where they can help people achieve their goals, or where structure is needed.*

¹⁶ Source: www.geocities.com/lifexplore/mbcareer.htm and www.personalitypage.com.

ESTJ – Members of the military, business administrators, managers, police, detectives, judges, financial officers, teachers, sales representatives, government workers, insurance agents, underwriters, nurses, administrators, trade and technical teachers. *Natural leaders, they work best when they are in charge and enforcing the rules.*

ISTJ - Business executives, administrators and managers, accountants, police, detectives, judges, lawyers, medical doctors, dentists, computer programmers, systems analysts, computer specialists, auditors, electricians, math teachers, mechanical engineers, steelworkers, technicians, members of the military. *Similar to the ESTJ, they have a knack for detail and memorization, but work more behind the scenes instead of up front as a leader.*

ESTP - Sales representatives, marketers, police, detectives, paramedics, medical technicians, computer technicians, computer technical support, entrepreneurs, comedians, agents, race car drivers, firefighters, members of the military, auditors, carpenters, craft workers, farmers, laborers, service workers, transportation operatives. *They have a gift for reacting to and solving immediate problems, and persuading other people.*

ISTP - Police, detectives, forensic pathologists, computer programmers, system analysts, computer specialists, engineers, carpenters, mechanics, pilots, drivers, athletes, entrepreneurs, firefighters, paramedics, construction workers, dental hygienists, electrical engineers, farmers, military, probation officers, steelworkers, transportation operatives. *With the ability to stay calm under pressure, they excel in any job that requires immediate action.*

ESFP - Actors, painters, comedians, adult entertainers, sales representatives, teachers, counsellors, social workers, child care, fashion designers, interior decorators, consultants, photographers, musicians, human resources managers, clerical supervisors, coaches, factory supervisors, food service workers, receptionists, recreation workers, religious educators, respiratory therapists. *Optimistic and fun-loving, their enthusiasm is great for motivating others.*

ISFP - Artists, musicians, composers, designers, child care workers, social workers, counsellors, teachers, veterinarians, forest rangers, naturalists, bookkeepers, carpenters, personal service workers, clerical supervisors, secretaries, dental and medical staffers, waiters and waitresses, chefs, nurses,

mechanics, physical therapists, x-ray technicians. *They tend to do well in the arts, as well as helping others and working with people.*

ENFJ - Teachers, consultants, psychiatrists, social workers, counsellors, clergy, sales representatives, human resources staff, managers, events coordinators, politicians, diplomats, writers, actors, designers, homemakers, musicians, religious workers, writers. *They have a gift of encouraging others actualize themselves, and provide excellent leadership.*

INFJ - Counsellors, clergy, missionaries, teachers, medical doctors, dentists, chiropractors, psychologists, psychiatrists, writers, musicians, artists, psychics, photographers, child care workers, education consultants, librarians, marketers, scientists, social workers. *Blessed with an idealistic vision, they do best when they seek to make that vision a reality.*

ENFP - Actors, journalists, writers, musicians, painters, consultants, psychologists, psychiatrists, entrepreneurs, teachers, counsellors, politicians, diplomats, television reporters, marketers, scientists, sales representatives, artists, clergy, public relations, social scientists, social workers. *Very creative and fun-loving, they excel at careers which allow them to express their ideas and spontaneity.*

INFP - Writers, artists, counsellors, social workers, English teachers, fine arts teachers, child care workers, clergy, missionaries, psychologists, psychiatrists, scientists, political activists, editors, education consultants, journalists, religious educators, social scientists. *Driven by a strong sense of personal values, they are also highly creative and can offer support from behind the scenes.*

ENTJ - Business executives, CEOs, organization founders, business administrators, managers, entrepreneurs, judges, lawyers, computer consultants, university professors, politicians, credit investigators, labour relations workers, marketing department managers, mortgage bankers, systems analysts, scientists. *They are born to lead and can steer the organization towards their vision, using their excellent organizing skills and understanding of what needs to get done.*

INTJ - Scientists, engineers, professors, teachers, medical doctors, dentists, corporate strategists, organization founders, business administrators, managers, military, lawyers, judges, computer programmers, system analysts,

computer specialists, psychologists, photographers, research department managers, researchers, university instructors, chess players. *They have a particular skill at grasping difficult, complex concepts and building strategies.*

ENTP - Entrepreneurs, lawyers, psychologists, photographers, consultants, sales representatives, actors, engineers, scientists, inventors, marketers, computer programmers, comedians, computer analysts, credit investigators, journalists, psychiatrists, public relations, designers, writers, artists, musicians, politicians. *Very freedom-oriented, they need a career which allows them to act independently and express their creativity and insight.*

INTP - Physicists, chemists, biologists, photographers, strategic planners, mathematicians, university professors, computer programmers, computer animators, technical writers, engineers, lawyers, forensic researchers, writers, artists, psychologists, social scientists, systems analysts, researchers, surveyors. *Highly analytical, they can discover connections between two seemingly unrelated things, and work best when allowed to use their imagination and critical thinking.*

WORKSHEET 22

Building Your Skill, Knowledge and Personality Profile

1. Look through your **portfolio** and **learning journal** to pull together the self-discoveries you made during the “Exploring My Self” module.
 2. Fill in the worksheet below to create a skill, knowledge and personality **profile or snapshot** of your job needs and preferences.
 3. Your ideas might have changed over the course of the module. That’s okay! Fill in the worksheet to reflect your thoughts now.
-

MY IDEAL JOB

Review Worksheet 1.

The right job for me will incorporate these “most important” factors:

- 1.
- 2.
- 3.

Here is something else that is also important to the right job for me:

MY VALUES

Review Worksheet 4.

Here's what I **value most in my family and daily life**:

This is what I found out about my **work values** (fill in the most important factor in your own words):

My work motivation:

My preferred work setting:

How I like to interact with others:

My work style:

WHAT I LEARNED FROM PAST WORK***Review Worksheet 5.***

Here are skills I've demonstrated that I possess through my past work experience(s):

1. _____
2. _____
3. _____
4. _____

I'm very good at:

Here's a personal strength that I can apply to a future job:

WHAT I GAINED FROM NON-PAID ACTIVITIES

Review Worksheet 6.

Here is a hobby, volunteer work, or an activity I like to do in my free time:

Here are skills I've learned or gained, or something I can DO because of my hobby, volunteer work, or free time activities:

1. _____

2. _____

3. _____

4. _____

5. _____

Here's how I can use these skills in a job:

If I could volunteer my time doing anything at all, I'd like to:

LIFE EXPERIENCES***Review Worksheet 9.***

Here are positive things I've learned from my life's experiences - from the tough times and the good times:

1. _____
2. _____
3. _____
4. _____

Here are some skills, abilities, and character traits that I can bring to a new job based on my lifetime of learning and living:

1. _____
2. _____
3. _____
4. _____

The biggest challenge I face is:

Here's how I can take that challenge into consideration during my job search:

MY LEARNING STYLE

Review Worksheet 12.

My preferred learning style is _____.

Here are some strengths of my learning style:

1. _____
2. _____
3. _____
4. _____

When it comes to multiple intelligences, here's my strongest area of intelligence:

Here's another area of intelligence where I am strong:

Here are a few jobs or job areas that interest me based on these strengths:

MY PERSONALITY TYPE & AREAS OF INTELLIGENCE

Review Worksheet 20.

Here are some important things about my personality type and temperament:

1. _____
2. _____
3. _____

I'll be happiest in a work environment or situation where:

Here are a few jobs or career areas that interest me based on my personality traits and natural preferences:

WORKSHEET 23

Exploring My Self Quilt

1. Use the Exploring My Self Quilt diagram on the next page (you may want to redraw it on a larger piece of paper).
2. In the first two rows of the quilt, describe skills, abilities, interests, learning preferences and styles, and personality.
3. In the third row, describe needs and challenges that impact upon job choice or career decisions.
4. In the fourth row, write down hobbies and work experiences – whether paid or unpaid – past jobs, volunteer experience or experiences gained through daily living.
5. In the final row, write down potential jobs and career areas that the participant is interested in pursuing further and that “fit” with the information in the other squares.

	Exploring My Self	Exploring My Self	Exploring My Self	Exploring My Self	Exploring My Self	Exploring My Self	
Exploring My Self							Exploring My Self
Exploring My Self							Exploring My Self
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SPOTLIGHT ON

Change

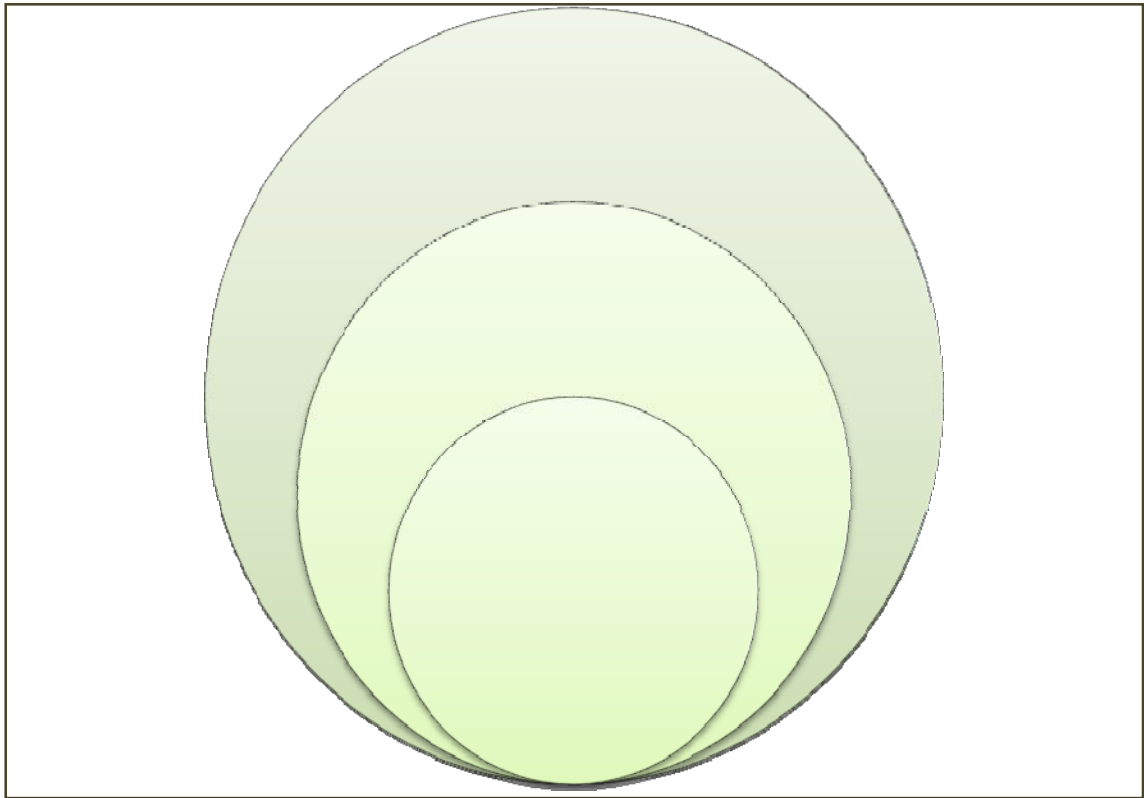
Module 2: Worksheets

OUTCOME

The participant creates a profile of the employment and training opportunities in her community and identifies options that match her interests, strengths and needs.

WORKSHEET 24***My Circles of Family & Friends***

1. In the inner circle, put the names of your immediate family.
2. In the next circle, put the names of your extended family.
3. In the outer circle, put the names of your friends.
4. Outside the circles, write the names of other people you know – acquaintances or people you come across in your daily life.



WORKSHEET 25

*A second shot at education*¹⁷

Barbara Aggerholm, Record Staff

When Geri Duguid was 18, she turned down an offer of admission to university to raise her baby son as a single mother.

Thirty-seven years later, Duguid is pursuing that post-secondary education with her grown son's help.

Last month, Duguid was awarded an Aboriginal Education Incentive Award from Canada Post, given to 16 Canadians who conquer adversity to go after their dream of an education.

Soft-spoken and articulate, Duguid, 56, is in her second year of a demanding social services program at Conestoga College. After she graduates in April, she hopes to study for a bachelor's degree in social work, then a master's degree in social work in the aboriginal field of study at Wilfrid Laurier University.

She didn't know she could do it, until she attended an aboriginal healing lodge and found the courage to get out of an unhappy marriage.

It was the end of a 31-year marriage, but the beginning of a life of study, independence, and a peace she hadn't known for a long time. She began investigating her aboriginal traditions, traditions she hadn't learned because her mother didn't teach them, and her father, forced as a child to attend a residential school, didn't know them.

He "expressed regret for not being able to pass on to us our native language and traditions; things that were taken away from him in the residential school," Duguid wrote in an essay for the award. A gentle man who battled alcoholism, her father died at age 44 when her baby was only eight months old.

Duguid was born in Detroit, Mich., the third child in a family of 10. She is a member of the Turtle clan, Cayuga tribe of the Six Nations. Her father was a high steel construction worker, and the family moved wherever there was

¹⁷ Waterloo Region Record, Sat. Dec. 20, 2008. <http://news.therecord.com/Life/article/>. Used with permission.

work. When she was eight, they came to Six Nations Reserve near Brantford to stay.

When her son was two, she trained as a key punch operator in Hamilton, getting a job right away at an insurance firm. Later, she married the manager who hired her. They moved to Kitchener; had two more children, and she worked for placement agencies, then out of their home for the computer consulting firm established by her then-husband.

She struggled to keep the house – a house filled with light and wood, with aboriginal art and masks on the wall – when they divorced last year.

"This is where my children grew up. This is where my memories are," she says. It's a warm place to study for hours, to write endless papers and to eat the meals cooked by her firstborn son, Tony Duguid, now 38.

She draws on her experience as a mother, an employee, a former volunteer for Meals on Wheels, a bone marrow donor who gave once and will do it again if she's asked.

She's the oldest in a class of mostly 20-something students, and Duguid is able to share her experience in discussions and at work placements where people are facing challenges of their own. Her placement at the Small Steps to Success program in Cambridge, a pre-employment program for women aged 25 and over, is rewarding.

"There are mature women who are looking to go back to school, find a job," she said. "I'm their age and I've gone back to school. It's possible."

She found help with The Healing of the Seven Generations in this area, which aids people suffering from the effects of the residential school legacy.

Today, Duguid is on the board of directors of the K-W Urban Native Wigwam Project, which provides geared-to-income housing for native people. On a drum decorated with a granddaughter's handprints, she drums and sings with the Good-Hearted Women Singers, an aboriginal drum circle. For a woman with a soft voice, there's a feeling of "incredible" power when she raises it in song.

"It's empowering to connect with healthy, positive aboriginal women," she says.

And it feels good to show her grandchildren – Dylan, ten; Jaci, nine; Ally, five; and Kylie, one – what she can do.

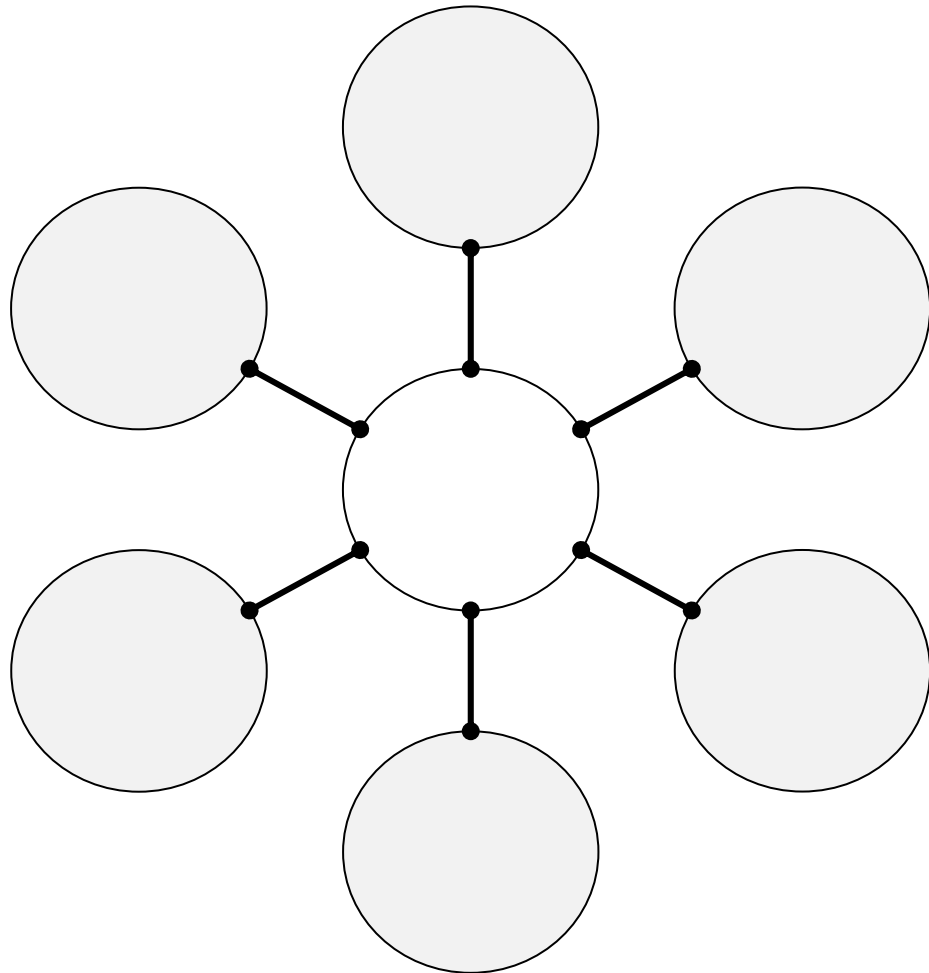
"They've been very understanding when grandma can't come out to play because she has too much homework to do. . . . They know I'm at school and they're all very proud of me."

Group Discussion or Written Assignment:

1. What “circles “are part of Geri Duguid’s life?
2. How have these circles affected her career choices?
3. How have they supported her?

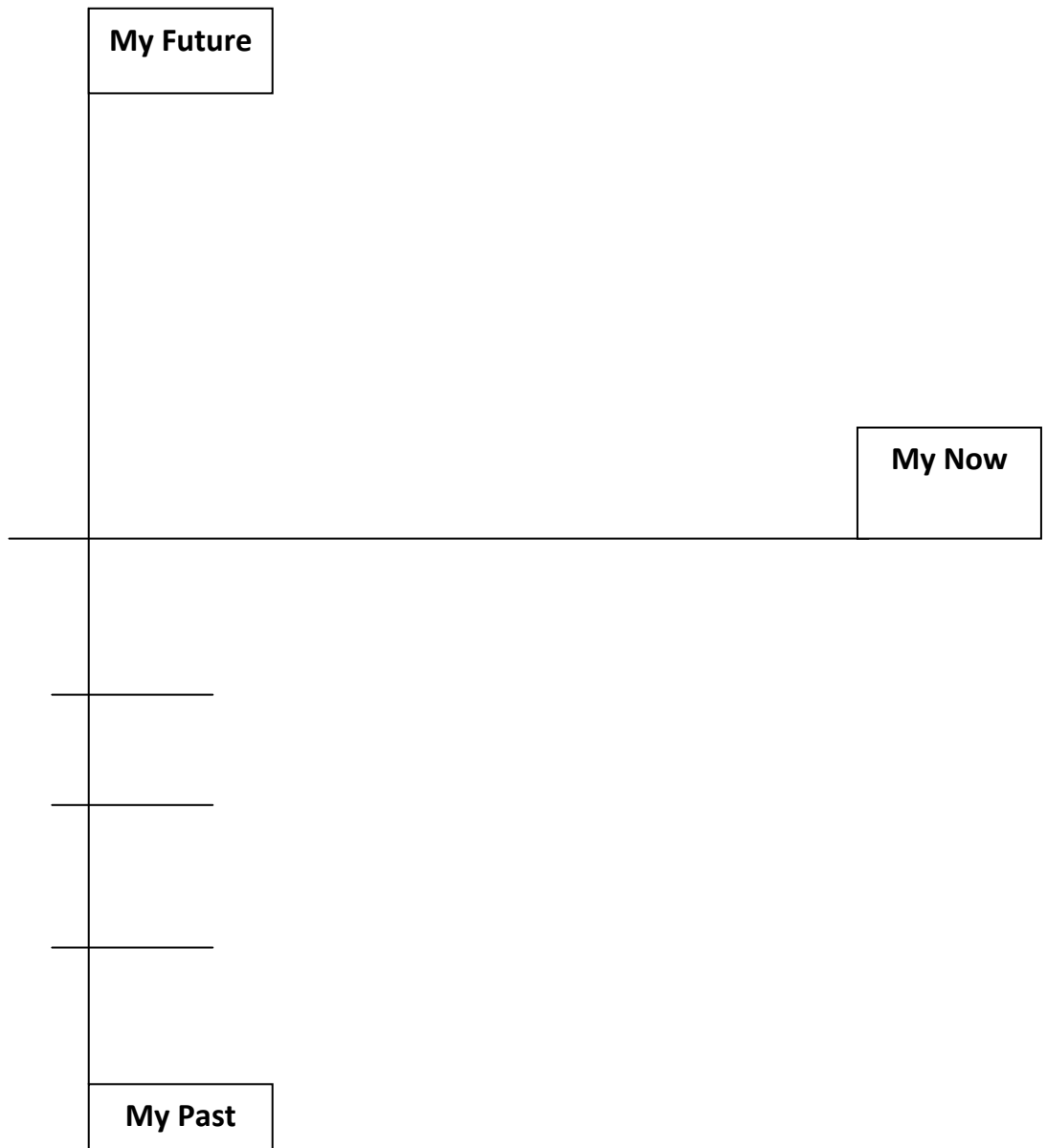
WORKSHEET 26***My Social Network***

1. Write your name in the centre circle.
2. In each of the circles, write the name of a group to which you belong and that is important to you. For example, a religious or cultural circle, an organization in which you participate, a support group, a “movie” or “coffee” group, or whatever!
3. You don’t need to fill in all of the circles. If you wish, you can add more circles.



WORKSHEET 27***Past, Present, Future***

1. Think of the different stages or “layers” of your past.
2. Graph below the “circles” or groups/people who were important to you or influenced you at that time in your life.



WORKSHEET 28

*Women enjoy better pay with their social network*¹⁸

Shannon Proudfoot

Female workers get by – and earn more – with a little help from their friends, a new study shows, but men don't enjoy the same boost from their social networks.

Women who found their current job through a close relative like a parent or sibling earned \$32,691 a year on average, researchers at the University of Oregon found, while those who landed a job through a close friend earned \$28,546. Those with no previous connection to their employer pulled in just \$19,415 annually.

Men, meanwhile, didn't enjoy any salary benefits from their personal grapevine.

"I was expecting that males would be getting a much higher return for their social networks, but the study actually shows quite the opposite," says Michael Aguilera, an associate professor of sociology. "Social networks are very important for female job-seekers, whereas they are not so important for male job-seekers."

The study buttresses previous research from a University of British Columbia professor who found that the lower incomes of racial minorities can be attributed largely to the fact that they are less likely to have friends in their workplace.

Marc-David Seidel, an associate professor of commerce at UBC, found that the difference between a person's initial offer from a new employer and the starting salary bumped up by 4.5 per cent if they knew someone in the organization.

Members of racial majorities are more likely to have friends in a potential workplace than minorities because of sheer numbers, he says, and that difference accounts almost entirely for the gap between the wages of racial minorities and non-minorities.

¹⁸ Source: Canwest News Service. <http://working.canada.com/resources/story.html?id=7a1cbc6d-116e-4156-a94e-33f201c63622>, December 24, 2008.

Knowing someone on the inside means better "information and reputation" when job hunting, Seidel says. Employers may be willing to offer more money to a candidate who comes with a recommendation from within the company and seems like a safer bet, he says, and candidates with a friend at the company know more about the hiring and negotiation process.

"They can get information on what the actual salary range might be, how desperate the company is to hire someone in to the position, how many other good candidates there are - in other words, how much bargaining power they have," he says.

That's especially important for would-be workers from marginalized groups who might not otherwise get their foot in the door for an interview, says Aguilera, and might further explain why this effect is seen with women and not men.

"Is it that employers discriminate against females and that they actually need social networks to help them feel better about hiring females because of their stereotypes about female productivity?" he suggests.

His study, published in the September issue of the journal *Social Stratification and Mobility*, was based on the 2002 General Social Survey in the U.S. and analyzed the responses of 468 people, a little over half of them men. In 16 years of running Winnipeg-based Picante Advertising, president Laura Hawkins says she's never placed an ad to fill a position, relying instead on recommendations and networking to find the right employees and new clients. The finding that women's paycheques benefit from networking and men's don't is "bizarre," she says, but she's seen firsthand the power of who you know.

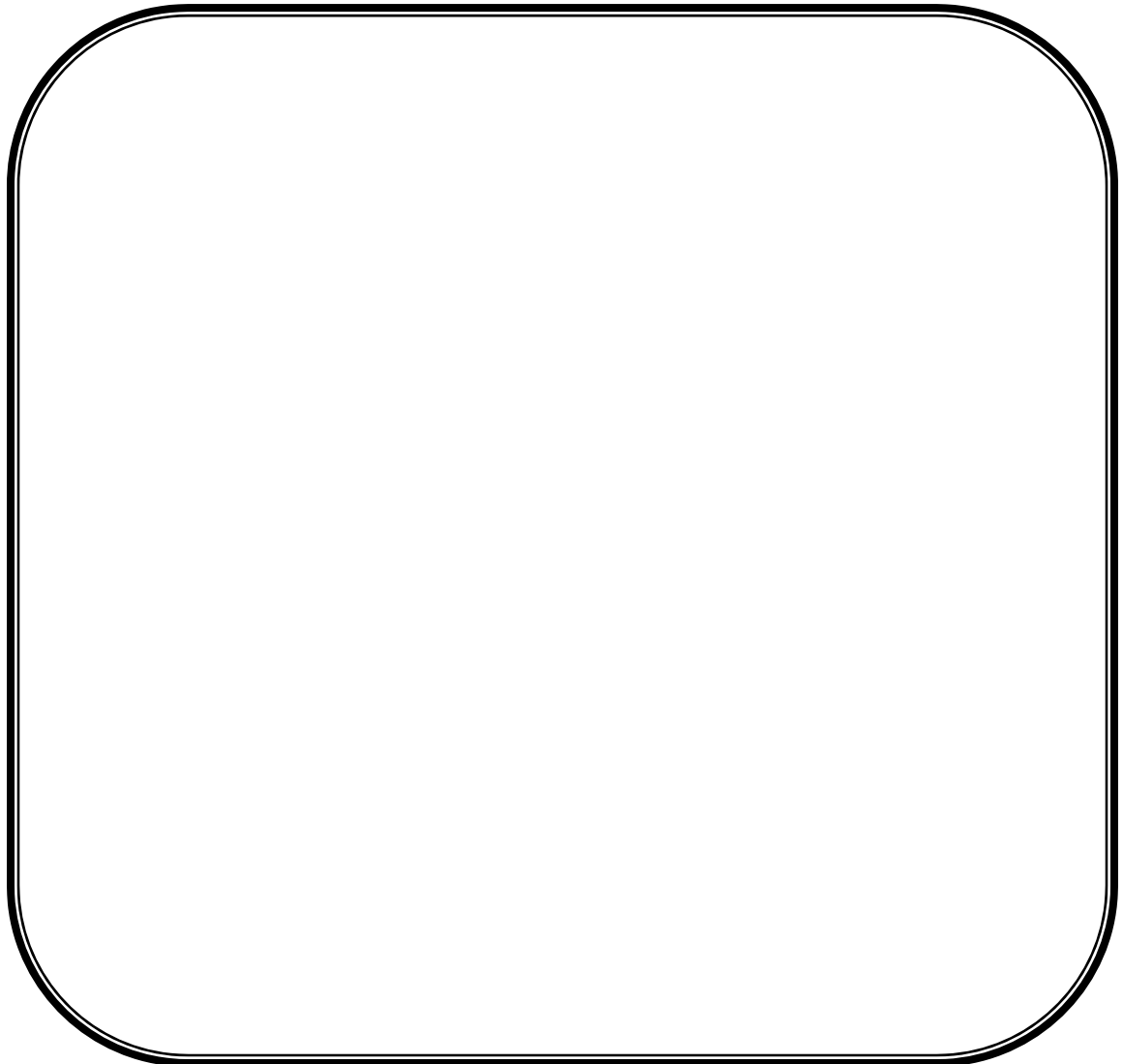
"I certainly believe that if you know people and somebody is a friend of a friend and they're hiring you, they're going to be a little more gracious on the scale of what they're willing to offer because the word might get back to the person they know," she says.

Hawkins is currently working with an aboriginal group "trying to break through their glass ceiling" in the workplace, she says, and they're amazed by the stories she tells of the way women were treated in business just a couple of decades ago.

"We've come a long way in 20 or 30 years. Their jaw drops and they can't believe it, but when I say that, it's not like it's equal," she says. "We've still got a long way to go."

What do you think?

1. What does this story tell you about social networks?
2. How can you apply the information in the article to your own job search?
Jot your ideas down here:



WORKSHEET 29***My Skills Profile***

To help you get a better sense of the skills you bring to job search or self-employment exploration, please answer the following questions.

My skills profile			
READING			
What do you read regularly for pleasure? Please list everything you can think of:			
NUMERACY			
In what ways do you use numbers every day? Please list everything you can think of:			
Are you comfortable working with numbers?		Would you like to work on these skills?	
Yes	No	Yes	No
DOCUMENT USE			
What documents do you use at home? For example, phone bills, report cards, etc. Please list everything you can think of:			
WRITING			
Do you write every day?	Yes		No

My skills profile

If you do write every day, what do you write? Please list everything you can think of:

Are you comfortable with your writing skills?

Would you like to work on this skill?

Yes

No

Yes

No

ORAL COMMUNICATION

When you are speaking with other people, do you think they understand the point you are making?

I don't know

Sometimes

Most of the time

Always

Is being able to speak comfortably in a group something you'd like to work on?

Yes

No

Have you worked in jobs where you needed to discuss work related issues with others, or where you needed to give instructions to other employees?

Yes

No

If yes, please describe the skills you have because of this:

COMPUTER USE

How would you rate your computer skills?

Excellent

Not Bad

Good

Not very good

None

What software programs can you use? Please list everything you can think of:

Do you use the Internet?

Do you use email?

Yes

No

Yes

No

My skills profile

Do you use Messenger or a similar instant messaging program?	Yes	No
THINKING SKILLS		
Do you feel you think clearly and quickly?	Yes	No
Do you find it easy to solve problems?	Yes	No
Do you consider yourself to be creative?	Yes	No
WORKING WITH OTHERS		
Do you enjoy working with others or do you prefer to work alone?	With Others	Alone
Is there anything you find difficult about working with others? Give an example:		
CONTINUOUS LEARNING		
Continuous learning is all about the ongoing improvement of the skills you already have and your plan for gaining new skills and knowledge.		
Besides this program, do you have a plan for gaining skills and knowledge in the future?	Yes	No
If you do, what is your plan?		

WORKSHEET 30

*Creating a Community Profile*¹⁹

This checklist offers some broad topic areas to consider when creating your community profile. See if you can include a fact, statistic or event/location that refers to each item when you create your community map or during your discussions.

Social Characteristics

- Demographic profile and special populations
- Community issues and attitudes
- Community facilities and services

Economic Characteristics

- Labour market trends & labour force characteristics
- Major employers and industries

Geography and Growth Trends

- Unique geographical features
- Growth trends and issues
- Transportation

Notable Characteristics

- Cultural aspects
- Aesthetic nature of the community
- Historic resources

Other Features

-
-

¹⁹ Adapted from: *Community Impact Assessment Handbook* (Chapter 4 - Developing a Community Profile). Florida Department of Transportation. Retrieved from: www.cuttr.usf.edu/pubs/CIA/chapter_4.pdf.

WORKSHEET 31

*Process for Developing a Community Profile*²⁰

Here are **four steps** to help guide your research when you are working with others to gain a better understanding of your community. Use the steps to guide your actions, and then check to see if you've considered all of the main areas.

STEP 1

REVIEW SOCIAL & ECONOMIC CHARACTERISTICS

- Demographics
- Growth trends
- Labor force
- Major employers

STEP 2

IDENTIFY COMMUNITY ISSUES & ATTITUDES

- Research and review various resources such as websites, brochures, and newspapers
- Talk to knowledgeable people about the community
- Take field trips to explore first-hand
- Update your community profile map

²⁰ Adapted from: *Community Impact Assessment Handbook* (Chapter 4 - Developing a Community Profile). Florida Department of Transportation. Retrieved from: www.cutr.usf.edu/pubs/CIA/chapter_4.pdf.

STEP 3**CREATE AN INVENTORY OF AREA FEATURES**

- Community facilities & services
- Existing businesses & major businesses
- Land use & transportation characteristics
- Aesthetic and cultural resources

STEP 4**SUMMARIZE FINDINGS**

- Report to group
- Post related key facts and locations on the community map
- Create a written summary for your portfolio

WORKSHEET 32

Process for Developing a Community Profile

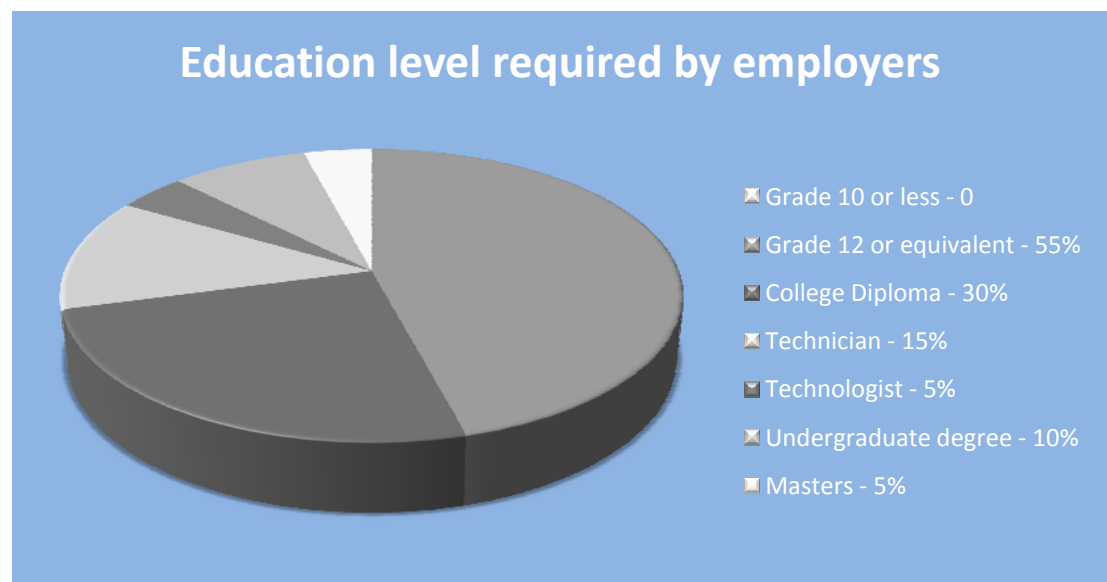
Below are samples of ways you can communicate statistics and information as graphs and charts. Use the samples as models to create charts and graphs of the important statistics you've gathered about your community.

In a List:

A report from Ontario indicates that in a 2007 survey employers were asked about the level of education they look for when hiring. Here's what they said:

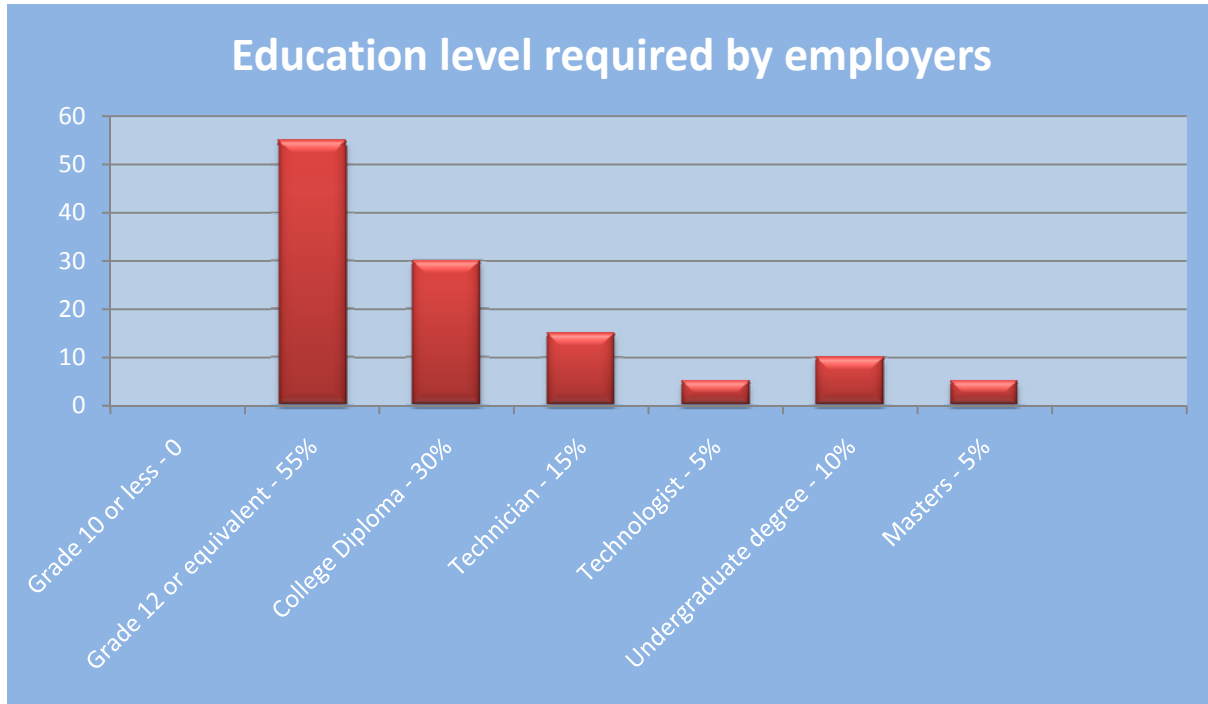
- 0% Grade 10
- 55% Grade 12 or equivalent
- 30% College Diploma
- 15% Technician
- 5% Technologist
- 10% University Degree (undergraduate)
- 5% Masters Degree

Here's what this information looks like in a graph called a **pie chart**:

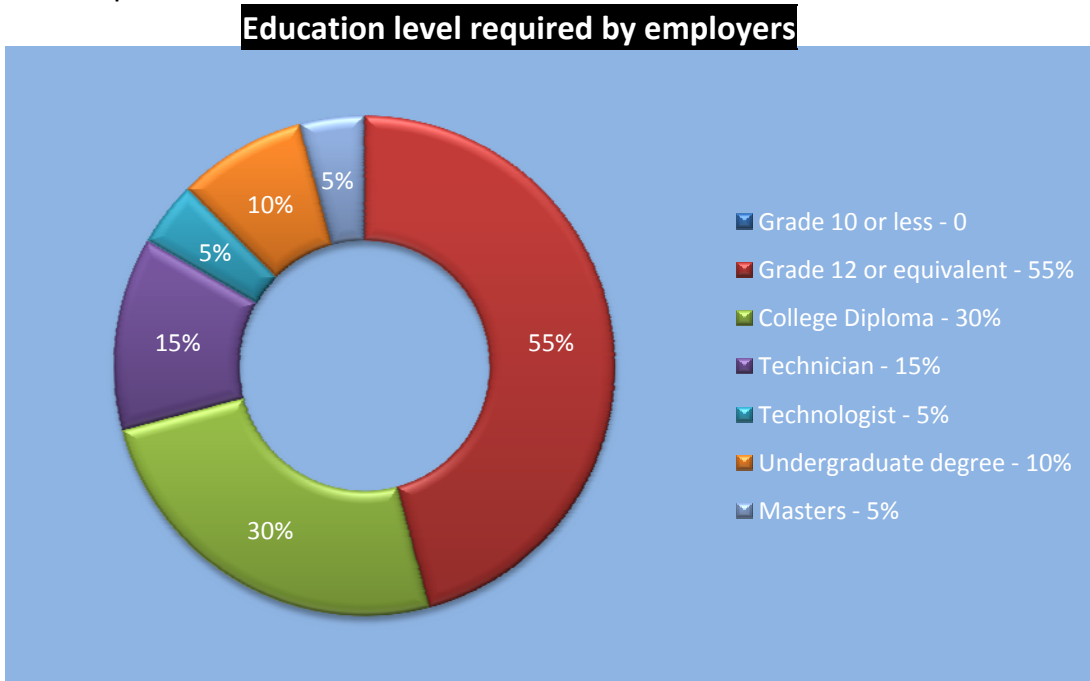


Here are two other ways to show information or data.

Bar Graph:



Donut Graph:



WORKSHEET 33

Reflecting on My Career Areas

Take a look at the personal profile you created in a past session and that is stored in your portfolio. Reflect upon each job or career area you chose for yourself in light of what you've learned about your community. Here's how....

1. Job title or description:

2. Related statistics or facts I learned about my community:

3. Based on that information, here are my current thoughts about the job or career area I had picked for myself:

4. I still need more information. Here's what I plan to research:

My Conclusions:

- This job remains a strong possibility for me. I want to pursue further employment planning in this area
- I've changed my mind about this job – it's not for me.
- Based upon my community research, I'd like to add the following job or career area to my future planning:

WORKSHEET 34***My Most Important Essential Skills***

When you are at the Literacy and Essential Skills web site, write down the occupations that are of interest to you that match the essential skill you feel most confident about. You'll have time later to do more research about each of the occupations.

My Most Important Essential Skills		
	List the skills you feel confident about	List occupations that match these skills
1.		
2.		
3.		
4.		
5.		

WORKSHEET 35

Survey of Your Essential Skills for the Workplace

Fill out the survey. This is not a test. The purpose is to help you think about, and *self-assess*, your abilities when using the nine Essential Skills in the workplace. When you are ready:

1. Read the statements in each section.
2. Circle the number that matches what you think about yourself:
1 means that you strongly **disagree** with the statement and **4** means you strongly **agree**. You might think, for example, “this isn’t me at all!”, so you would circle **1**.
3. For each section add up the numbers you have circled. For example, if you strongly disagreed with all four statements in a section, then the total for that section would be **4**.
4. When you’ve added up the totals for all the section then use the rating guide to help you understand what the number means. Keep in mind that your score is just a guideline.

Rating Guide	
16-20	This is a high score. It suggests that you have this skill and know how to use it effectively.
11-15	This is a medium score. It suggests that you may need to work on this skill, if it is one you need for a specific job or task.
1-10	This is a low score. It suggests that you don’t have the essential skill. That could mean that you wouldn’t be able to do the job or task effectively.

SECTION 1: READING	Strongly Disagree	Disagree	Agree	Strongly Agree
I am comfortable dealing with written materials	1	2	3	4
I can read and understand emails and/or memos	1	2	3	4
I am comfortable receiving instructions in writing	1	2	3	4
I can follow clearly written instruction with few or no mistakes	1	2	3	4
At work, I can read and understand safety directions in manuals and on signs	1	2	3	4
Subtotal				

Total Section 1

SECTION 2: DOCUMENT USE	Strongly Disagree	Disagree	Agree	Strongly Agree
I am comfortable using workplace documents	1	2	3	4
I can use and understand charts and graphs	1	2	3	4
I can understand timesheets and pay stubs	1	2	3	4
I can enter information in documents with few or no mistakes	1	2	3	4
I understand gauges, clocks, manuals, blueprints or schedules	1	2	3	4
Subtotal				

Total Section 2

SECTION 3: WRITING	Strongly Disagree	Disagree	Agree	Strongly Agree
I can request information or services in writing	1	2	3	4
I am comfortable with writing production reports or other reports necessary for work	1	2	3	4
I can write memos or notes as a way to communicate with others at work	1	2	3	4
I make few or no spelling or grammar mistakes when I write	1	2	3	4
I use the right sentence structure, punctuation, wording and tone when I write notes or memos at work	1	2	3	4
Subtotal				

Total Section 3

SECTION 4: NUMERACY	Strongly Disagree	Disagree	Agree	Strongly Agree
I can make calculations, take measurements or make an estimate	1	2	3	4
I make few or no mistakes when I work with numbers	1	2	3	4
I can take measurements and record the results	1	2	3	4
I am willing to take part in training to improve my numeracy skills	1	2	3	4
I understand the information on my pay stub	1	2	3	4
Subtotal				

Total Section 4

SECTION 5: ORAL COMMUNICATION	Strongly Disagree	Disagree	Agree	Strongly Agree
I can give information and instructions clearly and accurately	1	2	3	4
I can follow detailed verbal instructions or explanations	1	2	3	4
I can speak professionally with suppliers or clients	1	2	3	4
I can use workplace terminology correctly and confidently	1	2	3	4
I participate actively in staff meetings or training sessions	1	2	3	4
Subtotal				

Total Section 5

SECTION 6: THINKING	Strongly Disagree	Disagree	Agree	Strongly Agree
I can find solutions to common workplace problems	1	2	3	4
I can make decisions on my own	1	2	3	4
I know how to plan my work to make quality products and to meet deadlines	1	2	3	4
I try to find solutions to problems	1	2	3	4
I can follow routine procedures	1	2	3	4
Subtotal				

Total Section 6

SECTION 7: WORKING WITH OTHERS	Strongly Disagree	Disagree	Agree	Strongly Agree
I can coordinate work tasks or share information with other employees	1	2	3	4
I can work with others to successfully complete a task that requires cooperation	1	2	3	4
I can take part in team meetings or group projects	1	2	3	4
I am good at not letting personal differences get in the way of my work	1	2	3	4
I know how to work as part of a team	1	2	3	4
Subtotal				

Total Section 7

SECTION 8: COMPUTER USE	Strongly Disagree	Disagree	Agree	Strongly Agree
I don't have a problem with learning new computer software	1	2	3	4
I have good computer-related skills	1	2	3	4
I can complete computer-related tasks in a timely and effective manner	1	2	3	4
I am comfortable using electronic devices, instead of manual devices	1	2	3	4
I can computer-related equipment like printers, fax machines and scanners	1	2	3	4
Subtotal				

Total Section 8

SECTION 9: CONTINUOUS LEARNING	Strongly Disagree	Disagree	Agree	Strongly Agree
I am always willing to take part in training at work	1	2	3	4
I can gain skills and knowledge from my co-workers	1	2	3	4
I think it is a good idea to have a learning plan so I can grow on the job and off the job	1	2	3	4
I am always interested in applying for positions within the same business	1	2	3	4
I respond positively to change at work	1	2	3	4
Subtotal				

Total Section 9

WORKSHEET 36

Essential Skills Reading Indicator

The Essential Skills Reading Indicator is **not a test**. The purpose is to help you think about and self-asses your reading skills. The questions are typical workplace tasks for a variety of occupations. There are 10 questions. The first five questions are at Essential Skills level 1, the last five are at Essential Skills level 2. When you are ready:

1. Write your answers directly on the Indicator in the space provided.
2. When you are finished ask your facilitator for the answer correction sheet for Reading.
3. If you want to give yourself a mark, give yourself one point for each correct answer.
4. Allow yourself no more than 20 minutes to complete all the questions.

Reading Indicator

LEVEL 1

Question # 1

Look at the e-mail below.

What does the grey filing cabinet contain?

Circle or underline your answer in the text.

Jennifer,

Please note that the DuBarry file has been placed in the wrong filing cabinet. The blue filing cabinet should only contain receipts. The grey filing cabinet contains all the customer files. Thank you for your attention to this matter.

John

Question # 2

Look at the instructions below for cleaning a gas grill.

What should be used to remove grease and fat?

Circle or underline your answer in the text.

Gas Grill Cleaning Instructions

- 1) Remove cooking grid and burner before full cleaning.
- 2) Remove excess grease and fat from the grill bowl with a wooden scraper.
- 3) For cleaning other residue, use hot soapy water and a cloth or a nylon-bristled brush.
- 4) When finished cleaning, replace burner and cooking grid.
- 5) Check burner operation after reassembly.

Question # 3

Look at the e-mail inquiry below.

What is the employee's usual paycheque amount (after taxes)?

Circle or underline your answer in the text.

Good afternoon,

I have a question about this week's paycheque. Every two weeks I earn \$1,200. After taxes, I am usually left with a total of \$935. This week an extra \$25 was taken off, leaving me with a total of only \$910. Can you please explain why this paycheque is different from the others?

Thank you,
Julie

Question # 4

Look at the hotel fax below.

On which day of the week is the client scheduled to arrive at the hotel?

Circle or underline your answer in the text.

FAX

To: Journey Hotel
416-555-4567

From: Lucy Smith
416-555-8910

Date: Wednesday, January 25, 2007

Pages: 1

I would like to make a reservation for a hotel room. My arrival date is Tuesday, June 13, 2007, and my departure date is Thursday, June 22, 2007.

I would like to reserve a non-smoking room with two beds and a view of the ocean. You may contact me at the following phone number: 416-555-6235.

Thank you,

Lucy Smith

Question # 5

Look at the instructions below.

How long must floor installers wait before cleaning the surface with a sponge?

Circle or underline your answer in the text.

GROUT

Instructions for Use

- 1) Prepare 1.8 kilograms of grout. When the spacing between tiles is 3.2 millimeters or more, use sanded grout. When the spacing is less than 3.2 millimeters, use unsanded grout.
- 2) Mix the grout with 500 milliliters of water in a large bucket.
- 3) Spread the grout and scrape off any excess grout. The grout will begin to harden after about 15 minutes.
- 5) After 20 minutes, clean the surface with a sponge.
- 6) After 40 minutes, wipe the surface with a paper towel.

LEVEL 2

Question # 6

Look at the golf cart rental agreement below.

The player who rented the cart would like to take it to a different golf club.

*Circle or underline the **section** of the agreement which **forbids** him from doing so.*

Golf Cart

Rental Agreement

- Section 1:** Not more than two persons and two golf bags shall be in the said car at any one time.
- Section 2:** Lessee expressly acknowledges personal liability to pay Lessor costs to repair all damages to said property and Lessor's costs including attorney fees incurred in collection of payments due from Lessee hereunder.
- Section 3:** Lessee represents that he is familiar with the use and operation of said property.
- Section 4:** Lessee agrees to keep said property in the same condition as when received.
- Section 5:** Said property is not to be removed from the golf course and is to be returned promptly to the Lessor after use.
- Section 6:** Lessee agrees to keep said property in Lessee's custody and not to sublease or re-rent the same.

Question # 7

Look at the inmate escort procedures for correctional officers below.

What item must correctional officers keep in their possession when escorting **two** inmates?

Circle or underline your answer in the text.

Red Lakes Institution Inmate Escort Procedures

1. You are responsible for the safe custody and discipline of this (these) inmate(s). You shall under NO circumstances allow inmate(s) in your custody out of your sight.
2. You shall ensure that the inmate(s) is wearing a standard issue uniform clearly displaying the inmate register number.
3. When escorting more than 3 inmates, you shall carry a firearm and pepper spray.
4. You shall sit directly behind the driver during an escort in vehicles lacking appropriate protective shields.
5. You shall apply handcuffs and leg irons. Other restraint equipment must be authorized by the Warden or officer in charge.
6. You shall notify the officer in charge of the institution or Duty CS upon return of the inmate(s).
7. You shall check bathroom facilities thoroughly prior to use by the inmate(s).
8. You shall carry valid photo identification showing the inmate(s)'s photograph and register number.
9. You shall report any contraband seized during the escort to the Warden.
10. You shall ensure the safe custody of the inmate(s) under your responsibility while maintaining the protection of the public.

Question # 8

Look at the brochure from an insurance company below.

A patient's treatment is expected to cost more than \$1,000. What does the patient's dental centre need to submit to Apple Insurance?

Circle or underline your answer(s) in the text.

Apple Insurance
5589 Bank Street Suite 200
Ottawa, ON
K1K 2K2

Apple Insurance

Your health is our primary concern

IMPORTANT NOTICE ABOUT CHANGES TO YOUR POLICY

Please note that there have been amendments to the Dentalcare Plus plan, effective immediately.

If treatment is expected to cost less than \$300, the dental care centre does not need to notify Apple Insurance in advance.

If a patient's treatment is expected to cost more than \$300, the patient's dental care centre must submit a treatment plan to Apple Insurance.

If the treatment is expected to cost more than \$1,000, the dental care centre must also submit x-rays.

The reimbursement limit for dental procedures will increase on May 31, 2007. The new reimbursement limit is \$1,500 per year, including spouses and/or dependents.

Question # 9

Look at the Emergency Code Manual below.

A patient at a hospital is angry and has thrown a dangerous chemical product onto the floor.

Circle or underline the **two** codes that the nurse aide must transmit over the intercom.

Emergency Code Manual		
Emergency Code	Description	Immediate Action(s)
Code Pink	A child has been abducted.	Contact Security to provide a description of the abducted child.
Code White	Hazardous materials have been spilled.	Cordon off the area. Contact maintenance to clean the spill.
Code Yellow	The hospital will be receiving a large number of patients at once.	Activate the disaster plan.
Code Grey	A patient or other individual is being combative.	Contact Security. If possible, contain the individual in an isolated area.
Code Purple	An adult patient is missing.	Contact Security to provide a description of the missing patient.
Code Red	There is a fire in the building.	Pull the fire alarm. Close all doors and windows.

Question # 10

Look at the employment application form below.

A small business owner wants to fill a position which requires work experience in three areas. Which of the job requirement(s) does the applicant meet?

Check all that apply.

- Providing information to customers
- General administrative duties
- Preparing written reports

Employment Application Form

Position applying for: General Office Clerk

Name: Chantal Perry

Address: 1544 Drake Street, Ottawa, Ontario, K1G 0K0

Phone Number: 613-555-3239

Employment History

- 1. Former employer:** Canadexx Software Inc.
Position held: Administrative Assistant
Main duties and responsibilities:

 - Verified and processed payment plan applications using computerized and manual processing systems.
 - Performed various administrative duties, including contract administration and payroll.
- 2. Former employer:** Hannah's Day Care
Position held: Early Childhood Educator Assistant
Main duties and responsibilities:

 - Led and monitored activities designed for young children, such as storytelling, singing, and arts and crafts.
- 3. Former employer:** The World Traveler
Position held: Receptionist
Main duties and responsibilities:

 - Greeted and directed customers to the appropriate employee.
 - Provided information in person and by phone to customers.
 - Updated financial records.

WORKSHEET 37

Document Use Indicator

The Essential Skills Document Use Indicator is **not a test**. The purpose is to help you think about and self-assess your document use skills. The questions are typical workplace tasks for a variety of occupations. There are 10 questions. The first five questions are at Essential Skills level 1, the last five are at Essential Skills level 2. When you are ready:

1. Write your answers directly on the Indicator in the space provided.
2. When you are finished ask your facilitator for the answer correction sheet for Document Use.
3. If you want to give yourself a mark, give yourself one point for each correct answer.
4. Allow yourself no more than 20 minutes to complete all the questions.









Document Use Indicator

LEVEL 1

Question # 1

Which symbol represents corrosive material?

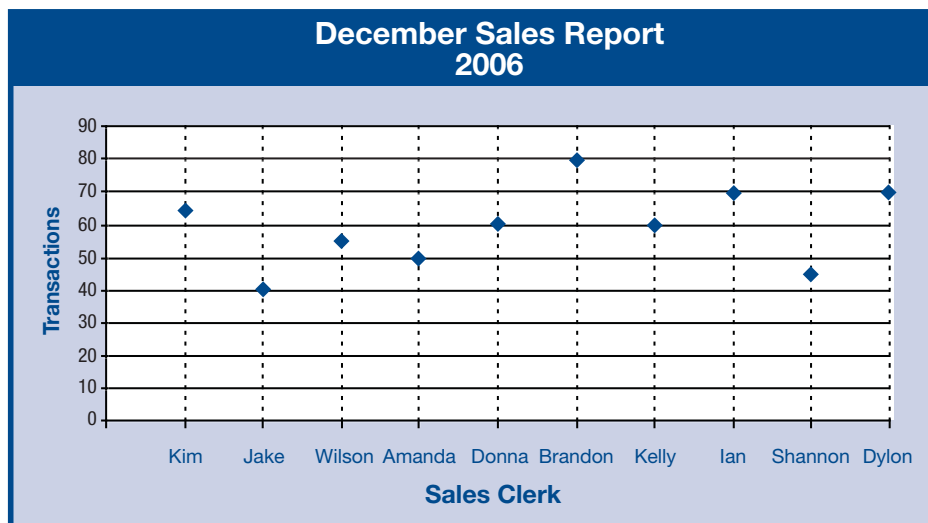
Circle or underline your answer in the hazardous materials table below.

HAZARDOUS MATERIALS			
 <p>CLASS A Compressed Gas</p>	 <p>CLASS B Flammable and Combustible Material</p>	 <p>CLASS C Oxidizing Material</p>	 <p>CLASS D-1 Poisonous and Infectious Material (material causing immediate and serious effects)</p>
 <p>CLASS D-2 Poisonous and Infectious Material (material causing other toxic effects)</p>	 <p>CLASS D-3 Poisonous and Infectious Material (biohazardous infectious material)</p>	 <p>CLASS E Corrosive Material</p>	 <p>CLASS F Dangerously Reactive Material</p>

Question # 2

Which sales clerk recorded the highest number of transactions for the month of December?

Circle or underline your answer in the graph below.



Question # 3

What is Rodney Walsh's new apartment number?

Circle or underline your answer in the address notice below.

Change of Address Notice	
Personal Information	
Last Name: Walsh	First Name: Rodney
Previous Address	
Street Number: 1553	Street Name: Queen
Apartment Number: 1002	City: Windsor
Province: Ontario	Postal Code: K1J 8G3
New Address	
Street Number: 208	Street Name: Beechwood
Apartment Number: 19	City: Windsor
Province: Ontario	Postal Code: K1J 5P3

Question # 4

What is the price of a one-hour massage for a part-time student?

Circle or underline your answer in the price list below.

Sunlight Wellness Centre					
Physiotherapy Price List			Massage Therapy Price List		
Status	Visit	Price (\$)	Status	Visit	Price (\$)
Full-time student	First visit	60.50	Full-time student	Thirty minutes	28.25
	Following visits	40.95			One hour
Part-time student	First visit	65.25	Part-time student	Two hours	59.99
	Following visits	49.99			Thirty minutes
Adult	First visit	69.99	Adult	One hour	44.50
	Following visits	60.50			Two hours
Employee	All visits	35.00	Employee	Thirty minutes	35.97
				One hour	47.50
				Two hours	59.99
			Employee	Thirty minutes	15.00
				One hour	27.25
				Two hours	42.75

Question # 5

What is the phone number for customer service at H&E Wood Inc.?

Circle or underline your answer in the sales slip below.

INVOICE H&E Wood Inc.		
SHIP TO		BILL TO
Wood Experts Inc. 898 Truro Avenue Fredericton, NB 506-555-4885 Customer ID BBE4456		Wood Experts Inc. 898 Truro Avenue Fredericton, NB 506-555-4885
ORDER DATE		ORDER NUMBER
August 1, 2006		239
ITEM NUMBER	DESCRIPTION	QUANTITY
WT-05-338	Hardwood	12
AF-05-897	Ironwood	8
WT-06-112	Carpathian Elm	6
BJ-07-389	Unedged Timber	20
CF-05-349	Roundwood Logs	7
Please contact customer service at 506-555-6000 with any questions or comments. Thank you for your order!		

LEVEL 2

Question # 6

Look at the paycheques below.

Complete the missing information in the chart.

		Cheque Number 1014 Date: December 29, 2006
Pay to the order of: Sarah Brown		\$ 1495.00
One thousand four hundred and ninety-five dollars.....		XX /100 DOLLARS
MEMO: Employee ID 65087		

		Cheque Number 1147 Date: December 29, 2006
Pay to the order of: Daniel Spencer		\$ 1305.00
One thousand three hundred and five dollars.....		XX /100 DOLLARS
MEMO: Employee ID 62041		

		Cheque Number 0987 Date: December 29, 2006
Pay to the order of: Karen Green		\$ 1315.00
One thousand three hundred and fifteen dollars.....		XX /100 DOLLARS
MEMO: Employee ID 64623		

		Cheque Number 1359 Date: December 29, 2006
Pay to the order of: Dave Campbell		\$ 1256.00
One thousand two hundred and fifty-six dollars.....		XX /100 DOLLARS
MEMO: Employee ID 52369		

Financial Report December 2006

Employee ID	Cheque Number	Amount (\$)
64623	0987	1315.00
65087	1014	1495.00
52369	1359	
	1147	1305.00

Question # 7

How many bandsaw gears were shipped?

Circle or underline your answer in the packing slip below.

Packing Slip

Prov Acop Inc.
846 McCrimmon Cres.
Whitehorse, YT
Phone: 867-555-5654
Fax: 867-555-5655

ORDER DATE	September 29, 2006	PACKAGING DATE	October 12, 2006		
ORDER NUMBER	34567	CUSTOMER CONTACT	Foundry Department		
PURCHASE ORDER	PO9983-1129-03	CUSTOMER ACCOUNT	109		
SHIP TO	Metal Ware Inc. Attn: Foundry Department 1234 Main Street Timmins, ON	BILL TO	Metal Ware Inc. Attn: Finance Department 1234 Main Street Timmins, ON		
PART NUMBER	DESCRIPTION	UNIT TYPE	NUMBER ORDERED	BACKORDERED (Still to be shipped)	NUMBER SHIPPED
323A7-D892	Bandsaw gears	Set	9	2	7
390D1-J349	Mould 54919	Individual	4	0	4
208R4-Q289	Rubber BBType 00-6	Package	6	3	3
890C4-B299	Metal AG555-06	Package	6	2	4

Comments: Backordered items will be shipped as they become available.
Thank you for your order!

Question # 8

What is the item number of the **least** expensive camera flash?

Circle or underline your answer in the price list below.

ITEM NUMBER	ITEM NAME	PRICE (\$)
1	V3 18-200 mm Super Wide-Angle - Telephoto Lens	999
2	Alma 70-200mm f/2.8L USM Camera Lens	1,199
3	Totto 200mm f/2.8 Camera Lens	1,799
4	Diaz 300MM F4 to 5.6 IS USM EF Telephoto Zoom Lens	699
5	Vershna 10-20mm Wide-Angle Lens	459
6	Totto 10-20mm Wide-Angle Lens	799
7	Vershna 580EX Camera Flash	449
8	Bonata 5600HS Camera Flash	249
9	Diaz Camera Dock 6000	29
10	V3 Camera Dock	49
11	BJ 7900 S-Series Camera Dock	59
12	Totto Ultra Fast AAA Battery Charger	19

Question # 9

Which nursing home resident has high cholesterol?

Circle or underline the name of the resident in the report below.

Personal Information				
Room Number	Resident Name	Age	Gender	Bed Number
B15	Stanford	92	Male	316
B88	Rose	82	Female	389
B36	Fawzi	89	Male	347
A19	Bertha	96	Female	312
A39	Shereen	91	Female	349
A24	Ginette	87	Female	339
A34	Nadia	89	Female	384
A87	Oliver	78	Male	318

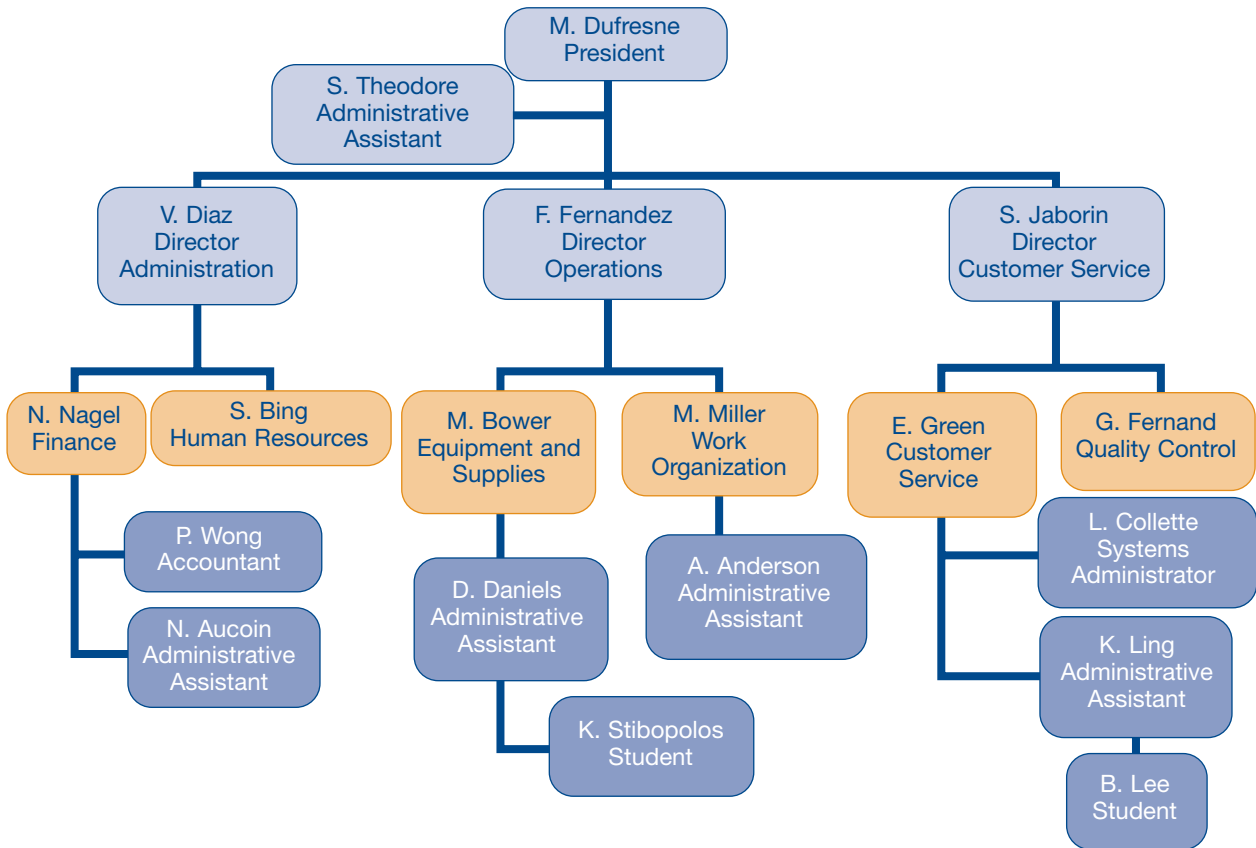
Medical Information				
Room Number	Diagnosis	Medical History	Diet Type	Allergies
A19	Alzheimer's	Breast cancer, bladder problems	D	Shellfish
A24	Mobility impaired	Knee operation	D	Soy, fish
A34	Semi-blindness	Head injury	A	
A39	Stroke	Thrombosis	B	
A87	Diabetes	Hypertension, high cholesterol	E	Wheat
B15	Depression	Seasonal affective disorder	A	
B36	Mobility impaired	Anemia	B	
B88	Broken hip	Osteoporosis	C	Peanuts

Question # 10

Who does the student in Customer Service **directly** report to?

Circle or underline your answer in the organizational chart below.

Excel Action Inc. Organizational Chart



WORKSHEET 38

Numeracy Skills Indicator

The Essential Skills Numeracy Skills Indicator is **not a test**. The purpose is to help you think about and self-asses your numeracy skills. The questions are typical workplace tasks for a variety of occupations. There are 10 questions. The first five questions are at Essential Skills level 1, the last five are at Essential Skills level 2. When you are ready:

1. Write your answers directly on the Indicator in the space provided.
2. When you are finished ask your facilitator for the answer correction sheet for Numeracy Skills.
3. If you want to give yourself a mark, give yourself one point for each correct answer.
4. Allow yourself no more than 20 minutes to complete all the questions.

Numeracy Indicator

LEVEL 1

Question # 1

An office uses 2 packages of paper per day.

How many packages of paper will the office use in a 5-day work week?

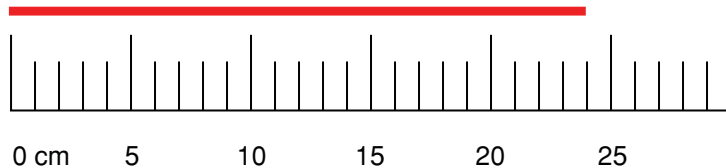
packages

Question # 2

Look at the red line in the diagram below.

What is the length of the line?

cm



Question # 3

A boilermaker is reading pressure gauges to ensure they are within a normal range.

The normal operating range for water pressure is 25 to 35 psi (pounds per square inch). If a boilermaker finds that the water pressure gauge reads 39 psi, by how much must it be reduced so the psi reading is back within the normal range (35 psi)?

psi

Question # 4

Look at the library report on overdue books below.

Enter Sandra Roy's total late fee in the space provided.

Overdue Books Sandra Roy		
Book Title	Days Overdue	Late Fee
How to Paint in Watercolour	5	\$3.75
Lakes of Canada	3	\$2.25
World Travel	2	\$1.50
Total		\$ <input type="text"/>

Question # 5

An airline sales agent has just been advised that a flight will be delayed by 2 hours. Flight DG386 was originally scheduled to arrive at 13:00.

What is the new arrival time for Flight DG386?

LEVEL 2**Question # 6**

Look at the table below.

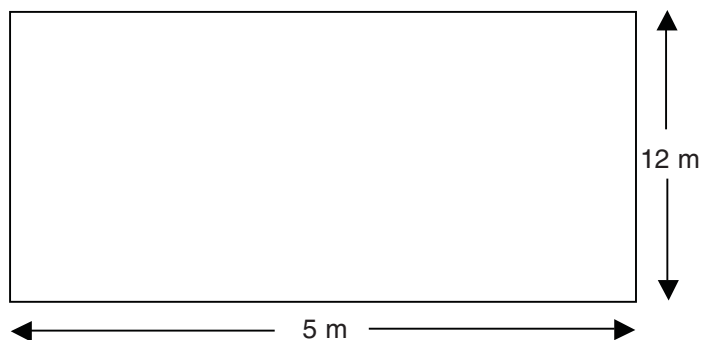
Enter the total value of chips received by Henry Rogers in the space provided.

Henry Rogers			
Chip Colour	Value Per Chip (\$)	Number of Chips	Total Chip Value (\$)
Red	10	20	
Black	50	4	
		TOTAL	\$

Question # 7

Look at the diagram below.

What is the area of the room?

 m²


Question # 8

A motor vehicle assembler is scheduling the ordering of car parts. The deadline for receiving the fan belts is the end of the business day on May 25.

Fan belts take 7 days to deliver, starting from the day the order is placed, up to and including the day of delivery. Delivery time does not include weekends (Saturday and Sunday).

Circle the **latest date** that the motor vehicle assembler can order the fan belts on the calendar below.

May 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Question # 9

A hotel guest would like to pay her bill using American currency. The hotel bill is \$100 Canadian.

Look at the currency converter to the right.

How much does the guest owe in American currency?

\$

Currency Converter

Canadian Currency	American Currency
\$1.00	= \$0.8865

Question # 10

Look at the vitamin information chart to the right.

What is the price of each pill?

\$

Re-Gen Vitamin Pills

Vitamin A (per pill)	1000 I.U.
Vitamin C (per pill)	90 mg
Vitamin D (per pill)	400 I.U.
Iron (per pill)	10 mg
Number of pills per package	60
Cost per package	\$12

WORKSHEET 39*Learning More about Occupations and Jobs*

I'm interested in finding more out about this job or occupation:

Choice #1 _____

Choice #2 _____

Here's how I'd like to find out more about it:

- Interview a person who currently works in the job or occupation
- Job shadow or observe a person who works in the job or occupation
- Work as a volunteer doing a task that involves the same or similar skills as the job or occupation

Here are questions I'd like to have answered about the job or occupation:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WORKSHEET 40***Learning Still More about a Job or Occupation***

Add pages if you need more room to write down your thoughts and observations or if you've done more than 4 virtual job-shadowing tours.

1. I took a "virtual job-shadowing" tour of this job:

Here are my thoughts and observations:

2. I took a "virtual job-shadowing" tour of this job:

Here are my thoughts and observations:

3. I took a "virtual job-shadowing" tour of this job:

Here are my thoughts and observations:

4. I took a "virtual job-shadowing" tour of this job:

Here are my thoughts and observations:

WORKSHEET 41

*Researching Companies and Careers through Job Shadowing*²¹

Definition of Job-Shadowing

"Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site."

~ Paris, K., & Mason, S. (1995). *Planning and Implementing Youth Apprenticeship and Work-Based Learning*. Madison, WI: University of Wisconsin, Center on Education and Work.

That's the premise behind job-shadowing – it's an activity that enables a person to spend some time observing a professional on the job. If you know you want to change careers but are not sure what career is right for you, job-shadowing can give you a taste of what various careers are like. By experiencing a workplace first-hand, you can learn a great deal more about a career than you can through research in print publications and on the Internet.

What exactly is job-shadowing and what does it entail? Job-shadowing is a close cousin of the informational job interview in which career-explorers or job-seekers conduct short interviews with people in their prospective professions to learn more about those fields. Many of the same rules apply to job-shadowing as apply to informational interviewing, from preparing for the experience, to scheduling it, getting the most out of it, and following up on it.

²¹ Adapted from: *Research Companies and Careers Through Job Shadowing* Katharine Hansen, Ph.D. Retrieved from http://www.quintcareers.com/job_shadowing.html February 2009.

During your job-shadow experience, you follow the professional you're shadowing through his or her work day. You observe the rigours of the job, the company culture, and ask lots of questions.

Setting up a Job-Shadowing Experience

1. **Whom should you shadow?** Ideally, someone who is in the type of job that you think you would like to have or one you aspire to in the not-too-distant future.
2. **Once you've located someone to shadow**, write a letter or send an e-mail, allowing several weeks' lead time in advance of when you'd like to do the shadowing. Follow up with a phone call about a week later to pin down a date. Be prepared to be very flexible. The worker you're shadowing is probably busy and going out of his or her way to accommodate you for the period of time you're asking for. While the idea is for the worker to go about business as usual while you observe, it's obvious that he or she may feel a bit restricted by your watchful eyes, so he or she is doing you a big favor.
3. **Research workplaces where you plan to shadow.** While your best research will come from the actual shadowing, find out enough about the workplace so that you won't seem ignorant to the person you're shadowing.

Getting the Most out of the Job-Shadowing Experience

- Dress as you would for a job interview with the company or at least at the level of dress others in the company wear.
- Arrive on time and be polite, courteous, and enthusiastic. Show the person you're shadowing how much you appreciate the time and opportunity to learn.
- Don't be afraid to ask questions, but don't bombard the worker with so many questions that he or she can't get any work done. Any question that can be asked in an informational interview can be asked while job-shadowing. Take a notepad or even a small tape-recorder to record observations and answers to your questions.

- While your aim is to observe a typical work day, be open to unexpected opportunities such as attending a trade show or meeting of a professional organization.
- Be open to meeting as many people as possible during the experience. If you'd especially like to meet people in certain job functions, be sure to ask if your professional will introduce you.
- Observe everything! Note what technology is used in the job. Identify the must-have tools without which your worker can't function. Observe the surroundings. Notice how people dress and how casual or formal the atmosphere is.
- Notice the communication channels in the workplace. Is most communication done by e-mail? Do co-workers frequently communicate with your worker by dropping by his or her workspace? Is communication primarily phone oriented?
- Be aware of the worker's and the organization's needs as you're shadowing, and do your best not to interfere with the normal workflow.

After the Job-Shadowing Experience

1. Be sure to write a thank-you note to the person you shadowed. Remember, he or she made a significant time and energy investment in you, and it's just common courtesy to say thank you.
2. You will certainly want to reflect on the shadowing experience, and you may want to do so in a guided or formal way.

WORKSHEET 42***Exploring the Essential Skills Website***

You will need to use a computer connected to the Internet for this activity. Photocopy the worksheet so you can fill in one copy for each occupation or job you research.

I researched this occupational profile:	The NOC code is:
The most important Essential Skills for this occupation include:	
Some ways the occupation would require me to use these Essential Skills:	
Looking at my own Essential Skill strengths, what I still need to improve to do the job:	

WORKSHEET 43

How I will get more information

I've decided to participate in this activity:

- Job-shadow Interview a worker Volunteer

Here's how I'm feeling about the activity:

- I need help finding a worksite and a contact person. I will talk to my teacher and peers to help me.
- I'm confident I can find a worksite and a contact person, and will make my own plans.

I've taken these steps:

- I've identified the job or occupation I want to learn more about through this activity.
- I've reviewed my plans with my teacher and am keeping her informed about whom I contact, when we are meeting and where, and how to get in touch with the worker and site.
- I've contacted a worker or workplace, or a volunteer organization, and explained what I want to do.
- They've agreed to help me, and we've set up a time and date.
- I know the worksite or place where I'm going.
- I've researched the job and worksite, and know what things I want to learn. I know if I have to bring something with me, or wear something special, like safety boots.
- I've completed the activity. I've followed up by thanking the worker, worksite, or volunteer organization.
- I've thought about how the experience has affected my future plans, and have modified my plans accordingly.

WORKSHEET 44

Are Your Skills Transferable to a Non-traditional Job?

Check which skills or activities you have done in the past. While many non-traditional jobs require specific skills, these skills can be gained in a wide variety of ways. The following survey²² will assess if your skills are transferable to non-traditional jobs.

Have You...

- Worked in a non-traditional job before as a paid worker, volunteer, or as a hobby.
- Received a high school diploma or a GED.
- Obtained your driver's licence.
- Traveled and enjoyed going from place to place.
- Used hand or power tools.
- Worked on your car or someone else's car.
- Done handiwork such as knitting, embroidery, or other crafts.
- Followed a pattern in sewing.
- Regularly participated in a sport or worked-out.
- Planted and maintained a successful garden.
- Fixed a broken television, radio, or computer.
- Used a manual to determine what was wrong with an appliance.
- Entered/completed a trade school program for a vocational skill.
- Driven/fixd farm machinery or a school bus.

²² Taken from: <http://www.iseek.org/sv/10109.jsp>. Used with permission.

- Built or repaired items in your home or apartment (built a bookcase or fixed a leaky faucet).
- Followed a recipe.
- Worked independently, with little supervision.
- Served in the military.
- Worked outdoors for long periods of time.
- Assembled a child's toy or furniture.

WORKSHEET 45

*Does a Non-traditional Job Interest You?*²³

For each question check the answer that best describes you. When you are finished, add up your score.

<i>Does a Non-traditional Job Interest You?</i>			
Do you like to:	A Yes	B I'd be willing to	C No
1. Work with your hands?			
2. Make repairs around the house?			
3. Fix outlets, radios, or stereos?			
4. Work outdoors?			
5. Drive cars, vans or farm equipment?			
6. See concrete results from your work?			
7. Solve technical problems or puzzles?			
8. Work from a pattern, blueprint, or diagram to construct or make things?			
9. Paint, wallpaper, or fill holes in the walls?			
Total number of each letter			
Multiply each total by the number shown.	X 3 =	X 2 =	X 1 =

²³Adapted from: <http://www.iseek.org/sv/10108.jsp>.

Now, add your numbers together. Here's an example:

Total number of each letter	2	3	4
Now multiply each total by the number shown.	$x \frac{3}{6} =$	$x \frac{2}{6} =$	$x \frac{1}{4} =$
Total score	16		

In this example the score is 16 of a possible score of 27.

The higher your score, the more likely you'd be interested in a non-traditional job or you have an attitude that says you're willing to try it.

Enter your score here:

MY SCORE IS _____ out of 27.

WORKSHEET 46

*Am I an Entrepreneur?*²⁴

The following list of personal characteristics is designed to help you self-assess or determine if you have what it requires to become a successful entrepreneur. Analyze yourself carefully and honestly as you answer each question. *There are no right or wrong answers in this checklist.*

Am I an Entrepreneur?	YES	NO
1. Do I really have the desire to be my own boss rather than work for someone else?		
2. Am I a self-starter?		
3. Do I have management skills (managing finances, employees, and other aspects of the business)?		
4. Do I have experience in the type of business I am interested in owning and operating?		
5. Can I accept the responsibility of seeing things through to the end?		
6. Am I a well-organized person?		
7. Do I have the desire to lead and direct others?		
8. Can I make decisions quickly if I have to?		
9. Do I have good health and the high level of energy necessary to be an entrepreneur?		
10. Do I have the financial resources, as well as future credit resources I need to begin?		
11. Can I sustain my business through the early, formative years?		

²⁴ Adapted from www.iseek.org/sv/10109.jsp. Original Source: Based upon Sandra Winston, *The Entrepreneurial Woman* (New York: Newsweek Books, 1979), Pickle, H.B. & Abrahamson, R.L., *Small Business Management* (5th Edition, 1990).

Am I an Entrepreneur?	YES	NO
12. Can people (customers and employees) trust what I say?		
13. Do I have the need to set and achieve difficult goals and move on to other challenges?		
14. Do I have the desire to be innovative and creative?		
15. Do I prefer having a plan of action (business plan) before I begin an activity?		
16. Is my partner and/or family supportive of my plan?		
17. Am I on time for appointments?		
18. Am I willing to work the long hours it takes to be an entrepreneur?		
19. Do I have the desire to stick with the business even in troubled times?		
20. Am I willing to do all the tasks necessary for the successful operation of the business?		
21. Even though it's scary to try something new, am I the kind who tries it?		
22. If I want something, do I ask for it rather than wait for someone to notice and just give it to me?		
23. Even though people tell me it can't be done, do I have to find out for myself?		
24. I want to be financially independent.		
25. I'll speak up for an unpopular cause if I believe in it.		
26. Can I take risks with money, that is, invest, and not know the outcome?		
27. Have I taken a risk in the last 6 months?		
28. Do I like trying new food, new places, and totally new experiences?		

Am I an Entrepreneur?	YES	NO
29. Can I walk up to a total stranger and strike up a conversation?		
30. Have I ever intentionally travelled on an unfamiliar route?		
Add up the number of times you answered "Yes."		
Add up the number of times you answered "No."		

Think about your answers...

- If most of your answers are "Yes", you probably have what it takes to become an entrepreneur.
- If you answered "No" to about half of the questions, you may need assistance to reinforce the areas where you are weak.
- If the majority of your answers are "No", then entrepreneurship is likely not for you.

Do you think you have the personal characteristics to be an entrepreneur?
Write a few thoughts here about why or why not:

WORKSHEET 47***Common Myths and Misconceptions: What do you think?***

Read each statement and then decide if you agree with it. Why do you agree with it? If you don't agree, why?

Statement #1: Blue-collar work or heavy, physical labour is non-traditional for women. Historically, women haven't done these jobs.

Agree Disagree

Statement #2: Women are not strong enough to do heavy labour.

Agree Disagree

Statement #3: Non-traditional jobs are too dirty, noisy and dangerous for women.

Agree Disagree

Statement #4: Women do not have the mechanical or mathematical aptitude for skilled trade work.

Agree Disagree

Statement #5: Women won't like trade work.

Agree Disagree

Statement #6: Women on a job site make it difficult for men to concentrate; they are too distracting.

Agree Disagree

Statement #7: Women will lose their femininity if they work in a trade.

Agree Disagree

Statement # 8: Certain jobs are "men's work" and other jobs are "women's work."

Agree Disagree

WORKSHEET 48

*Common Myths and Misconceptions: Reality Check*²⁵

Statement #1: Blue-collar work or heavy, physical labour is non-traditional for women. Historically, women haven't done these jobs.

Reality: Many jobs now thought to be non-traditional for women have been performed by women in the past. Throughout history, women have done heavy labour on the farm and in the fields alongside men, and during World War II, over 6 million women entered the labour force to build ships, airplanes and factory goods.

Statement #2: Women are not strong enough to do heavy labour.

Reality: The strength requirements for non-traditional jobs are often exaggerated. Many non-traditional jobs are less physically demanding than housework, and many traditional women's jobs, such as nursing and waitressing, are just as physically demanding as some non-traditional jobs. In addition, mechanization continues to decrease the level of physical demand of many jobs. Finally, while the average man is stronger than the average woman, some women are stronger than some men. Women have excellent lower-body strength and with training can develop strong upper-body muscles as well.

Statement #3: Non-traditional jobs are too dirty, noisy and dangerous for women.

Reality: Non-traditional jobs are often dirty and sometimes dangerous. However, both men and women must weigh the hazards with the benefits of taking certain jobs. In addition, many traditionally female jobs, like mothering and nursing, are dirty and messy, and some also have health hazards, such as computer terminal radiation and carpal tunnel syndrome. Many women do not mind getting dirty when they are paid a good wage, and with proper safety instruction, all workers can minimize the danger they experience on the job.

Statement #4: Women do not have the mechanical or mathematical aptitude for skilled trade work.

Reality: There is no difference in women's and men's innate skills and potential to justify existing occupational segregation. A study conducted by the Johnson O'Conner Research Foundation Human Engineering Laboratory found no

²⁵ These statements have been adapted from: *Non-Traditional Jobs for Women, Common Myths and Misconceptions*, Retrieved from <http://www.iseek.org/sv/10126.jsp> February 2009.

difference attributable to gender in 14 of 22 aptitude tests given to men and women. In the eight remaining tests, women excelled in six tests and men scored higher in two.

Statement #5: Women won't like trade work.

Reality: Many women enjoy working with their hands and outdoors. They take great pride in knowing that they have helped to build or create something. As a result, researchers have found that most tradeswomen have a high degree of job satisfaction.

Statement #6: Women on a job site make it difficult for men to concentrate; they are too distracting.

Reality: It will be different, at first, to have a woman on a work site if an employer has never hired one before. Employers can ensure workers' productivity by telling employees that a qualified woman has been hired and that harassment will not be tolerated. While sexual harassment can happen in any work environment, it can be particularly harsh for women working in non-traditional occupations. The problem that must be stopped is the harassing behaviour, not women's entrance into the workplace.

Statement #7: Women will lose their femininity if they work in a trade.

Reality: Women can encounter offensive language anywhere, not just on the job site. While women need to be physically prepared for non-traditional jobs, there is nothing unfeminine about being physically fit. Finally, many women find that earning the good wages that non-traditional jobs pay enables them to buy the things that make them feel feminine.

Statement # 8: Certain jobs are "men's work" and other jobs are "women's work."

Reality: Attitudes about which jobs are appropriate for men and which ones are appropriate for women are the result of tradition and socialization. The vast majority of job requirements are unrelated to gender.

What are your thoughts?

WORKSHEET 49

*Non-traditional Jobs – Benefits and Challenges*²⁶

“There are many misconceptions about women working in non-traditional jobs. It is important to recognize the significant benefits and potential challenges.”

What do you think? Do the benefits of a non-traditional job or occupation outweigh the challenges for **you**? Read and reflect upon the following chart, and then write down your thoughts in your learning journal.

Benefits	Challenges
High wages	Hazardous workplaces, requiring safety protocols, special equipment and protective clothing
Good benefits	Discrimination and/or harassment
Variety and mobility	Sense of isolation if one of few women at workplace
Casual dress	Non-supportive family and friends
Outdoor work	Transportation and childcare
Job satisfaction	Weather, heat, cold, dust, dirt, noise in some workplaces
Opportunities to learn while you earn	Physical requirements
Career ladders	Shift work
Enhanced quality of life	Seasonal layoffs
New skills that can be used in many jobs.	Work and skills you need might be unfamiliar

²⁶ Adapted from *Non-Traditional Jobs for Women, Common Myths and Misconceptions*. Retrieved from www.iseek.org/sv/10126.jsp. February 2009.

WORKSHEET 50

*What are Non-Traditional Jobs for Women?*²⁷

This worksheet lists jobs that are considered to be non-traditional for women. That means that less than 25% of those who work at it are female.

The jobs have been divided into the following five categories:

1. Skilled Trades/ Apprenticeships
2. Technical Jobs
3. Service Jobs
4. Public Service Jobs
5. Professional Jobs

From the tables on the following pages, identify:

- At least one job that that you know nothing about – you don't know what it is or you've never heard of it.
- At least one job where you have a fairly good idea about what it involves, and you would definitely be interested in pursuing.
- At least one job *from each of the five categories* (therefore five more jobs in total) that you are curious about and want to learn more.

²⁷ Adapted from *Non-Traditional Jobs for Women, Common Myths and Misconceptions*. Retrieved from www.iseek.org/sv/10126.jsp. February 2009.

Table 1: Skilled trades/apprenticeships

<input type="checkbox"/> Boiler Maker	<input type="checkbox"/> Meat Cutter
<input type="checkbox"/> Bricklayer	<input type="checkbox"/> Metal Fabricator
<input type="checkbox"/> Building Inspector	<input type="checkbox"/> Millwright
<input type="checkbox"/> Bulldozer Operator	<input type="checkbox"/> Painter
<input type="checkbox"/> Carpenter	<input type="checkbox"/> Paperhanger
<input type="checkbox"/> Carpet Layer	<input type="checkbox"/> Pipefitter
<input type="checkbox"/> Cement Mason	<input type="checkbox"/> Plasterer
<input type="checkbox"/> Drywall Finisher	<input type="checkbox"/> Plumber
<input type="checkbox"/> Electrician	<input type="checkbox"/> Printer
<input type="checkbox"/> Elevator Constructor	<input type="checkbox"/> Roofer
<input type="checkbox"/> Glazier	<input type="checkbox"/> Sheetmetal Worker
<input type="checkbox"/> House Painter	<input type="checkbox"/> Stonemason
<input type="checkbox"/> Insulation Worker	<input type="checkbox"/> Tile Layer
<input type="checkbox"/> Ironworker	<input type="checkbox"/> Weatherproofer
<input type="checkbox"/> Lathe Operator	<input type="checkbox"/> Welder
<input type="checkbox"/> Locksmith	

Table 2: Technical Jobs

- | | |
|--|---|
| <input type="checkbox"/> Air-Conditioning Mechanic | <input type="checkbox"/> Forestry Technician |
| <input type="checkbox"/> Air Traffic Controller | <input type="checkbox"/> Gem Setter |
| <input type="checkbox"/> Airline Mechanic | <input type="checkbox"/> Grip |
| <input type="checkbox"/> Airline Pilot | <input type="checkbox"/> Ground Radio Operator |
| <input type="checkbox"/> Appliance Repairer | <input type="checkbox"/> Motion Picture Projectionist |
| <input type="checkbox"/> Audio Engineer (TV and Radio) | <input type="checkbox"/> Motorcycle Mechanic |
| <input type="checkbox"/> Automobile Mechanic | <input type="checkbox"/> Operating Room Technician |
| <input type="checkbox"/> Business Machine Repairer | <input type="checkbox"/> Press Photographer |
| <input type="checkbox"/> Computer Repairer | <input type="checkbox"/> Radio Repair Technician |
| <input type="checkbox"/> Diesel Mechanic | <input type="checkbox"/> Rigger |
| <input type="checkbox"/> Drafter | <input type="checkbox"/> Telephone Installer |
| <input type="checkbox"/> Electric Sign Repairer | <input type="checkbox"/> Television Lighting Director |
| <input type="checkbox"/> Electronic Technician | <input type="checkbox"/> Television Repairer |
| <input type="checkbox"/> Film Set Designer | <input type="checkbox"/> Television Set Designer |
| <input type="checkbox"/> Film Soundperson | <input type="checkbox"/> Watch Repairer |

Table 3: Service Jobs

<input type="checkbox"/> Bellhop <input type="checkbox"/> Exterminator <input type="checkbox"/> Furniture Mover <input type="checkbox"/> Gardener <input type="checkbox"/> Milk person <input type="checkbox"/> Organ Tuner/Repairer <input type="checkbox"/> Service Station Attendant	<input type="checkbox"/> Truck Driver (Local Delivery and Long-Haul) <input type="checkbox"/> Tailor <input type="checkbox"/> Taxi Driver <input type="checkbox"/> Theatre Manager <input type="checkbox"/> Tow Truck Operator <input type="checkbox"/> Train Conductor
---	--

Table 4: Public Service Jobs

<input type="checkbox"/> Ambulance Driver <input type="checkbox"/> Detective <input type="checkbox"/> Firefighter	<input type="checkbox"/> Guard <input type="checkbox"/> Police Officer
---	---

Table 5: Professional Jobs

- | | |
|---|--|
| <input type="checkbox"/> Agricultural Engineer | <input type="checkbox"/> Hospital Administrator |
| <input type="checkbox"/> Announcer | <input type="checkbox"/> Industrial Chemist |
| <input type="checkbox"/> Archeologist | <input type="checkbox"/> Judge |
| <input type="checkbox"/> Architect | <input type="checkbox"/> Lawyer |
| <input type="checkbox"/> Astronomer | <input type="checkbox"/> Marketing Researcher |
| <input type="checkbox"/> Banking Officer | <input type="checkbox"/> Mathematician |
| <input type="checkbox"/> Biologist | <input type="checkbox"/> Meteorologist |
| <input type="checkbox"/> Chemist | <input type="checkbox"/> Oceanographer |
| <input type="checkbox"/> Chiropractor | <input type="checkbox"/> Physician |
| <input type="checkbox"/> City Manager | <input type="checkbox"/> Physicist |
| <input type="checkbox"/> Dentist | <input type="checkbox"/> Podiatrist |
| <input type="checkbox"/> Diplomat | <input type="checkbox"/> Political Scientist |
| <input type="checkbox"/> Engineer | <input type="checkbox"/> Politician |
| <input type="checkbox"/> Environmental Specialist | <input type="checkbox"/> Rehabilitation Counsellor |
| <input type="checkbox"/> Film Director | <input type="checkbox"/> Religious Leader |
| <input type="checkbox"/> Food Scientist | <input type="checkbox"/> Sportswriter |
| <input type="checkbox"/> Foreign Service Officer | <input type="checkbox"/> Supermarket Manager |
| <input type="checkbox"/> Funeral Director | <input type="checkbox"/> Surveyor |
| <input type="checkbox"/> Geographer | <input type="checkbox"/> Television Director |
| <input type="checkbox"/> Geologist | |

WORKSHEET 51

An Entrepreneur's Success Story

Read the story about Dianne Smith, and her journey to operating her own business. You can also watch a video clip of Dianne at the HRSDC website: http://www.hrsdc.gc.ca/eng/corporate/success_stories/literacy/2008/dianne_0425.shtml. We've included the text from the video at the end of this handout.

You can learn more about Dianne and other learner leaders by going to: <http://www.literacy.ca/themes/mcl/learners/index.html>.

As you read about Dianne, think about the steps she had to take to reach her goal. How did she “work smarter” rather than “work harder”?

Charlottetown, Prince Edward Island—Dianne Smith is a flourishing entrepreneur who worked her way up the ladder of success, one step at a time.

The first step started with an important conversation that she had with a volunteer literacy worker while working at a farmers' market.

Dianne learned about a local literacy skills upgrading program, funded by Human Resources and Social Development Canada's Office of Literacy and Essential Skills and delivered by the Prince Edward Island Literacy Alliance. She says that, had she not followed the advice that the volunteer tutor gave her years ago, she would not be enjoying the standard of living that she has now.

Prior to enrolling in the literacy program, Dianne had been holding down three jobs to support her family. She had been doing manual work and was getting older. She knew that she could not keep up that pace. Dianne realized that she had to start “working smarter, rather than working harder,” as she puts it.

Dianne's efforts at school finally paid off. She obtained her Grade 12 certificate on the eve of her 50th birthday; this gift to herself meant a more positive future and a secure retirement.

Improving her literacy levels has also opened new doors for Dianne. It has enhanced her self-esteem and helped her to establish her own licensed community care facility in Charlottetown, Prince Edward Island.

Dianne is happy that her children followed her example and also pursued their education. Their successes constantly remind Dianne of how important her efforts were, not only for herself, but for them. All of her children are gainfully employed and successful in their careers.

Now, as a board member of the Prince Edward Island Literacy Alliance, Dianne is involved in a number of volunteer activities. She often gets the opportunity to speak to government officials about the literacy challenges that adults face in her community.

"I am so glad that I had the courage to take a risk and trust that things would work out for me. I am no longer doing menial tasks and being poorly paid," says Dianne. "I have never been happier."

Here is text from the video:

Dianne: I'm Dianne Smith, owner-operator of Smith Lodge in Charlottetown, Prince Edward Island. I was at the farmer's market for 17 years...I had a house cleaning business (which) I cleaned 2 houses a day.... also in the Fall of the year I plucked wild geese.

Dianne's Brother: Dianne's a very capable person, she always had a great deal of energy and enthusiasm when it came to work ...it was if she got into a situation where she had to get into academic type things where she would feel sort of insecure.

Dianne: My reading skills were awful, so I needed to get a program where I was taught the proper punctuation and syllables and break down the words so I'd be able to read them and sound them out.

Dianne's Brother: The Literacy Enhancement Program that Dianne participated in gave her that self-confidence to go out there and promote herself and to do more.... with the assurance that yes, she could achieve, without the doubt.

Dianne: The day before my 50th birthday I got it...my grade 12 certificate...and now I have people working for me. Instead of me doing all the work, I have a staff of 14, and have 27 residents, and 2 puppies.

Smith Lodge resident: If I didn't have Dianne, I would be in a home where I wouldn't be this happy.... I'm very lucky to have her.

Dianne: It may not be much of an accomplishment to a lot of people, but I get a big lump in my throat, and tears come to my eyes and you'd think I'd won the 649.

WORKSHEET 53

My “Top Choice” Learning Opportunity

Use this worksheet to help you select your top choice learning opportunity.

Name of the Program:

Location:

THE DETAILS

- What I’d learn:
- How what I’d learn fits with the skills or training I need:
- Dates & Times:
- Cost:
- Entry requirements:
- How to enrol:
- Who I’d contact to find out more & the contact info:
- Other info that makes this a good choice for me (e.g., easy to get to, on main bus route, provides financial support, etc.):

WORKSHEET 54***Peer Mentor Check List***²⁴

Give this worksheet as a guide to the peer mentor to ensure you get the information you want from the tour. Add to it things you want to see or find out.

Here's how you can help me learn more about this program:

- Take me on a tour of the facility.
- Point out the things you wanted to know when you first came here.
- Take me on a tour of a classroom.
- Show me where I'd be working or studying.
- Tell me how the class usually operates.
- Tell me a bit about your own learning experiences in the program, and offer me any advice to help me be successful here.
- Introduce me to other people involved in the program, maybe a teacher, the registrar, or whoever else I should know.
- Show me anything else you think I should see or know about the program.
- Here's what else I'd like to know:

THANK YOU FOR YOUR HELP!

²⁴ Adapted from *Reaching Out*. Yvonne Roussy-Heninger & Marianne Paul. Project READ Literacy Network: 1998.

WORKSHEET 55

Getting Training for the Job I Want

This worksheet is designed to help you think about how you can get the training you need. Fill out the worksheet for each occupation or job you are considering for yourself. Use it to help you put together your personal *Training & Education Report*.

Occupation or Job Title:

The Essential Skills needed for this job:

The certificate, diploma, or education needed for this job:

To get ready for this job, I still need to (check off what applies):

- upgrade or improve my Essential Skills
- get a specific certificate, diploma or education

Here's the place or program where I can get or learn what I need:

Here are details important for me (e.g., cost, dates, length of program, ability to get there – anything that helps **you** make a decision...)

My Decision:

- Yes, I want to pursue further education or training in this program
- No, this program is not for me, and here's why...

WORKSHEET 56

Looking at My Skills

This worksheet is designed to help you think about your skills. Do you need to improve them to get the job you want?

Step 1

I've looked at what I've collected in my portfolio. Here's what I know about my skills. I can do these kinds of tasks very well:

Step 2

I've thought about my Essential Skills in general, and looked at activities in my portfolio, and other assessments I've done during this program. I've checked off the Essential Skill areas where I feel confident, and those where I need help to increase my confidence.

<i>I'm confident with...</i>	<i>I need help with...</i>
<input type="checkbox"/> Reading Text	<input type="checkbox"/> Reading Text
<input type="checkbox"/> Document Use	<input type="checkbox"/> Document Use
<input type="checkbox"/> Numeracy	<input type="checkbox"/> Numeracy
<input type="checkbox"/> Writing	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Oral Communication
<input type="checkbox"/> Working with Others	<input type="checkbox"/> Working with Others
<input type="checkbox"/> Thinking Skills	<input type="checkbox"/> Thinking Skills
<input type="checkbox"/> Computer Use	<input type="checkbox"/> Computer Use
<input type="checkbox"/> Continuous Learning	<input type="checkbox"/> Continuous Learning

Step 3

I've looked at my portfolio, and thought about the skills required for the job I want. I've thought about the tasks I need to be able to do. I've compared the skills and tasks needed for the job to the skills and tasks I can do right now.

- I have the skills to do the job right now. I can do the tasks required for the job.
- I need to get a specific piece of "paper" (certificate or diploma) to be qualified for the job.
- I need to upgrade my skills in order to do the tasks required for the job, or do them better. **In general**, this is what I need to learn, or the Essential Skills areas I need to improve:

Step 4

I've researched the places in my community where I can get the training and further education I need for the job. Here's what I've found out:

WORKSHEET 57

Getting Help

Read the article below reprinted from the *Canadian Mental Health Association*.

1. What steps and suggestions are made in the article for responding to stress? Is there a suggestion you can use in your life?
 2. How do you know when stress is building up so much that you need help?
-

GETTING HELP: WHEN & WHERE

Most of us go through life solving our day-to-day problems without needing help to cope with our feelings. But sometimes, things get out of hand. A severe illness, an accident or an emotional crisis can overwhelm us, at least temporarily, and suddenly we need help.

How do you know if you need help?

Sometimes the need for help is obvious, and getting it is as simple as phoning for an ambulance or a fire truck. At other times, it can be hard to admit help is needed. This is especially true when your emotions are involved. The problem may be anything from what to do about an aging and increasingly helpless parent to a serious emotional problem such as depression. Here are some of the reasons you may decide you need help:

- You find yourself feeling overwhelmed by feelings of anger or despair, and you cannot enjoy life anymore.
- You used to be healthy, but now you are always feeling a bit sick and you are missing more and more time from work.
- Your finances are out of control, and you are worried about being able to pay the next month's rent or mortgage payment.
- You cannot "get over" the death of someone you loved very much.
- There is too much conflict at home. You are afraid your marriage may break up.
- You are drinking too much or having some other kind of drug problem.
- You are feeling suicidal.

How to find the help you need

Most communities, especially cities and large towns, have many different sources of help, such as:

- If you feel desperate and need help immediately, you can phone or go to the emergency department of your local hospital.
- The front page of your telephone book may have the phone number of a community service referral agency.
- Your telephone book may also have the number of a crisis hotline that you can call.
- Your family doctor can help you find the professional help you need. First, he/she should start by giving you a thorough physical check-up: your problems may not be "all in your head."
- A community organization which provides information services may be able to direct you to a mental health clinic in your area.

What kind of help is available?

There are many different kinds of assistance available, and you should be able to find the help you need within your community through the following sources:

Psychiatrist: Your family doctor may refer you to a psychiatrist who is a medical doctor specially trained in the diagnosis and treatment of mental illnesses. He/she may treat your problems with medication or by psychotherapy (sometimes called "talk therapy"), or a combination of both.

Psychologist: You may decide to seek help from a psychologist, and you do not need a referral from your family doctor to do so. A psychologist will have a doctoral degree from a university but not a medical degree. He/she will use counselling and other methods that do not involve the use of medications. If you plan to see a psychologist, you should remember that his/her services are not necessarily fully covered by public health insurance. You may want to find out if some coverage is available through private insurance (for example, your company benefits plan) or through social assistance. You can often find a psychologist by calling your provincial psychological association.

Other Therapist: Your family doctor or a psychiatrist may refer you to a therapist such as a social worker with specialized training. Again, you should be aware that the services offered may not be covered by an insurance plan.

Self-help Group: You may find it helpful to join a self-help group. These groups provide the mutual support of people who have all had similar experiences. For example, there are groups for people suffering from depression, grief, the trauma of sexual assault, eating disorders, and phobias (a phobia is an irrational, crippling fear of an object, animal or situation). Your local Canadian Mental Health Association branch or another community agency can tell you if there is a local self-help group that can meet your needs. You can also find out if there is a national organization dealing with your problem and request its newsletter.

Other Community Services: You may find that some of your problems can be solved by assistance from agencies outside the mental health system. Sometimes, practical help, such as home nursing care, Meals On Wheels or subsidized door-to-door transportation for people unable to walk, will greatly reduce the stress in your life, either as a care-giver or as a disabled person.

Help From Friends And Others: Sometimes, the help of a trusted family member, a close friend or a member of the clergy for your religion can be a source of support. People close to you can also point you in the direction of the help you need.

How you can learn more

Many communities have information centres that produce lists of available services, which you can view at social service agencies or public libraries.

Other sources of information include:

- Books about your problems, available at your public library or local bookstore
- Films, videos and audio tapes
- Courses and workshops offered through community centres, secondary schools, colleges and universities.

Do you need more help?

If you need more information about the resources in your area, contact a community organization, such as the Canadian Mental Health Association, which can help you find additional support.

Here is a situation in my life that causes me stress:

1. Here is a suggestion from the article that I can apply to my life right now:

2. Here is how I will know that my stress has reached the point that I need to seek out more support and help:

WORKSHEET 58

Did You Know

Read “Did You Know” the results from a study about the life demands that keep adults from their learning.

1. Which challenges apply to you? Check them off below. Write any details beside the statement.
2. Do you feel in control? Do you think you are managing the demands of your life?
3. When you are ready, complete the personal Support Plan thinking about **your** situation and challenges.

Did You Know...

Almost half the adults in a study about persistence in learning said that they had life demands that threatened their ability to continue in a program. Some common challenges included:

- Poor health _____
- Fatigue _____
- Lack of time _____
- Childcare issues _____
- Transportation issues _____
- Family’s health _____
- Needs of their children _____
- Lack of money and income _____

“The researchers asked adult students to identify negative forces to their learning. The wide range of responses shows that the learning barriers were highly individualized according to personal circumstances. Adults who persisted with their learning were those who were **managing these demands. They felt in control.**”

*Source: “Problem-Solving”, **Reaching Out**
Project READ Literacy Network*

WORKSHEET 59***Personal Support Plan***²⁵

STEP 1 Think about your own life situation. What is the one challenge that would **most likely** keep you from pursuing a job, keeping a job, or taking further education or training?

STEP 2 What support would allow you to **keep up** with your learning, job search, or the demands of a job, in the face of this challenge?

STEP 3 **Who** could help you so that you **can** keep up, either now or in the future? Name a person, agency, or support group. Include contact details. Ask the facilitator if you need suggestions.

STEP 4 **What** is the first step to putting the support you need in place? Take that first step. Describe it here:

Repeat the 3 steps for other challenges you face.

²⁵ Adapted from *Reaching Out*. Yvonne Roussy-Heninger & Marianne Paul. Project READ Literacy Network: 1998.

WORKSHEET 60

My Community

Look through your **portfolio** and **learning journal** to pull together the discoveries you made during the “Exploring My Community” module.

1. Fill in the worksheet below to create a My Community **profile or snapshot picture** of the people, places, services, and labour market trends that will affect your employment plans, and support you as you move towards your future.
2. Your ideas might have changed over the course of the module. That’s okay! Fill in the worksheet to reflect your thoughts now.

MY COMMUNITY

Review Worksheets 24 & 26

Think of people and groups (such as your church, temple or mosque) in your life that make up your personal “community”. Write their names on the chart on the following page, and then write a brief note about how you might draw upon them as resources or support.

Here’s an example:

Who?	How Can the Person Help?	Anything else?
My neighbour, Fatima	<i>I can count on her to pick the kids up from school if I need to be somewhere – e.g., a job interview</i>	<i>She’s a positive person – when I’m down on myself, she makes me laugh and feel better.</i>

<i>THE PEOPLE IN MY LIFE – MY SUPPORT SYSTEM</i>		
Who?	How can this person help me?	Anything else?

WORKSHEET 61

The People in My Life – My Employment Network

Remember that most jobs are found in the “hidden” job market. Think of people from your past and present who might be able to give you a lead to a job opportunity. Write their names below, and then include a note about how they might help you.

Here’s an example:

Who?	How do I know this person?	What job lead might they be able to give me?
Janet	<i>She was laid off at the same time as me....</i>	<i>I heard she started up her own business & it's doing well. Maybe she needs some extra help?</i>

THE PEOPLE IN MY LIFE – MY EMPLOYMENT NETWORK		
Who?	How do I know this person?	What job lead might they be able to give me?

WORKSHEET 62***Working in My Community*****Review Worksheets 30 & 31.**

Here are some facts about where I live that I need to consider when planning for my future employment:

These occupations are currently in demand in my community:

These skills are in currently demand in my community:

Here's how I will use that information in making my own plans for employment:

WORKSHEET 63***Learning in My Community***

Review Worksheets 53, 55 & 56.

Review the worksheets in your portfolio that tell you about your Essential Skills, the type of work you might be attracted to or be suited for (entrepreneurial? skilled trades?), and the Essential Skills required for these jobs. Remember that there are many ways you can get training and experience –on the job, apprenticeship, skills training, or going back to school for upgrading or education. What’s best for you?

When you are ready, use the table below to help you organize the information.

<i>LEARNING IN MY COMMUNITY</i>		
My job choices for the future	What I still need to learn or do to be ready for the job	Where I can get training, or learn what I need to know or do

WORKSHEET 64

Finding Help in My Community

Review Worksheets 58 & 59.

Think about your own life, challenges, and needs. What outside help is available to you in your community?

Here's an example:

Agency or organization	How to contact them	When I might need their help or why.
The Literacy Group	<i>The office is located on Frederick Street.</i>	<i>I have trouble with reading. They'll match me with a tutor.</i>
The Women's Shelter	<i>The telephone # is:</i>	<i>I'm afraid of my husband.</i>

<i>Finding Help in My Community</i>		
Agency or organization	How to contact them	When I might need their help or why.

WORKSHEET 65

My Community Quilt

Make an *Exploring My Community* quilt to help you synthesize and summarize what you've learned in this module:

1. Use the “Exploring My Community” quilt diagram on the next page (you may want to redraw it on a larger piece of paper).
2. Fill in the squares with information that describes **your** community.
3. For example: write the names of people, groups, agencies, and places of learning or training programs that can help you reach your employment goals; key facts about the town or city where you live (e.g., labour trends, jobs in demand, population), and ways you can GIVE back to your community.
4. Make it a personal “quilt”!

	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	
<i>My Community</i>							<i>My Community</i>
<i>My Community</i>							<i>My Community</i>
<i>My Community</i>							<i>My Community</i>
<i>My Community</i>							<i>My Community</i>
<i>My Community</i>							<i>My Community</i>
	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	<i>My Community</i>	

WORKSHEET 66

Exploring My Future

This worksheet is designed to help you decide what you still need to work on to get ready for doing your Action Plan. Check off the items that you have completed. Work on the ones that you haven't completed yet.

- I have **participated in one of the following activities**:
 - Job shadowing
 - Volunteering
 - Interviewing a worker, student or teacher in a field related to my employment goals.

- I have thought about the information I've gathered in my portfolio and the reflections in my learning journal, and **made a decision about the job or occupation** that I will pursue further.

- I can state **why this job or occupation is a good choice for me**, and have outlined the reasons, either orally or a part of a writing assignment in my portfolio or learning journal.

- I know **what this job or occupation involves**, and the **Essential Skills** that are required to do it.

- I know **what I need to learn** for this job or occupation, and **how and where I can gain these skills** in my community.

- I have made a decision about the **path** I will take to gain these skills, or that will lead me towards employment in this job or occupation.

SPOTLIGHT ON

Change

Action Plan: Worksheets

OUTCOME

The participant creates an Action Plan for employment or training based on her needs and goals, and sets this Action Plan in motion by initiating the step of her choice.

WORKSHEET 67***Step-by-Step***

What do you want for your future? What occupation or job have you chosen based on what you've learned about yourself and your community?

Write your employment decision in the box below.

Here's what I want for my future:

How will you get there? Write down the major or "giant" step(s) you need to take to reach what you want. Refer to your learning portfolio to help you.

MY STEP(S):

- 1.
- 2.
- 3.

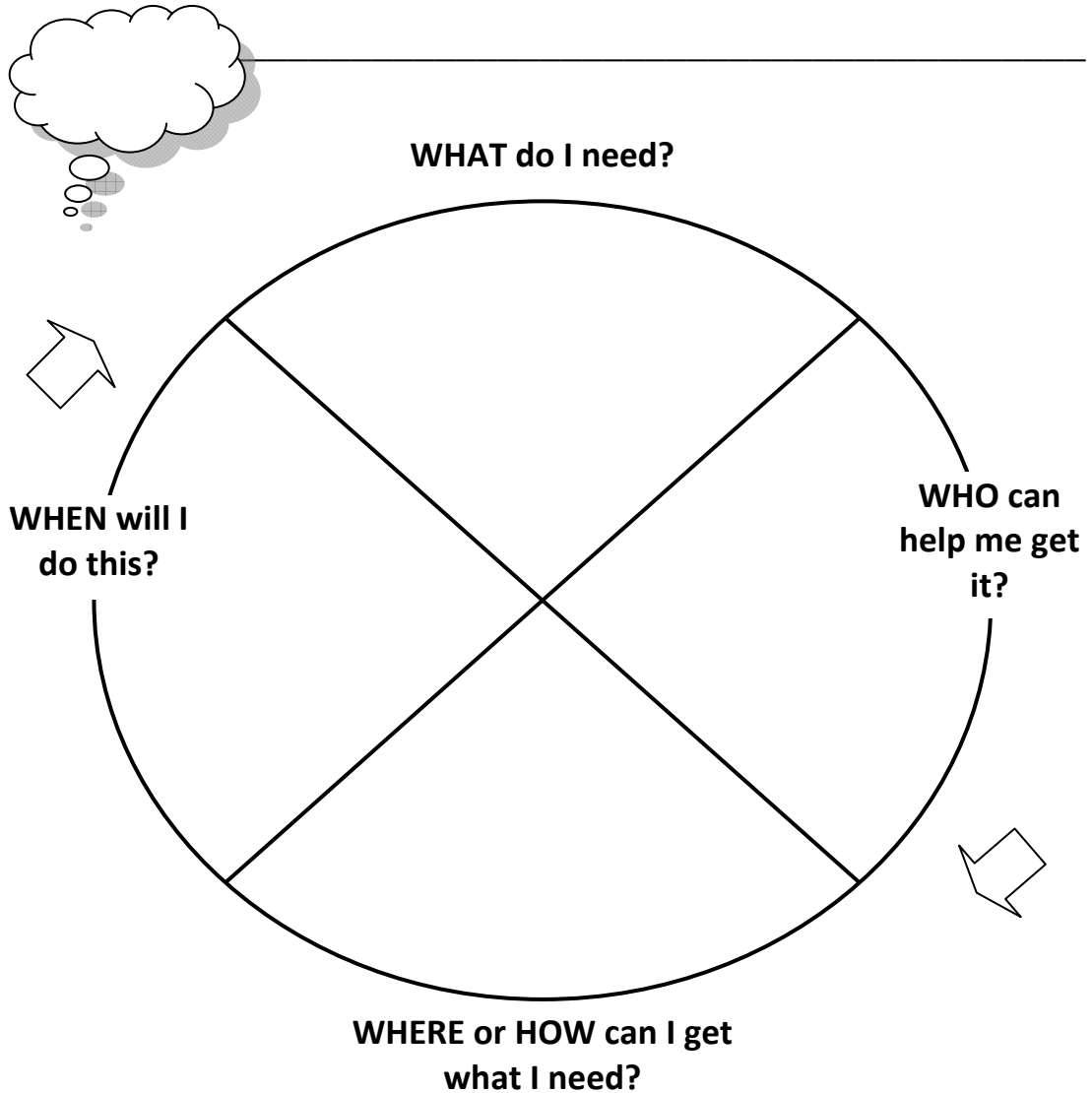
Are the steps in the order that you'll need to take them?
If not, put them in order.

Add more steps if you need them.

WORKSHEET 69

What, Who, Where/How, When

Choose an item from your brainstorming activity. Write it down in the space beside the “cloud”. Make plans to solve or complete the item. “Go” around the circle. Write the answers to **what, who, where/how and when** within each quarter. Be specific.



Worksheet 70

Setting in Motion My Plans for the Future

Here are some ideas for you to consider. Check off those that interest you and those that will help **you** set in motion **your** plans for the future.

- Visit your “next-step” school or place of training, and talk to a counsellor about the program, the requirements, and how to enrol.
- Get an application form and apply for an apprenticeship program, or another learning or training opportunity
- Visit a community agency and set in place the support you need to be able to continue with your Action Plan.
- Write a résumé that reflects your experiences and skills related to your job or occupation choice.
- Improve an Essential Skill area required by your job or occupation choice by completing related learning activities.
- Do further research into the opportunities within your community related to your job or occupation choice.
- Do something completely different!

The choice is yours – what step would you like to take to set in motion your Action Plan and move towards your employment goal? How can your facilitator help you?

Here’s what I’ll do: _____

Here’s how the facilitator can help me:

MY ACTION PLAN

My Name: _____

My **employment decision** - the job or occupation in which I want to find employment:

In general, these are the Essential Skills, education and training, and/or experiences I need to gain to be ready to work in this field:

Essential Skills	Education & Training	Experiences

Here are the **major steps** I will take to get ready to work in the job or occupation of my choice, and the people or agencies I will contact to help me set the steps in motion:

Step 1	Setting the step in motion...
Step 2	Setting the step in motion...
Step 3	Setting the step in motion...

Here are **people and agencies** I can contact, and how to contact them, when I need support or encouragement to reach my goals:

1. _____
2. _____
3. _____

Here are some **smaller steps or actions** I will take immediately, or in the near future, that will help me get started on my Action Plan:

Timeline - here are key **dates** that I want to note and work towards:

Date	What I plan to have accomplished...

“I know that an Action Plan is just that – a plan. I understand that my plan can be changed along the way. The important thing is to keep moving towards my employment goals – step by step – and to seek support and guidance when needed to be able so I can continue along the path I’ve set for myself.”

Signature: _____

Date: _____

