

# Indigenous Skills for Success Journey

*Planting the Seeds for Growth*

## Course Materials



adaptability | collaboration | communication  
creativity & innovation | digital | numeracy  
problem solving | reading | writing



These materials have been produced anticipating the needs of educators, workplace trainers and facilitators.

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# Acknowledgements

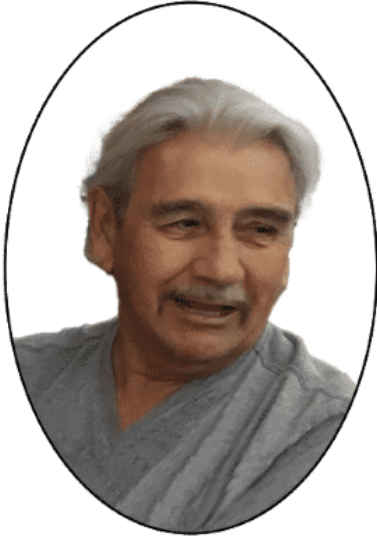
Developing this course was *itself* a journey, as we aimed to create a learning experience that was grounded in the lived experiences of Indigenous peoples across the country.

As such, we want to acknowledge the significant guidance, insights and contributions provided by our team and project partners:

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  - The models for our course guides: Brandon Stiles and Jasmin Smarch, and their respective voice actors: Chad Constant and Stephanie Koenig.
  - Everyone who generously gave us their time and feedback by participating in a pilot session for this course.



## Dedication

This course is dedicated to John Webster (1943-2018), who was a warrior and champion in this field. He was the CEO of ACCESS and pioneered the development of Essential Skills learning centers with the goal of improving employment opportunities for Indigenous Peoples.

We recognize his wholehearted dedication to supporting Indigenous people to fulfill hopes and dreams and make this world a better place for all.

His legacy lives on through this work.

# Overview

The *Indigenous Skills for Success Journey, Planting the Seeds for Growth* introduces Canada's [Skills for Success](https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html)<sup>2</sup> framework through eight online units.

The course draws upon genuine experiences of Indigenous individuals, organizations and businesses to explore the *Skills for Success* from an Indigenous perspective. It is intended to create awareness and build capacity within Indigenous communities by equipping practitioners with knowledge and resources to help others build their skills for work, learning and life.

Course materials are available at no cost, on the [Douglas College website](https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success)<sup>3</sup>.

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<sup>2</sup> <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

<sup>3</sup> <https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success>

These include:

Virtual	PDF	Videos
Link to Virtual Course	Course Materials PDF	Link to YouTube Channel and all course videos
Link to Virtual Learning Tools	Participant Workbook	
	Facilitator Guide	
	Learning Tools	

**Note:** this course is eligible for credit toward the Skills for Success Practitioner Certificate at Douglas College, if taken with a **certified facilitator**. Certified Facilitator information and fees can be found on the [Douglas College website](#).

### Intended Audience

The *Indigenous Skills for Success Journey* was developed for community leaders, career and employment practitioners, educators, workplace trainers, human resources professionals and anyone else in a helping role who support Indigenous persons.

It uses a “train-the-trainer” approach to introduce the *Skills for Success* framework. This means that the information and resources are meant to be used and adapted by practitioners, to help other people develop their skills. In other words, the course provides tools that practitioners can add to their existing toolkit.

# How to use these Materials

This PDF contains the course content for each of the eight online units, including all text, video transcripts and links to each video, adapted interactive activities (with suggested answers) and reflection prompts. Non-essential graphics have been removed to make the document more printer friendly.

There is no additional information in this PDF beyond what is included in the online units. It simply provides the materials in an alternate format.

These materials serve multiple functions.

- 1) This PDF can be used instead of the eight online units to complete the course, for individuals who have barriers to accessing the online materials.
- 2) This PDF can be used as a resource when facilitating your own workshops (online or in-person) about *Skills for Success*.
- 3) Individual pages can be printed, adapted, and used as worksheets when working with your own learners or clients.



# Unit 1: Introduction

## Welcome, to your Skills for Success journey

We are so glad to have you here.

The nine Skills for Success are foundational for living, learning and working. The path to understanding and applying these skills can take many directions.

This course presents you with you the Skills for Success framework. Now, it is up to *you* to create the experience. Every journey will be unique.

## Video: Grounding

[Indigenous Skills for Success Journey - YouTube<sup>4</sup>](https://www.youtube.com/watch?v=RGdf6s9NaYk&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=1)

Hello and welcome. My name is Jennifer Anaquod and I am Anishnaabe and Nihiyaw from Treaty 4 Territory in Saskatchewan, from a community called Muscowpetung. I am joining you today from the Unceded, Ancestral territories of the Coast Salish people.



I am here to welcome you on your learning journey. And, as you get started on your learning journey, you will need to do it with an open heart and mind and make sure that you have a way to check on your own wellness and decompress and ground yourself.

One of the ways that I ground myself is to spend some time outside with Mother Earth. I take off my shoes and socks and put my feet right on the earth and allow that to decompress me and at the same time think about where I need to go and what I need to do and my own learning journey.

So, I welcome you to this journey and hope that you have a good time.

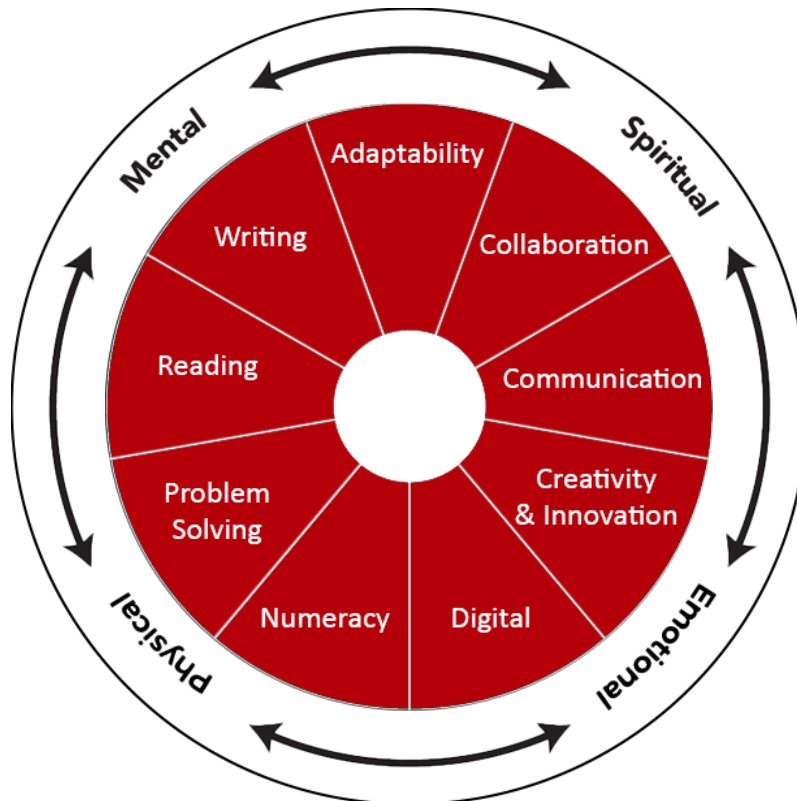
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<sup>4</sup> <https://www.youtube.com/watch?v=RGdf6s9NaYk&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=1>

**To learn, we must begin from a place of balance.**

We must be ready in mind, body and spirit. And we must be prepared to take care of ourselves. Because when all elements of our being are in harmony, we are strongest.

The wheel below shows four elements of well-being (in white), alongside the nine Skills for Success (in red). Each of these skills can support our well-being and promote balance.



**Reflect:** What do *grounding* and *balance* mean to you? How will you prepare yourself to embark on this learning journey and take care of yourself along the way? How could each of the nine skills support your physical, mental, spiritual and emotional well-being?

## A bird's eye view

This program has eight units, including this one. Each unit explores the Skills for Success from a different angle.

**Unit 1: Introduction** – In this unit you will learn about the course's content, grounding and structure.

**Unit 2: The Literacy Skills** – In this unit you will learn about four of the skills: the literacy skills.

**Unit 3: The Social-Emotional Skills** – In this unit you will learn about the other five skills: the social-emotional skills.

**Unit 4: Proficiency & Complexity** – In this unit you will consider the skill levels we need to complete different tasks.

**Unit 5: Evolution & Impact of the Skills for Success** – In this unit you will explore where the Skills for Success came from and the impact of these skills.

**Unit 6: Skill Assessments** – In this unit you will learn how to measure the Skills for Success.

**Unit 7: Skills for Success Resources** – In this unit you will navigate resources that can help you apply the Skills for Success.

**Unit 8: Wrapping Up** – In this unit you will reflect upon your Skills for Success journey.

## Learning Tools

The course also offers nine learning tools, one for each of the nine Skills for Success. These tools can be freely shared and used to support your work with people who are looking to build their skills.

Each Learning Tool targets one of the Skills for Success and helps users:

- Understand the skill.
- Identify how they use the skill.
- Participate in an activity to help build the skill.

Digital versions of these tools can be found on the [Douglas College website](https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success)<sup>5</sup>; physical copies can be found at the end of this book.

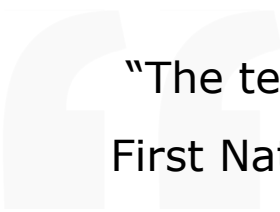
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<sup>5</sup> <https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success>

### **We recognize that this course walks in two worlds.**

It draws upon **Indigenous** knowledge and experiences to explore a framework based in **Western** understanding.

As you move through the course, reflect upon what this means for you. Consider how the material applies to *your* community, *your* work, *your* values and *your* way of being.



“The term Indigenous Peoples is used to refer to First Nations, Inuit and Métis people in Canada collectively.”

- Gregory Younging, *Opaskwayak Cree Nation, 2018*

This course adopts Younging’s definition. It uses *Indigenous* to include status and non-status First Nations, Inuit and Métis people.

### **Truth & Reconciliation**

This course responds to some of the Calls to Action published by the Truth and Reconciliation Commission of Canada (2015).

Per those calls to action, this course aspires to:

- alleviate some of the employment gaps between Aboriginal and non-Aboriginal Canadians.
- use Indigenous knowledge and teaching methods.
- use a culturally appropriate curriculum.



## Stories

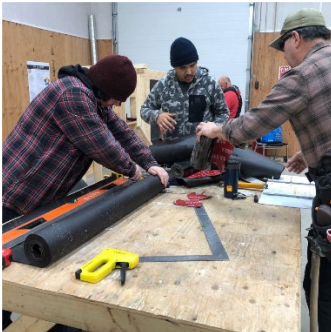
During the course, stories will build on this holistic approach. These stories draw from Indigenous experiences in **community**, **workplaces** and **nature**. Some stories may be familiar. Others may be quite different from your own experience. We hope they inspire curiosity.



### Community

We all have something to give and to learn. Our skills help us maintain balance and keep our communities strong.

*Photo: National Indigenous Peoples Day, Province of BC, 2019, CC BY-NC-ND 2.0*



### Workplace

Our skills help us complete our assigned tasks. And they allow us to share the workload with others.

*Photo: Kitselas First Nation Level II Carpentry Program.*



### Nature

The natural world has many lessons to teach. And we must use our skills to protect our world, to ensure that future generations can enjoy its blessings too.

For all examples, the individuals, organizations and/or Nations involved were contacted by course designers and have provided permission for their stories and images to be shared in this way. We are grateful for their generous contributions. These stories truly help the course come alive.

## Your guides: Brandon & Jasmin

Brandon and Jasmin will be your guides as you learn about the Skills for Success. Their role is to provide information and context – much like a coach or facilitator would, during an in-person experience.

Hi, I'm Brandon Stiles.



I'm an Ojibway from Georgina Island and Rama First Nations in South Central Ontario.

I have a background in environment, employment services and Indigenous social development and have been working in Indigenous social services since 1998. I've been using the Skills for Success in my own work for many years and I'm excited to join you on this learning journey.

Hello, I'm Jasmin Smarch.



I was born in Whitehorse, Yukon and am from the Tlingit First Nations. Tlingit translates to "people of the tides". We are known for our basket weaving, totem poles and our exceptional Chilkat robes.

This course was actually *my* first introduction to the Skills for Success. I strongly believe that it's never too late to learn something new and increase your knowledge and skills. I'm so glad you're here.

*We want to acknowledge that neither Brandon nor Jasmin are Skills Coaches. So, we have built a Skills Coach persona for each of them. We are grateful to them for allowing their images to be used in this way.*

## Outcomes & Objectives

### Learning outcomes

Learning outcomes describe what you, the participant, should know – or be able to do – by the end of this program. They are the destination of your journey.

So, by the end of the program, you should be able to:

- 1) Describe the nine *Skills for Success*.
- 2) Discuss the origins and value of the *Skills for Success*.
- 3) Explain the purpose and applications of skill assessments.
- 4) Locate and identify *Skills for Success* tools and resources.
- 5) Use Occupational Skills Profiles to identify *Skills for Success*.
- 6) Describe how your knowledge of the *Skills for Success* can be applied.

### Unit objectives

Each unit has its own smaller, more descriptive *objectives*. You will find them at the start of each unit. These unit-specific goals outline what each unit will cover. They are the landmarks that bring you closer to your destination.

For example, by the end of this introductory unit, you should be able to:

- 1) Navigate the eight online units.
- 2) Describe what the Skills for Success are.

## Skills for Success Practitioner Certificate

This course can be applied to the Skills for Success Practitioner Certificate program, if taken with a certified facilitator. It is equivalent to the Introductory course, which is the first of six total courses in the Certificate program. To find an eligible course offering, see the [Douglas College website](https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success)<sup>6</sup>.

Participants who are participating in the course with a certified facilitator are expected to be actively engaged in the learning experience. This includes completing all eight units, attending weekly webinars/meetings, contributing to class discussions, and submitting

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<sup>6</sup> <https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success>

weekly reflection activities.

Course completion requires participants to demonstrate a good understanding of course content through:

- Participation in a minimum of 80% of course discussions and webinars/meetings
- Successful completion of all reflection activities

There are no letter/percentage grades in this course.

### What are the Skills for Success?

#### Video: Discover the Skills for Success

[Unit 1 – Discover the Skills for Success – YouTube.com<sup>7</sup>](https://www.youtube.com/watch?v=4eLKVMi-IcQ&list=PLJ5XZoeFhSoOF4qf4JNR7pMVs-yVHptHA&index=12)

**Transcript:** Today, more and more Indigenous learners are reclaiming and revitalizing their culture and languages to blend their own beliefs and traditions with Western knowledge while grounding and maintaining a strong identity in the process. Indigenous peoples have always engaged in lifelong learning that begins at birth and progresses throughout all stages of development from childhood to elderhood.

Striving for spiritual, emotional, physical and mental balance helps to provide a holistic approach to learning that is experiential, relational, reflective, and sometimes spontaneous. Intrinsic is the practice of taking action to honour and protect the earth, to ensure sustainability for generations to come.

Technological advancement has created the need to develop one's skills in order to respond effectively at work, in learning or in community. How do we assess the skills we already have? How do we develop the skills needed? Where do we start our journey? Skills for Success can help us reach our destination, no matter where we are going.

Skills for Success identifies nine skills that are foundational for work, learning and life. These are: adaptability, collaboration, communication, creativity and innovation, digital skills, numeracy, problem solving, reading, writing.

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<sup>7</sup> <https://www.youtube.com/watch?v=4eLKVMi-IcQ&list=PLJ5XZoeFhSoOF4qf4JNR7pMVs-yVHptHA&index=12>

Building these skills develops confidence to take on new challenges at work, in training and in your personal life. Learning ultimately supports the wellbeing of the whole person, which represents the self, the family, the community, the spirit and the ancestors.

### The nine skills

There are many ways to depict each of the Skills for Success. Julie Flett is a Cree-Métis author, illustrator and artist. She created these images to express each skill.



**Adaptability**



**Collaboration**



**Communication**



**Creativity & Innovation**



**Digital**



**Numeracy**



**Problem Solving**



**Reading**



**Writing**

**Try it: the nine skills**

Can you match each skill to its definition? (answers on page 25)

**Adaptability****Creativity & Innovation****Problem Solving****Collaboration****Digital****Reading****Communication****Numeracy****Writing**

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Your ability to adjust when change occurs.

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Your ability to imagine, develop and apply ideas in new ways.

---

Your ability to understand and use mathematical information.

---

Your ability to find, understand and use information presented through words, symbols, and images.

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Your ability to identify and analyze problems, propose solutions and make decisions.

---

Your ability to contribute and support others to achieve a common goal.

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Your ability to share information using written words, symbols and images.

---

Your ability to use digital technology and tools to find, create and share information.

---

Your ability to understand and share information through speaking, listening and interacting with others.

## Foundational

Foundational skills are the most basic type of skills. They are the building blocks, or foundation, for ongoing skill development. Foundational skills are highly transferable and are used in all aspects of our lives. They are the skills that everyone needs, regardless of their job.

The nine Skills for Success are foundational skills. No matter our individual circumstances, everyone needs these skills to participate effectively in today's world. In the modern workforce, we need multiple types of skills.

### Brandon



One thing I like about the Skills for Success framework is that it allows me to help participants understand the need for foundational skills. These foundational skills are necessary for building all other skills.

This is particularly valuable when I'm helping someone prepare for a new job. My first goal is always to help the person I'm working with identify the skills they already have. Then we can discuss how their existing skills can be used in new situations. This is a real confidence building activity!

Foundational skills are used in *every* job.

For example, I once worked with someone who had a job as a store clerk. He interacted with lots of people every day – customers, coworkers, managers. He was pleasantly surprised to discover that his strong communication skills helped him qualify for a new job as an outdoor adventure activity leader!

Foundational skills grow and develop as we use them. For example, you need to be able to read and communicate before you can apply these skills to more specific tasks such as



reading blueprints or giving presentations.

At work, we use our foundational skills to build **technical skills** and **workplace skills**.



**Workplace skills** are the skills required at a specific office, company or jobsite. *Example: all employees at X-corp must know how to use the security system.*

-

**Technical skills** are the skills required of workers in a specific occupation, trade or industry. *Example: all carpenters must be able to use basic carpentry tools.*

-

**Foundational skills** are the most transferable skills – in work and in life. They are universal. We use them to complete tasks every day. *Example: everyone reads small amounts of text and communicates with others.*



### **Example: foundational, technical, workplace skills**

Regardless of someone's job, everyone needs all three types of skills: foundational skills, technical skills and workplace skills. Let's consider what these skills look like for a Care Aide in an Elders' Care Home.

#### **Foundational Skills**

In this course, when we look at foundational skills, we will focus on the Skills for Success. Here are a few examples:

- **Reading:** reading members' files and charts
- **Writing:** writing notes in members' files and charts
- **Numeracy:** measuring medication dosage
- **Communication:** speaking with members and their families
- **Creativity & innovation:** planning community programs
- **Adaptability:** responding to emergencies

#### **Technical Skills**

Technical skills are the skills shared by workers across an industry or occupation. This means that Care Aides in any care setting should be able to complete these tasks. These skills are transferable between similar jobs (i.e. moving jobs from one Care Home to another). For example:

- Adhering to information confidentiality laws.
- Measuring vital signs, like temperature and blood pressure.
- Demonstrating empathy.
- Sterilizing medical equipment.
- Reviewing basic medical information.

#### **Workplace Skills**

Workplace Skills are the skills required of workers at a specific jobsite. They have to do with the expectations and operations of the individual business or organization. For example:

- Knowing where to dispose of hazardous materials.
- Following time sheet submission procedures and deadlines.
- Entering data into the Care Home's administrative software.
- Documenting member care using specific templates and forms.

## Brandon



If we looked at a different occupation, such as construction, the same foundational skills would be needed (reading, numeracy, communication, problem solving, etc.) they would simply be used in different ways. And, of course, construction workers have their own collection of technical skills. And every jobsite has its own unique skill expectations and requirements.

Because foundational skills are used in all jobs, we can use them as a starting point for working with people, regardless of the job they ultimately want to pursue!

In this course, we will explore this broad applicability of the Skills for Success framework. And we will provide specific tools, tips, and resources for integrating Skills for Success into your work.

### Try it: foundational skill, technical skill or workplace skill?

What type of skill do each of the following tasks require? (*answers on page 26*)

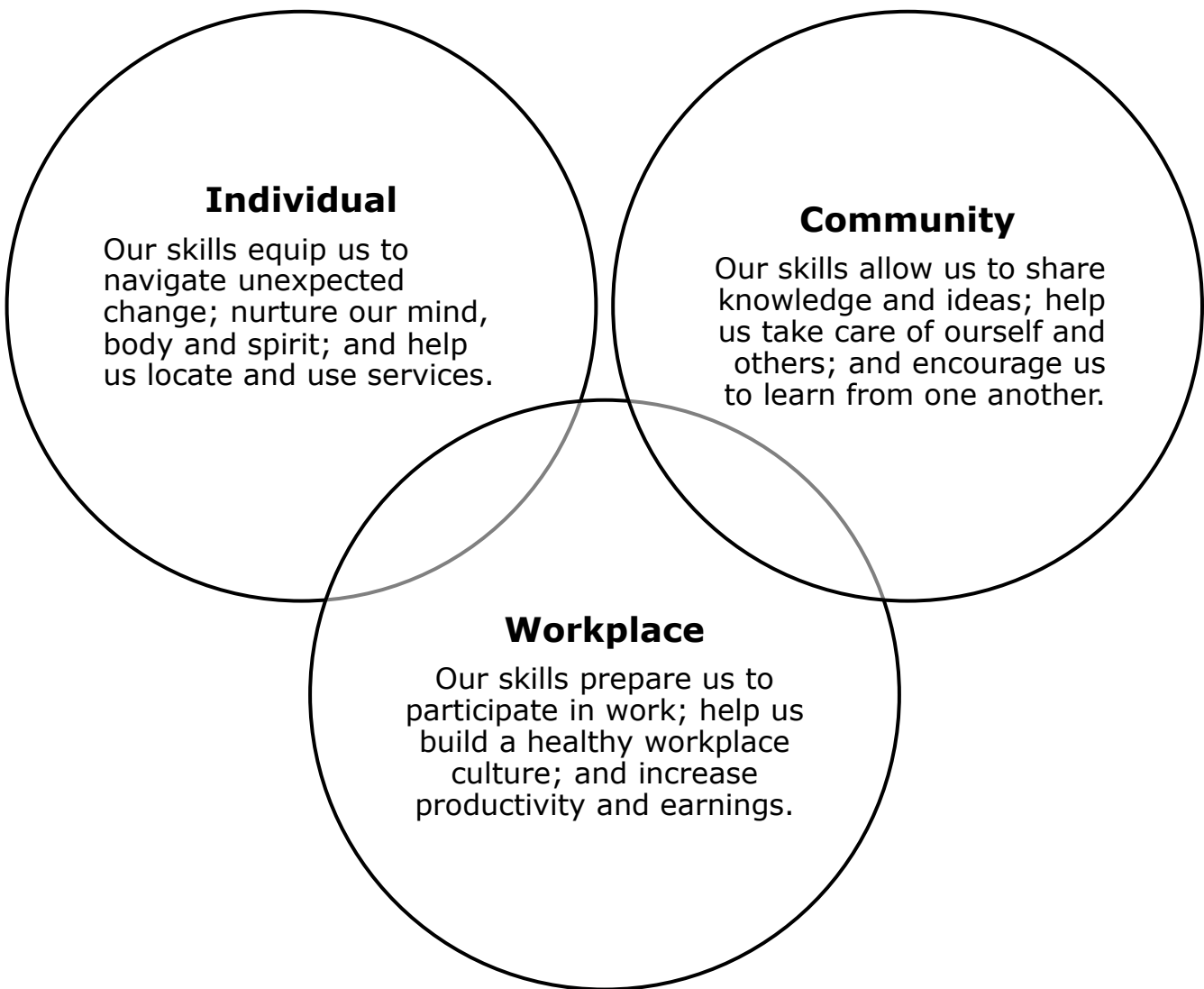
- a) Foundational skill
- b) Technical skill
- c) Workplace skill

<input type="checkbox"/> Writing words and sentences	<input type="checkbox"/> Reading and interpreting changes to jobsite safety guidelines	<input type="checkbox"/> Communicating verbally
<input type="checkbox"/> Writing a news article	<input type="checkbox"/> Reading text	<input type="checkbox"/> Presenting company data in a team meeting
<input type="checkbox"/> Writing an opening/closing shift guide for your office	<input type="checkbox"/> Reading medical charts	<input type="checkbox"/> Facilitating a workshop

## Impact & value

Helping someone improve their skills improves their quality of life. And, the benefits ripple outward into their family, community and beyond.

We will explore the impact and value of the Skills for Success more deeply in Unit 5, but here are a few of the reasons why these skills are so important to us as individuals, to our communities and to our workplaces.



## Congratulations!

You have reached the end of Unit 1.

The theme of this course, *Planting the Seeds for Growth*, reminds us that the Skills for Success can grow only with nurturing, respect, patience and care.

At the end of each unit you can watch as this tree grows, alongside your knowledge.



## Unit 1: Reflection

Now that you have completed the first unit, consider the following:

Why are you embarking on this journey?

What is one thing you are excited to learn?

What is one question you have, about the Skills for Success?

## Unit 1: Activity answers

The nine skills (page 17)

*Can you match each skill to its definition?*

<b>Adaptability</b>	Your ability to adjust when change occurs.
<b>Creativity &amp; innovation</b>	Your ability to imagine, develop and apply ideas in new ways.
<b>Numeracy</b>	Your ability to understand and use mathematical information.
<b>Reading</b>	Your ability to find, understand and use information presented through words, symbols, and images.
<b>Problem solving</b>	Your ability to identify and analyze problems, propose solutions and make decisions.
<b>Collaboration</b>	Your ability to contribute and support others to achieve a common goal.
<b>Writing</b>	Your ability to share information using written words, symbols and images.
<b>Digital</b>	Your ability to use digital technology and tools to find, create and share information.
<b>Communication</b>	Your ability to understand and share information through speaking, listening and interacting with others.

**Try it: foundational skill, technical skill or workplace skill?** (page 21)

What type of skill do each of the following tasks require?

a) Foundational skill      b) Technical skill      c) Workplace skill

<p><b>a</b>    <u>Writing words and sentences</u> is a foundational skill that allows us to build additional writing skills. It is used in all jobs.</p>	<p><b>c</b>    <u>Reading and interpreting changes to jobsite safety guidelines</u> is a workplace skill. It requires reading skills and requires you to be aware of the jobsite's previous guidelines in order to understand how the changes will impact the work site</p>	<p><b>a</b>    <u>Communicating verbally</u> is a foundational skill that allows us to share our thoughts and ideas with others. It is used in all jobs.</p>
<p><b>b</b>    <u>Writing a news article</u> requires additional writing and editing strategies. It is a technical skill that all reporters must have, regardless of where they work.</p>	<p><b>a</b>    <u>Reading text</u> is a foundational skill that allows us to build additional reading skills. It is used in all jobs.</p>	<p><b>c</b>    <u>Presenting company data in a team meeting</u> is a workplace skill. It requires communication skills and requires you to understand the data and the needs of the team members who will be attending.</p>
<p><b>c</b>    <u>Writing an opening/closing shift guide for your office</u> is a workplace skill. It requires writing skills and knowledge of your company's specific policies and procedures.</p>	<p><b>b</b>    <u>Reading medical charts</u> involves understanding specific medical terms and navigating a specific type of document. It is a technical skill that all doctors must have, regardless of where they work.</p>	<p><b>b</b>    <u>Facilitating a workshop</u> is a technical skill that many educators require, regardless of where they work. No matter the topic, workshop facilitation requires specific communication strategies to maintain participants' attention and encourage learning.</p>



# Unit 2: The Literacy Skills

In Unit 1, we introduced the nine Skills for Success. We looked at how they are foundational and transferable. And we considered their value and impact.

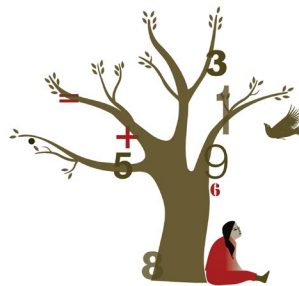
In this unit, we will explore four of the Skills for Success more deeply: the literacy skills.



**Reading**



**Writing**



**Numeracy**



**Digital**

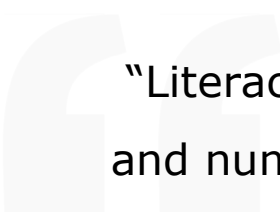
## Unit Objectives

By the end of the unit, participants should be able to:

1. Name and describe the literacy Skills for Success (Reading, Writing, Numeracy, Digital).
2. Describe how the literacy Skills for Success are used for work, learning and life.

## What is literacy?

In the past, literacy meant being able to read, write and count. Today, literacy is much broader.

 “Literacy is the ability to use our reading, writing and numeracy skills to identify, understand, interpret, create and communicate in an increasingly digital, text mediated, information-rich, and fast-changing world.”

- UNESCO, 2021

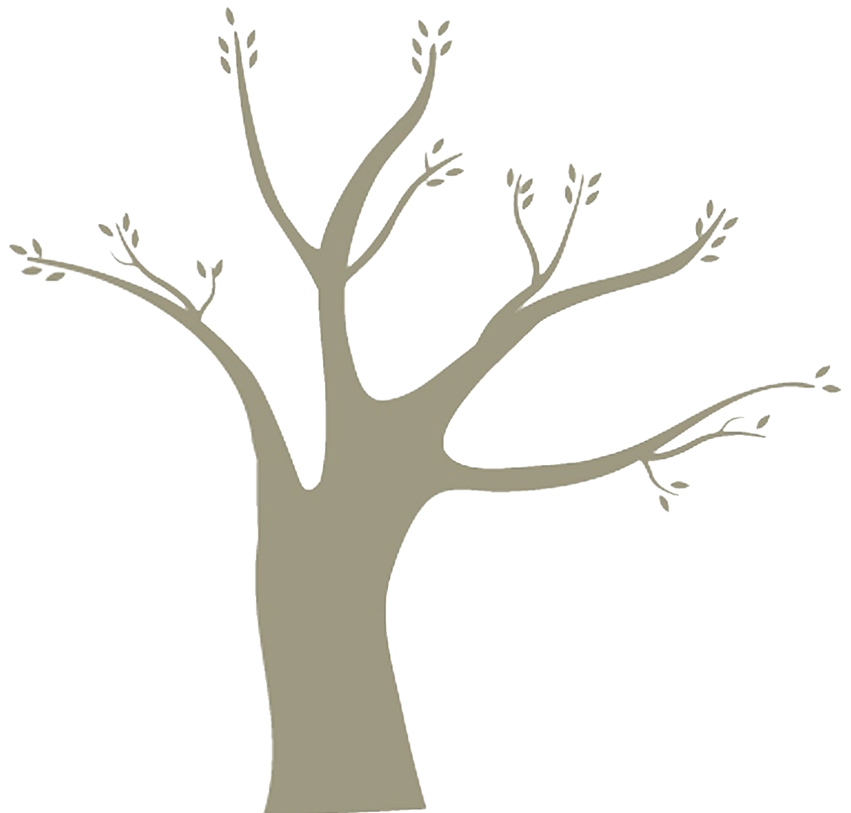
### Think of a tree.

Without roots, a tree can't get moisture and nutrients from the soil. It can't grow its trunk, limbs and leaves.

In the same way, people need literacy (roots) so they can grow and thrive.

Developing literacy skills allows people to learn additional skills that will help them provide for themselves and their communities. Literacy improves individual and community health, increases workforce productivity and raises a country's standard of living.

Literacy, like a tree's roots, allows growth to happen.





## Literacy skills help us complete everyday tasks.



### Parenting

We use **reading**, **writing** and **numeracy** skills to help a child with their homework.



### Make purchases

We use **reading**, **numeracy** and **digital** skills to make purchases, run businesses, pay bills and make decisions about money.

Photo: Fort St. James - Historic Site, Province of BC, June 20, 2018, CC BY-NC-ND 2.0



### Health

We use **reading** and **numeracy** skills to understand health information for example, managing medication dosages.



### Community

We use **reading**, **writing**, **numeracy** and **digital** skills to participate in community organizations and decision-making.

Photo: Orange Shirt Day 2018, Province of BC, September 30, 2018, CC BY-NC-ND 2.0



### Forms, documents, contracts

We use **reading** and **writing** skills to understand and fill out forms and documents.



### Workplace Safety

We use **reading** skills to stay safe in the workplace by reading notices, hazard signs and equipment instructions.

Photo: New skills, opportunities for north-central First Nations, Province of BC, November 27, 2017, CC BY-NC-ND 2.0



### Housing

We use **reading**, **writing**, **numeracy** and **digital** to find and apply for, rent or purchase housing.

Photo of Siksika Nation reservation in Alberta.

# Reading



## What is reading?

The Office of Skills for Success defines **reading** as:

**Your ability to find, understand and use information through words, symbols and images.**

## Video: Reading

[Unit 2 – Reading – YouTube.com](https://www.youtube.com/watch?v=uuHQjxMrQtg&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=9)<sup>8</sup>

**Transcript:** The ability to read helps us to find and use information that can expand our minds and open doors to new realizations.

Information can be presented through text or through visual displays, such as symbols or images. We use reading every day when we receive text messages, observe road signs, or use a computer for learning or work.

In the past, Indigenous communities relied largely on oral transmission to share knowledge with relatives through traditional storytelling and speaking with elders. Rituals and cultural activities such as ceremonies, dance and music also convey and pass on knowledge.

Carvings, hieroglyphics and cultural items provide symbolic information. Reading Indigenous stories can be used to teach history, culture, etiquette and spiritual beliefs.

Technology is changing at a rapid pace. Our ability to read helps us understand and navigate the world through these different lenses.

Skills for Success can help by improving your reading skills and giving you added tools to succeed at work, learning and life.

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<sup>8</sup> <https://www.youtube.com/watch?v=uuHQjxMrQtg&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=9>

## How information is displayed matters

Reading is more than just recognizing words.

Lines, colours, shapes, spacing and font styles all help guide our reading. Symbols and images provide information that can be understood across languages.

Understanding all of these **visual cues** is part of reading.

For example, these three pictures display information in different ways.



The stop sign uses the colour red and the word "stop".



The street light uses the colour red.



The sign uses the colour red and a symbol of someone with their hand out.

Two of these images don't use words at all, but we still use reading to understand their meaning. And, by interpreting the visual cues (in this case, words, colour and symbols) we know that all three of these images mean "stop".

## An Indigenous perspective

"Many of the skills of reading are found in how we read people and animals, the land, the water, and the sky. Reading involves everything that surrounds me in this life as well as beyond this life and this world.

When I dream, I can read into what these mean to me; what they may indicate for how I should come to my day. Should I be more mindful? Should I think more about safety? Should I be aware of being gentler and more patient with those around me?

Reading, like all of the other skills, is something that develops over time. The more we practice and use a skill the greater ability and knowledge we will have."

- Elder Moy Sutherland Sr., Ahousaht First Nation

*Moy Sutherland Sr. is from Ahousaht First Nation, in British Columbia. He is an Elder who has lived in remote communities as well as urban communities. He lives his culture daily through thought, diet, carving, art, song, hunting, gathering, preserving and conversation. He is deeply spiritual and cares for his family and community. Moy holds a Bachelor of Arts (B.A.) in Anthropology and Archaeology.*

## Robert's Story

Language and culture are closely connected. We use language to communicate our



values, our sense of self and our knowledge. Reading is one way of connecting with our culture through language.

Robert was hoping his son and daughter could learn more about their traditional language. The children's

grandparents often taught them new words when they were together. And he noticed they loved it.

Each time they took the ferry to visit their family, his children spent the trip reading passages from a story book. The book described how many of their traditions had started. Together, they would choose three words from the story and translate them into their traditional language.

The grandparents were delighted when the kids arrived and tried to teach them new words!



### Six components

Each of the nine Skills for Success have six "components".

Components are **descriptive, measurable behaviours** that help us describe, teach and learn each skill. People and organizations can use the components to create skill-development plans and training programs.

For some skills, the components are listed in a specific order – they build upon one another to outline a process. For other skills, the components simply describe six ways we use that skill.

### Example: components in nature

A component is something necessary to the whole. Without each part, the whole being will not function or survive.

If you think about a tree, what components are necessary to keep the tree alive?

*See suggested answers on page 57.*



## Reading Components

The [Skills for Success website](https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#reading)<sup>9</sup> describes the components for each skill.

### 1. Identify the task that requires you to read

- Recognize why reading will help you achieve a goal
- Identify the goals and purposes of the reading activity

### 2. Identify the information

- Locate key information in various types of documents. For example: tables, charts, maps, articles, magazines, books
- Use methods such as scanning, skimming to identify key information
- Look through multiple pieces of information contained in documents
- Pull out relevant information from documents

### 3. Make connections between different parts of the document(s)

- Connect different parts of the document(s), including continuous and non-continuous texts
- Identify relationships in the document such as: cause-effect, problem-solution, category-example, compare-contrast, and whole-part relationships

### 4. Understand and apply the information

- Understand the information in the context of the whole document(s)
- Make inferences to obtain the correct information
- Compare and contrast information
- Sort information
- Understand the purpose of the document(s)
- Paraphrase or summarize information to show understanding
- Apply the information to complete tasks

### 5. Evaluate the document(s)

- Evaluate the purpose, tone, and structure of the document
- Assess the: relevance, credibility, and truthfulness of the information or arguments presented, especially from online sources

### 6. Reflect on the document(s)

- Determine the intended audience of the document
- Where relevant, reflect on how the author is using evidence and/or language to achieve a particular purpose

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<sup>9</sup> <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#reading>

## Why we read and why it matters

### Brandon



In our daily lives, we read for many reasons. We read novels and poems for enjoyment. We read for safety – things like instruction on pill bottles, road signs, safety warnings.

Reading skills help us find and understand information in many formats. For example, I have learned to read maps, compasses, the weather and the land. All of these forms of reading help me navigate and find my way.

### Jasmin



My reading skills have helped me get more involved in my community.

For example, I'm part of a Facebook group for my community. I read about upcoming events and community bulletins. Sometimes, I find an event that I want to attend – or that I want to help organize! Our council even posts their meeting agendas so that we know what is going to be discussed at each meeting.

Improving your ability to read sets you up for success in work and in life.



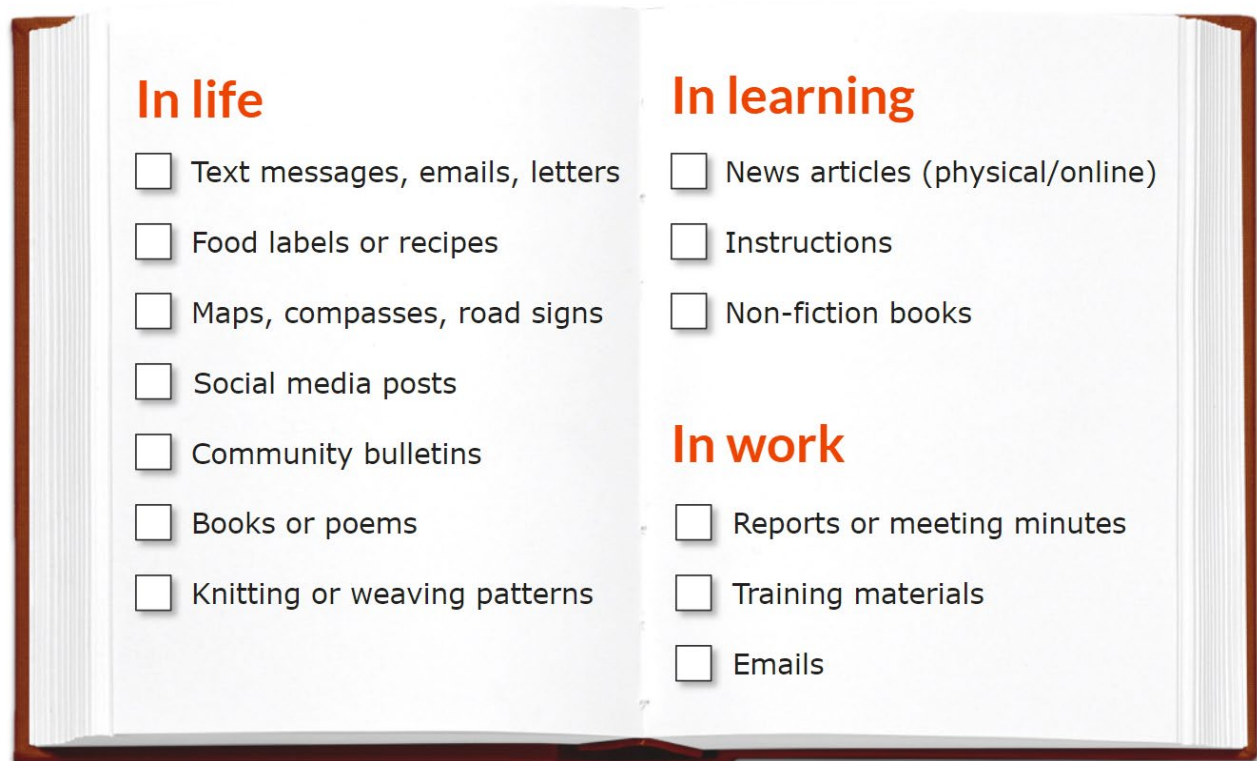
## When do you use reading skills?

Think about the things you read in your daily life. Then look at the book below.



*Mark the examples of reading that you have done recently.*

*This is a reflection activity, there are no right or wrong answers.*



<b>In life</b>	<b>In learning</b>
<input type="checkbox"/> Text messages, emails, letters	<input type="checkbox"/> News articles (physical/online)
<input type="checkbox"/> Food labels or recipes	<input type="checkbox"/> Instructions
<input type="checkbox"/> Maps, compasses, road signs	<input type="checkbox"/> Non-fiction books
<input type="checkbox"/> Social media posts	
<input type="checkbox"/> Community bulletins	<b>In work</b>
<input type="checkbox"/> Books or poems	<input type="checkbox"/> Reports or meeting minutes
<input type="checkbox"/> Knitting or weaving patterns	<input type="checkbox"/> Training materials
	<input type="checkbox"/> Emails



# Writing



## What is writing?

The Office of Skills for Success defines **writing** as:

**Your ability to share information using written words, symbols and images.**

## Video: Writing

[Unit 2 – Writing – YouTube.com<sup>10</sup>](https://www.youtube.com/watch?v=oDH1QhDSWXw&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=7)

**Transcript:** We use writing every day to share information and ideas. Having good writing skills helps us to apply for jobs, complete work reports, place online orders for goods, schedule appointments, communicate through email, create social media posts, or engage in creative writing for pleasure.

In the past, Indigenous peoples relied on oral histories instead of a written language to pass down their traditional cultures and history. Some information was displayed in the form of hieroglyphics, petroglyphs and pictographs. Today, efforts are being made to revitalize, maintain and create reference tools for the more than 70 Indigenous languages spoken across Canada.

As Indigenous peoples walk in two worlds, writing skills are important in order to enhance daily life. It is important to understand how and what to write, especially when we are at work sharing information, and through sharing written knowledge. We learn to adapt to new situations and understand new technology. Writing allows us to ask important questions that open our world to exploring.

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<sup>10</sup> <https://www.youtube.com/watch?v=oDH1QhDSWXw&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=7>

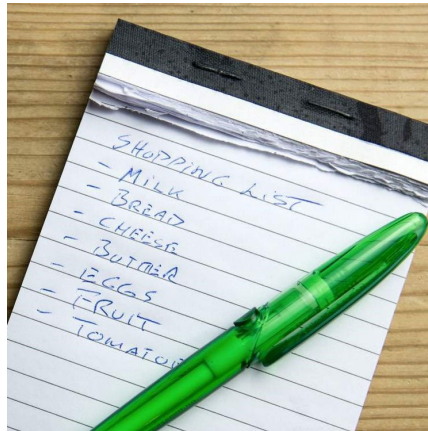
Skills for Success can assist you to learn to write confidently and effectively, providing you the skills and tools you need to succeed.

**There are many types of writing.**

Some writing is very formal. Other writing is more casual. Strong writing skills allow us to adapt our writing to fit different situations.



Social media posts can include words, images and videos. We can be creative or informative.



Writing lists helps us remember multiple things. For example, what groceries to buy.



To fill out a form, we use few words. But the written information required may be very specific.



## An Indigenous perspective

“Writing is a creative process that takes time. For contemporary writing, many Indigenous people use their own method of writing, beyond the 26-letter English alphabet. For new speakers to traditional languages, some find it easier to understand and pronounce language through systems of words and phrases that are significant in our culture.”

- Elder Moy Sutherland Sr., Ahousaht First Nation

### Blending styles

Author Michael Nicoll Yahgulanaas uses writing to share the stories and worldview of his ancestral home – Haida Gwaii – with readers around the world.

His writing and artwork blends traditional Haida iconography with the modern visual style of Asian manga to create what he calls “Haida Manga”.

In his own words, “Haida Manga offers an empowering and playful way of viewing and engaging with social issues as it seeks participation, dialogue, reflection and action.”



## Writing components

The six writing components describe a common writing process.

1

### **Identify the writing task**

your goal, the topic, the audience

2

### **Plan the writing task**

gather information, generate ideas, draft outline

3

### **Write to achieve your goal**

use correct grammar, spelling, punctuation

4

### **Choose appropriate language and style**

formal/informal, informative/persuasive/etc.

5

### **Choose appropriate format(s)**

paragraphs, lists, charts, forms

6

### **Review and revise your writing**

proofread, edit

## Why we write and why it matters

We write for many reasons.

<b>To remind</b> <ul style="list-style-type: none"><li>• Grocery lists</li><li>• To do lists</li><li>• Notes on our phone</li><li>• Calendar entries</li></ul>	<b>To communicate</b> <ul style="list-style-type: none"><li>• Text messages</li><li>• Social media</li><li>• Letters</li><li>• Emails</li></ul>	<b>To inform</b> <ul style="list-style-type: none"><li>• News articles</li><li>• Summaries</li><li>• Reports</li><li>• Charts, tables, graphs</li></ul>
<b>To instruct</b> <ul style="list-style-type: none"><li>• Directions</li><li>• Processes</li><li>• Guidelines</li></ul>	<b>To express ourselves</b> <ul style="list-style-type: none"><li>• Sharing opinions</li><li>• Persuading</li><li>• Reflecting</li><li>• Creative writing</li></ul>	

Writing helps us organize and share information. It allows us to create a record of our thoughts and ideas, on paper or on a screen.

When we improve our writing ability, we can write longer and more complex messages. We can use different styles to convey our message. And we can adjust our writing so our readers understand our meaning.

**When do you use writing skills?**

**Consider these writing tasks:** emails, text messages, notes, lists, poems, stories, journal entries, filling out forms, summaries or reports, reminders, social media posts, meeting requests.

*Think about when you do each task most often: at work, when learning something new or in daily life. Write each task under one of the headers. There are no right or wrong answers.*

Work	Learning	Life



# Numeracy



## What is numeracy?

The Office of Skills for Success defines numeracy as:

**Your ability to find, understand, use and report mathematical information presented through words, numbers, symbols and graphics.**

## Video: Numeracy

[Unit 2 – Numeracy – YouTube.com<sup>11</sup>](https://www.youtube.com/watch?v=GBSBgzKqJ54&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=10)

**Transcript:** Every day numbers are used to interpret the world around us. Whether we estimate the temperature outside to determine what to wear or calculate the savings needed to buy a car, we are using numbers.

A hundred years ago, traditional Indigenous math looked quite different. Counting involved using rocks, cedar sticks and even mud pies. As an oral culture, numeracy has been taught through storytelling and passed on through activities like beading, weaving, canoe and paddle-making. Or recognizing patterns in seasons and weather.

Numeracy has always been an invaluable tool for Indigenous peoples. As advances in technology continue to emerge there is a growing need for increased numeracy skills in order to function and jobs and in community.

Skills for Success can help by improving your numeracy skills and giving you tools to succeed at work, learning and life.

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<sup>11</sup> <https://www.youtube.com/watch?v=GBSBgzKqJ54&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=10>

## What is “mathematical information”?

Mathematical information includes the numbers, symbols, facts and figures that help us complete numeracy tasks. This information can be presented in many ways.

For example, these four pictures all represent temperature.



To understand the temperature using this dial, we interpret the position of the “hands”, similar to how we understand a clock.



To understand the temperature using this digital thermometer, we simply read the numbers. But, we must know what units it's

using – °C or °F.



or “cold”.

Icons can be used to simplify mathematical information – for example, these icons don't tell us a specific temperature, just “hot”

**Sixteen  
degrees  
celsius**

And mathematical information can be presented in writing – in which case we need both numeracy and reading skills.

Telling the temperature is a numeracy task. We use our numeracy skills to understand this mathematical information and complete this task.



## An Indigenous Perspective

"It's important to know the quantity and quality of things. It's important to know how many steps it will take to complete a project. It's important to keep track of how many projects you're working and how much time it'll take. How many days? How many hours? How many minutes? How many people are going to be involved in these projects? Numeracy can affect a lot of things that you're doing."

- Elder Moy Sutherland Sr., Ahousaht First Nation

### Holistic thinking

Adapted from "Culture-based school mathematics for reconciliation and professional development", developed by teachers in Saskatchewan, with teachings and wisdom from Nakawē (Saulteaux) Elder Albert Scott.

Numbers are often seen as culturally neutral. But, in fact, every culture has their own system of mathematics.

It is also assumed that math is rigid: there is a right answer and a wrong answer – and the goal is to find the right answer. But this isn't the only way.

There are many ways to teach, learn and understand math, just like there are many ways to understand the world.



*Cultural activities, such as beadwork, use numeracy to create intricate patterns and designs.*

Instead of focusing on the answer, holistic thinking considers the process of mathematics and numeracy. For example:

- What actions do we complete when coming to the answer?
- How do we know that answer to be true?
- Are there other possible answers?
- What does the answer mean in context?

## Numeracy components

Many people find math intimidating. But the components can help.

They break numeracy tasks into six smaller steps:

1

**Identify the task that will require you to use numeracy**

*What are you trying to do/what question are you trying to answer?*

2

**Identify the mathematical information**

*What information do you have?*

2

3

**Make connections between related pieces of mathematical information**

*What information do you need to complete the task/answer the question?*

4

**Apply mathematical operations and tools to answer the question**

*addition, subtraction, multiplication, division, etc.*

5

**Interpret and evaluate the information**

*What does the information mean? Does the answer make sense?*

6

**Share the mathematical information, results and implications**

*Present the information in an appropriate format (verbal, writing, graph, etc.)*



MCCAIN FRIES	055773002690	\$2.44	D
ARM LT OLD	061120102450	\$7.43	D
SAP MOZZ 690	063549993790	\$7.97	D
MAPLE SSG	628915007120	\$4.97	D
CKTL PEANUTS	058716971400	\$5.97	J
MIXED NUTS	664989617320	\$8.00	J
MUNCHIES ORI	060410054620	\$4.97	J
SUBTOTAL		\$61.80	
GST	5.0000 %	\$1.21	
TOTAL		\$63.01	
DEBIT TEND		\$63.01	
CHANGE DUE		\$0.00	

### Try it: numeracy components

You've been asked to help your grandparent manage their budget. They recently went grocery shopping and spent more than they expected. Their grocery budget is \$55.

*Let's see how the numeracy components can be used to identify why they went over-budget.*

#### 1. What is the numeracy task?

First, you must identify the task. In this case: figuring out why your grandparent went over their grocery budget.

#### 2. What mathematical information do you have?

Grandparent's budget; prices of grocery items; subtotal; taxes; total cost.

#### 3. Make connections

The budget was \$55; the total on the receipt is \$63.01. This means that your grandparent has gone over-budget.

#### 4. Apply mathematical operations

Use subtraction to calculate exactly how much they went over their budget.

$$63.01 - 55 = 8.01$$

#### 5. Interpret and evaluate

They were \$8.01 over-budget. Now you can consider *why*. Is there something they didn't plan to buy? Or did something cost more than expected? You notice two items that cost roughly \$8: SAP MOZZ (\$7.97) and MIXED NUTS (\$8.00).

#### 6. Share the results

Discuss what you figured out with your grandparent. Do they usually buy these two \$8 items? Perhaps they need to make a grocery list and stick to it while shopping. Could they look for cheaper items? Or maybe they need to adjust their budget.

## Why we use numeracy and why it matters

We use numeracy for many reasons.

<b>To measure or estimate</b> <ul style="list-style-type: none"> <li>Quantities</li> <li>Distances</li> <li>Time</li> <li>Weight or length</li> </ul>	<b>To calculate</b> <ul style="list-style-type: none"> <li>Averages</li> <li>Percentages</li> <li>Rates</li> </ul>	<b>To analyze</b> <ul style="list-style-type: none"> <li>Data or results</li> <li>Comparisons</li> <li>Trends and patterns</li> </ul>
<b>To order or sort</b> <ul style="list-style-type: none"> <li>Into numerical order (1, 2, 3...)</li> <li>Into relative order (small, medium, large)</li> <li>By magnitude (heavy, heavier, heaviest)</li> </ul>	<b>To share or present information</b> <ul style="list-style-type: none"> <li>In writing or speech</li> <li>In graphs, tables, charts</li> <li>In diagrams</li> </ul>	



### Brandon

Numeracy is a big part of our lives.

Whether we are adding up the cost of our purchases or figuring out how long it will take to do something, we are constantly using our numeracy skills.

And the great thing about numeracy is that it works the same way whether I am at work or doing my own thing at home. Once I build the skill, I can use it anywhere!



### **Jasmin**

Absolutely Brandon. We use numeracy all the time, sometimes without even realizing it!

Many of my participants tell me they can't do math or that they never use numeracy skills.

So, I ask them to tell me about the last family dinner or community gathering they helped plan. We talk about how many people were invited, and I ask how they knew how much food to buy, or how many place-settings they needed, and so on. They quickly realize that these are numeracy tasks! It's just a matter of helping them recognize all of the little ways they use numeracy every day.

### **When do you use numeracy skills?**

Think about when you use numeracy in your daily life, then look at the numeracy tasks below.

*Shade in the number that is closest to how many times a month you do each task. There are no right or wrong answers.*

**Measuring ingredients**

0	1	2	3	4	5	6	7	8	9	10+
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**Measuring construction materials**

0	1	2	3	4	5	6	7	8	9	10+
---	---	---	---	---	---	---	---	---	---	-----

**Helping someone with math homework**

0	1	2	3	4	5	6	7	8	9	10+
---	---	---	---	---	---	---	---	---	---	-----

**Calculating land size**

0	1	2	3	4	5	6	7	8	9	10+
---	---	---	---	---	---	---	---	---	---	-----

# Digital



## What are digital skills?

The Office of Skills for Success defines digital skills as:

**Your ability to use digital technology and tools to find, manage, apply, create and share information and content.**

## Video: Digital

[Unit 2 – Digital – YouTube.com](https://www.youtube.com/watch?v=C00uxruEAHk&list=PLJ5XZoefhSoOF4qf4JNR7pMVs-yVHptHA&index=11)<sup>12</sup>

**Transcript:** Digital technology like computers, smartphones and online tools allows us to rise up to the sky and reach across the world to connect with friends, family and remote coworkers. Advances in technology continuously changes the way we interact with the world around us, increasing our reliance on digital tools for education, work, health and wellness and access to vital services and programs.

Indigenous communities actively engage with, welcome and recognize the benefits of technology. For example, it is used to provide stewardship of the environment, share information with communities, to shop online, participate in education, hold virtual social get togethers and much more. For work, technology provides a space for indigenous organizations to market their services and goods, such as sales of native foods, parkas and snowshoes – with broad geographical reach.

Most jobs today require some level of digital skills, whether it is to track and record information, provide data to help solve problems, or to create robotic machines.

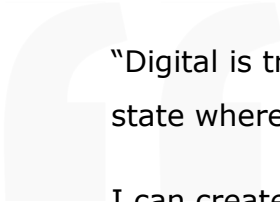
Technology also provides opportunities for remote work that is flexible and can meet the

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<sup>12</sup> <https://www.youtube.com/watch?v=C00uxruEAHk&list=PLJ5XZoefhSoOF4qf4JNR7pMVs-yVHptHA&index=11>

needs of individuals, their families and community. The ability to understand and work confidently with technology is more important than ever because technology never stops changing. Individuals need to continuously acquire and build digital skills.

### **An Indigenous perspective**



"Digital is transformative learning. When I think of digital, I think of a state where things are always evolving.

I can create digital images, videos, and writing or I can just watch something online. Digital skills open us up to create this whole new world that never existed before.

As we evolve and adapt in today's society, we can use digital skills to our great advantage. We are putting our oral history and our language, and teachings and values into digital devices for saving and for sharing. The old world can fit into the new world. It is transformative in that it has merged two different societies together."

- *Geena Powa Haiyupis, Hesquiaht First Nation*

*Geena Powa Haiyupis is from Hesquiaht First Nation. She has lived in remote and urban communities. She has worked in the fields of education and training with children, youth, adults, and Elders for many years, as well as the fields of health and wellness in community. Geena holds a Master of Arts in Educational Leadership and Management.*

### **Technology brings language back to life**

Advances in digital technology are opening new pathways to teaching, learning and sharing Indigenous languages.

The Wendat Language website is an example of one of these pathways.

Wendat is an Iroquoian language that has been considered dormant (i.e. no living

speakers) since the mid-19th century. But, there is lots of documentation about the language. By blending reading skills, writing skills and digital skills, the Centre de Développement de la Formation et de la Main-d'oeuvre Huron-Wendat has created a variety of online tools to revitalize this language!



Screenshot of <https://languewendat.com/en/> (October 2023). This website was created by employees of the CDFM Huron-Wendat.

The Wendat language website offers:

- Wendat dictionary that translates words and phrases into both English and French
- audio clips, images and examples to help learners understand the pronunciation and context of words and phrases
- family-friendly interactive games and activities
- beginner and intermediate lessons and exercises to measure your progress

**This project demonstrates the importance of digital skills on multiple levels.**

Of course, the team who created the virtual tools required significant digital skills. But language teachers and learners will also need digital skills in order to access and use the resources.



## Digital components

The six digital components describe some of the many ways we use digital skills.

1

### **Use digital devices**

*computers, tablets, smart phones, etc.*

2

### **Use digital tools to complete tasks**

*Word, PowerPoint, Zoom, mobile applications, etc.*

3

### **Use digital information**

*use search engines (like Google), identify credible sources*

4

### **Use online platforms**

*social media, online forms, online accounts*

5

### **Stay safe online**

*use strong passwords, make secure online payments*

6

### **Update your digital skills**

*learn new, more advanced digital skills as needed*



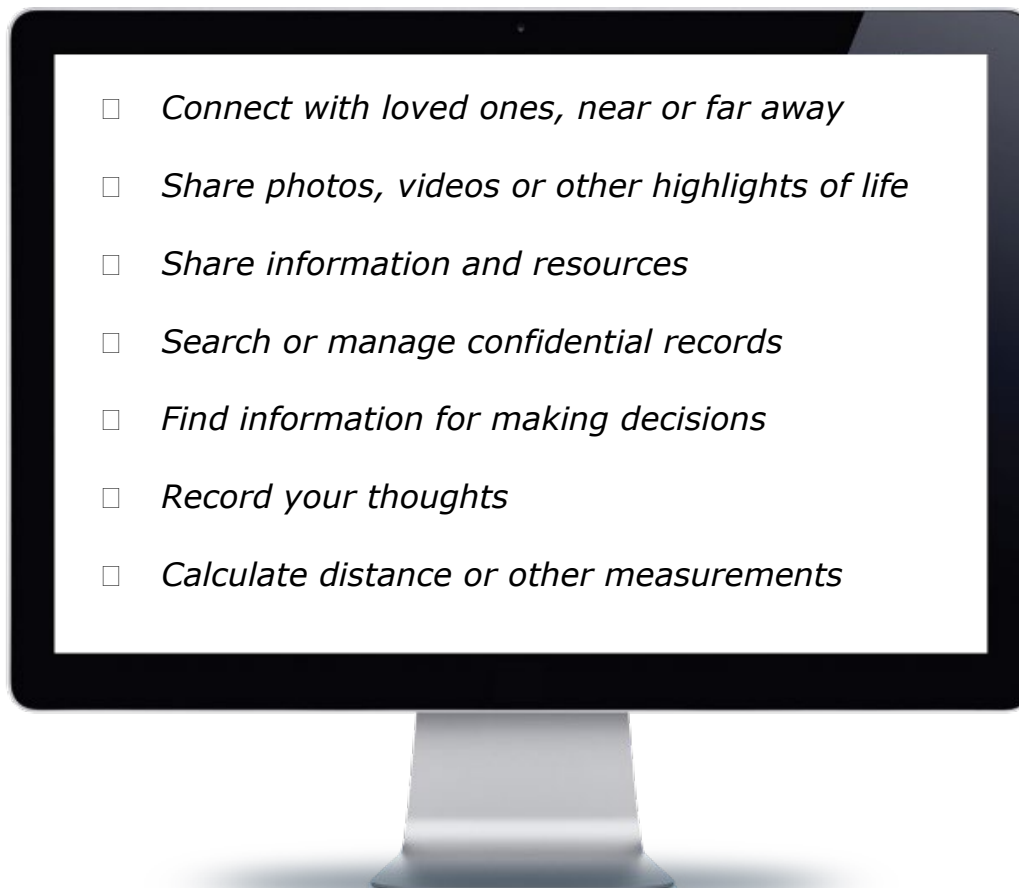
### Why we use digital skills and why they matter

Digital skills allow us to locate, create and share information and ideas more broadly than ever before. They allow us to participate in online conversations and gatherings far outside our local communities.

And, as technology continues to develop, our digital skills will help us navigate the changing demands of the modern workplace and daily life.

### How do you use digital skills?

Think about when you use digital skills in your daily life, then look at the computer below. *Check off the examples of digital tasks that you have done recently. There are no right or wrong answers.*



# Putting it all together

Being able to *describe* each of the literacy skills is just the beginning.

Once you start using the Skills for Success in your work, or in your community, it is important to identify when each skill is needed to complete a task. This allows you to help people recognize and develop their skills.

## Try it: identify the literacy skill

*Identify the literacy skill used to complete each workplace task (answers on page 56).*

### **A) Reading**

### **B) Writing**

### **C) Numeracy**

### **D) Digital**

- Early Childhood Educators use educational software to help children learn the alphabet.
- Cooks convert ingredient measurements, for example changing grams (g) into ounces (oz).
- Skill Coaches review facilitation guides to prepare for workshops, training sessions and seminars.
- Carpenters jot down notes on hazard assessment forms to warn co-workers of obstacles, such as overhead power lines.
- Accounting Clerks review monthly income and expenses to reconcile financial statements.

## Introducing the literacy skills to participants



### **Brandon**

When I introduce the literacy skills to people I work with, I often begin with a short reflection exercise. They create a list of everything they did yesterday. Then, together, we identify examples of how they used each of the four literacy skills.

For example, I use my iPhone as an alarm clock and just setting the alarm requires reading numeracy and digital skills! When I get to work, I start the day by responding to emails on my computer – that means using reading, writing and digital skills.

The reality is that these skills are present in everything we do.



### **Jasmin**

I agree Brandon. I too use literacy skills all day long.

An activity I like to use when helping people develop their literacy skills is to set up a short, fun task that will require all four literacy skills – like planning a trip. Together, we use the internet to search for and read about interesting places to visit, calculate the cost and time for travel, and record this information in writing to compare travel options!

In my experience, creating short, fun learning experiences can really improve people's confidence and help them realize that developing their skills isn't a scary process.

## **Congratulations!**

You have reached the end of Unit 2.



### **Reflection**

Now that you have completed the second unit, consider the following:

In your own words, why are literacy skills important in work, learning and life?

How might you introduce the importance of literacy skills to someone?

## Unit 2: Activity answers

### Components in nature (page 34)

A component is something necessary to the whole. Without each part, the whole being will not function or survive. If you think about a tree, what components are necessary to keep the tree alive?

A tree has many components. Here are a few that you may have thought of:

**Bark** protects the tree and insulates the tree from hot and cold temperatures.

**Leaves** use light from the sun, water from the soil and carbon dioxide from the air to create food for the tree.

**Roots** pull nutrients from the soil to feed the tree. And, they anchor the tree, keeping it upright.

**Soil** provides nutrients to feed the tree. And it stabilizes the tree.

**Sun light** is absorbed by the leaves, allowing growth to happen.

**Rain** provides water to the soil and roots.

## Identify the literacy skill (page 54)

**d. Digital** – Early Childhood Educators use educational software to help children learn the alphabet.

*Learning the alphabet also requires reading and writing, but using software requires digital skills.*

**c. Numeracy** – Cooks convert ingredient measurements, for example changing grams (g) into ounces (oz).

*A digital tool could be used to help complete this task, but understanding how to convert measurements into different units requires numeracy skills.*

**a. Reading** – Skill Coaches review facilitation guides to prepare for workshops, training sessions and seminars.

*"Reviewing a document" is another way of saying "reading a document".*

**b. Writing** – Carpenters jot down notes on hazard assessment forms to warn co-workers of obstacles, such as overhead power lines.

*"Jotting down notes" is another way of saying "writing notes". This task may include writing down numbers and the form may be completed online, but the primary skill being used here is writing.*

**a & c. Reading & Numeracy** – Accounting Clerks review monthly income and expenses to reconcile financial statements.

*To complete this task, the Clerk needs to review (or read) the financial statements and to understand the mathematical information they include (i.e. numeracy). This task is likely completed on a computer, so they may also need digital skills.*



# Unit 3: The Social Emotional Skills

In Unit 2, we looked at four of the nine Skills for Success – the literacy skills: reading, writing, numeracy and digital.

In this unit, we will look at the other five skills – the social-emotional skills.



**Collaboration**



**Problem Solving**



**Communication**



**Adaptability**



**Creativity & Innovation**

## Unit Objectives

By the end of the unit, participants should be able to:

1. Name and describe the social-emotional Skills for Success (Collaboration, Problem Solving, Communication, Adaptability, Creativity & Innovation).
2. Describe how the social-emotional Skills for Success are used for work, learning and life.



**Social-emotional skills are the abilities that help us:**

- nurture our relationships
- manage our emotions
- work toward goals, and
- form helpful habits

*-Soto et. al, 2022*

**collaboration - problem solving - communication - adaptability - creativity & innovation**

	
<p>Photo: Ditidaht and Pacheedaht First Nations, Canada, BC sign Agreement in Principle, Province of BC, 2017, CC BY-NC-ND 2.0</p>	<p>Photo: The Yukon Soaps Company supports economic diversification, authentic relationships with customers, and bringing life to the heart of the Yukon.</p>

These skills have always been valuable within our families and communities. We need them to support healthy workplaces, too. Social-emotional skills improve interactions between all team members. They can help workers understand the purpose and value of workplace tasks. And, they heavily influence a workplace's culture.

**These skills are often considered personality traits**

Have you ever heard someone describe themselves as “creative” or “not creative”? This implies that creativity is something you are either born with, or not.

In the Skills for Success, social-emotional skills are approached as **behaviours** that can be **taught and learned** – just like the literacy skills.

With practice, time and patience anyone can improve their collaboration, problem solving, communication, adaptability or creativity & innovation skills!

### Highly interconnected

The social-emotional skills are highly interconnected. It is rare to use them independently from one another.

Below is an image of the **Stó:lō Research and Resource Management Centre**.

“The Stó:lō Resource Centre is a place where all are welcome to learn, share and work in a meaningful and respectful way. It is a place where stories from our past can come to life for all to experience, and where we will – as the Stó:lō people – create and share stories of a prosperous future in partnership with each other, and with our global community.”

- Chief Joe Hall, former President of the Stó:lō Nation



Photo: Stó:lō  
Sto:lo Resource

Nation, Building 10 –  
Centre<sup>13</sup>

### Stó:lō Shxwelí Halq'eméylem Language Program

Halq'eméylem Language Programs encourage the preservation and maintenance of First Nations language and culture. The mission of these programs is to maintain the integrity of the Stó:lō worldview by creating places where Elders can come together to share the language and teachings with one another and with the

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<sup>13</sup>Program & service descriptions from the Stó:lō Research and Resource Management Centre website (<https://www.srrmcentre.com/>) January, 2023.

community's children. Language is a form of *communication*.

But these programs also require *adaptability, collaboration and creativity and innovation*.

### **Special Events**

The Resource Centre team assists in hosting events and celebrations, such as the annual First Salmon Ceremony and bi-annual People of the River Conference.

Event management requires *collaboration, communication, creativity and innovation* and lots of *problem solving*!

### **Longhouse Extension Program**

The Longhouse Extension Program was created in collaboration with local school districts. It brings Grade 3 students from the local area to experience aspects of the Stó:lō way of life, philosophy and culture first-hand.

This program helps communicate Stó:lō values and traditions in a *creative and innovative* way.

### **Cultural Heritage Stewardship and Archaeology Program**

From the Stó:lō Heritage Policy Manual (2003): Stó:lō heritage is complex and dynamic. We carry on and express our traditions in relation to the ever-changing world of which we are a part.

This stewardship work includes research, resource management, artifact collections, interpretation, and cross-cultural awareness.

It is an art and a science that requires *all five social-emotional skills*.

# Collaboration



## What is collaboration?

The Office of Skills for Success defines collaboration as:

**Your ability to contribute and support others to achieve a common goal.**

## Video: Collaboration

[Unit 3 – Collaboration – YouTube.com](https://www.youtube.com/watch?v=8NZSKwZwiXQ&list=PLJ5XZoefhSoOF4qf4JNR7pMVs-yVHptHA&index=6)<sup>14</sup>

**Transcript:** Much like a downhill sloping river that gathers strength as it flows, when individuals collaborate, they discuss and consider different ideas and perspectives that strengthen their response to achieving a common goal. Collaboration is a skill that helps us listen to each other, work together and understand how to contribute to community, family, work teams or other groups of people.

The collective nature of many Indigenous communities' places emphasis on collaboration. Individuals bring their strengths and identities contributing to collaboration to complete tasks and achieve common goals. For example, collaboration is used to plan, prepare and host community gatherings or to collectively repair and use fishing nets to provide food for the community.

Collaboration is a key skill requirement in today's workplace. It demands a willingness on our part to engage and share the load with others, either mentally or physically.

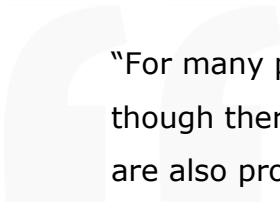
Collaboration allows us to build and maintain positive relationships with others. It helps us perform in a team, so others feel valued and supported in any shared task or goal. We can manage difficult interactions and contribute our thoughts and ideas in a respectful way.

Skills for Success provides information, tools and resources that can help you to build on your collaboration skills.

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<sup>14</sup> <https://www.youtube.com/watch?v=8NZSKwZwiXQ&list=PLJ5XZoefhSoOF4qf4JNR7pMVs-yVHptHA&index=6>

## An Indigenous perspective



"For many projects it is important to collaborate with other people. Even though there are many culture activities that we do individually, there are also projects and tasks that can involve many family members.

Sometimes, it's in the doing that collaboration takes place. Sometimes it's in the discussing of the project.

It is good to collaborate because you can get new ideas or new ways of looking at things."

- Elder Moy Sutherland Sr., Ahousaht First Nation

### The wampum belt, a promise of collaboration

Wampum belts are a physical representation of an agreement between peoples. The patterns woven into each belt tell the story of specific events, relationships, promises and/or treaties.

Isaac Murdoch from Serpent River First Nation, tells the story of one wampum belt. As you watch/read, consider: where do you see collaboration in Dish with one Spoon?

### Video: Dish with one spoon

[Dish with one Spoon wampum belt – YouTube.com<sup>15</sup>](https://www.youtube.com/watch?v=ZutAepSBYp8)

**Transcript:** My name is Isaac Murdoch and I'm from Serpent River First Nation. And I currently reside at Niigaaniin where I am right now.

In my hand, I have something called Ngo Dogdaanna, which means our dish. That's a wampum belt that was made by the Haudenosaunee as a way to confederate or to create peace amongst the different tribes, amongst their tribes and amongst other tribes. And eventually the Anishinaabe people were invited to become a part of the sacred agreement, to become a part of this promise.

And what this belt represents is a beavertail and they say that we're to share the beavertail together and that we're to eat that beavertail with a spoon because the spoon is dull, it's not sharp. And so, there is no threat of stabbing another person with a fork or a knife. And so that's why they call it the dish with one spoon.

And it's believed that through this agreement that we're able to share each other's

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<sup>15</sup> <https://www.youtube.com/watch?v=ZutAepSBYp8>

intellect, share each other's knowledge, make sure that our families and communities are fed and that we share with each other. And that's what this belt is all about. It's about sharing, making sure that we can survive into the future generations.

And this belt is old. This belt is pre-contact. It was made pre-contact. The Anishinaabe never really joined the belt until after contact. But it's something that we hold dear to us and it's a very sacred agreement. It's a promise we promise to make sure that we share what we have with our brothers and sisters. And it's a promise that we share what we have with the relatives down south. And that they also share with us when we need. And so, with that, you know, it's with great honor and great respect that I carry this belt and tell you a little bit about it today.



## Collaboration components

Like the literacy skills, the social-emotional skills have six components each. The components are described in detail on the [Skills for Success website](https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html)<sup>16</sup>.

### 1. Work well with other people

- Engage in trust building behaviours
- Adhere to social and organizational rules. For example: be on time
- Encourage supportive and cooperative behaviours, language, attitudes, and approaches
- Assess strengths and weaknesses of yourself and others

### 2. Value diversity and inclusivity of others

- Understand that people from different cultures, backgrounds, and abilities can have different customs, values, and ways of thinking and acting
- Acknowledge and accept differences among people, for example: characteristics, abilities, cultures, religions, values
- Respond without judging people for their different: opinions, ideas, views
- Adapt to people's different styles of interaction when possible and appropriate

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<sup>16</sup> <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html>

**3. Manage difficult interactions with other people**

- Engage in productive discussions
- Anticipate and address interpersonal barriers
- Discuss, negotiate, and resolve difficult interactions in a sensitive and helpful manner

**4. Facilitate an environment where you can collaborate with others**

- Acknowledge roles of yourself and others
- Understand and adapt to needs, strengths, and weaknesses of others
- Support others through: coaching, mentoring, motivating

**5. Achieve a common goal with others**

- Take responsibility to make contributions and complete tasks
- Consult and share with others when needed and appropriate
- Ensure opportunities for others to contribute
- Assess and mitigate risks and manage resources. For example: via system thinking

**6. Reflect and improve on teamwork**

- Reflect on team performance
- Make constructive suggestions for improvement
- Use feedback constructively

The components break down each skill into tangible, observable behaviours. When introducing the Skills for Success to someone, this can be useful because it makes the skills less abstract and provides a blueprint for how to practice and build that skill.

For example, if you're helping someone build their collaboration skills, the components can help you identify their strengths and areas for development. You could begin by asking them to share an example of what each component looks like in a familiar situation. Ask them to describe what "valuing diversity and inclusivity" or "achieving a common goal with others" looks like within their family, or with a group in their community.



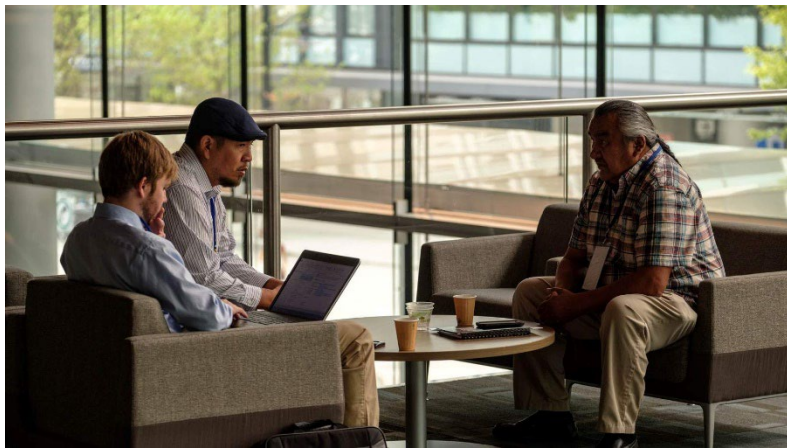
## **Why we use collaboration skills, and why they matter**

Collaboration skills allow us to work with others. It can look like speaking up – or listening deeply. We know when to contribute and when to ask for help.

Over time, collaboration helps us build strong, positive relationships. This requires trust and respect.

Once relationships are built, we use collaboration skills to maintain these relationships – even when we encounter difficult situations.

Everyone has different ways of participating. All ways should be valued.



*Photo: 2017 First Nations Leaders' Gathering: Rights, Respect and Reconciliation, Province of BC, 2017, CC BY-NC-ND 2.0*



# Problem Solving



## What is problem solving?

The Office of Skills for Success defines problem solving as:

**Your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success and learn from the experience.**

## Video: Problem Solving

[Unit 3 – Problem Solving – YouTube.com<sup>17</sup>](https://www.youtube.com/watch?v=QkImEHJua-0&list=PLJ5XZoefhSoOF4qf4JNR7pMVs-yVHptHA&index=2)

**Transcript:** In life, problems come up daily. Some problems can be fixed easily while some need a bit more effort.

At work, problems need solving when an order is not filled correctly for a client, or a project is taking longer than expected and we need to address budgetary issues, or there is an issue with a co-worker that we need to resolve to complete a task.

In the past, Indigenous people have resolved problems using traditional peacemaking processes which vary across cultures but find common ground by using spiritual laws, ceremonies, teachings, songs, and restorative justice circles.

If we can define the problem, understand each other's interests, generate some solutions, select options, and then continuously improve the process we are on our way to getting our job done in a good way. Many communities use this process in their efforts to reclaim and restore habitats. For example, Environmental Stewards explore, analyze and implement best practices where outcomes are measured to determine the effectiveness and continued improvements drive further refinements.

Skills for Success can assist you to learn how to improve your problem-solving skills by providing you the skills and tools you need to succeed.

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<sup>17</sup> <https://www.youtube.com/watch?v=QkImEHJua-0&list=PLJ5XZoefhSoOF4qf4JNR7pMVs-yVHptHA&index=2>

## An Indigenous perspective

"Often, problem-solving requires a lot of thought.

Again, the importance of the interconnectedness of the other skills is so important. Communication and adaptability are needed to solve problems. Collaboration with other people is an effective way to share the work and the knowledge to be successful and achieve one's goals.

Within our cultural context, we've been taught to look at what you're doing holistically."

- Elder Moy Sutherland Sr., Ahousaht First Nation

### Indigenous peoples are actively reclaiming and revitalizing their culture.

This is a complex process and individuals and communities across the country contribute in many ways. Caroline Ian Phelps, from Nuu Chah Nulth and Stó:lō Territories, saw a unique opportunity to use her problem-solving skills to support Indigenous artists.



Art is deeply connected to culture. It keeps culture alive. Just as oral stories are passed down from generation to generation, art preserves stories in a physical form for generations to come.

But, in her community, Caroline saw that many Indigenous artists struggled to support themselves.

So, she began approaching local organizations to discuss how they could support and promote Indigenous artists.

Now, Caroline works with multiple organizations and projects to help Indigenous artists, entrepreneurs and businesses find success with their artistic pursuits. For some artists that means being paid for their work so they can pursue it full-time. For others it means having opportunities to learn, develop their craft and connect more deeply with their culture. The problem is complex and there is not a single solution that fits every artist's needs. This is why problem-solving skills are so critical.

"Art is storytelling in the physical world, this is a way of keeping our stories alive."

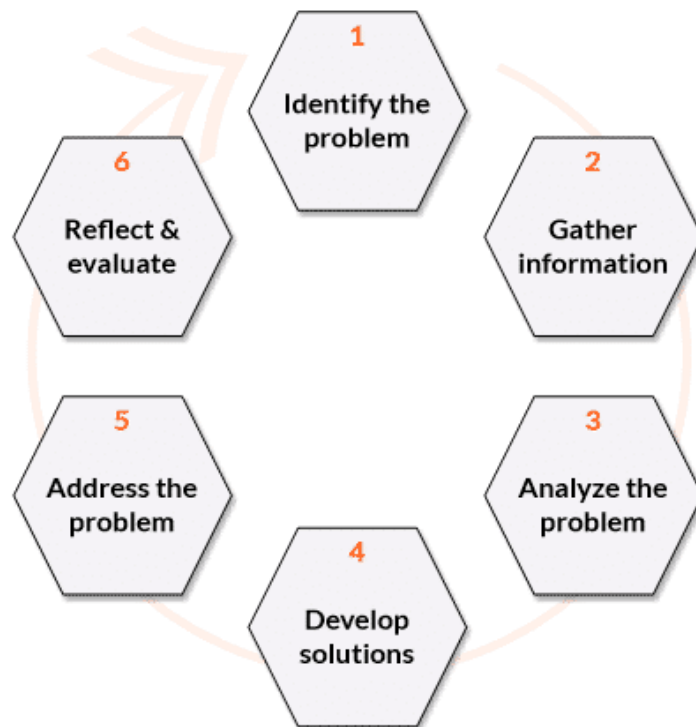
-Caroline Phelps, Nuu Chah Nulth; Stó:lō Territories

## Problem Solving Components

Problem solving is more than seeing an issue and applying a quick fix.

It is a **process** that involves thinking, taking-action, reflecting and learning.

The six components outline this process.



## Why we use problem-solving skills, and why they matter

### Brandon



Problems are unavoidable! At work, employees face challenges all the time – whether it’s completing a project by the deadline, rearranging their tasks, working with others or correcting an error on a website. Problem-solving skills are highly sought after by all employers.

And, once we’ve used our skills to solve the immediate problem, we can learn from both the successes and challenges we encountered to improve our approach for the next time.



### **Jasmin**

Problem solving is more than simply seeing an issue and applying a quick fix. As we saw by looking at the components, it is a process that involves critical thinking, taking-action, reflecting and learning.

Without good problem-solving skills, we are likely to see the same problems arise again and again.

In life, needing to repeatedly address the same issue can cause tension between friends or family members.

In learning, it can reduce motivation to continue making progress toward a goal.

And at work, it can decrease productivity and moral.



Problem solving is something we do everyday. We are constantly challenged with problems, so we need strategies for dealing with them effectively.

Whether faced with a small annoyance, or a big issue, problem solving skills help us make improvements to the world around us.

# Communication



## What is communication?

The Office of Skills for Success defines communication as:

**Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.**

## Video: Communication

[Unit 3 – Communication – YouTube.com](https://www.youtube.com/watch?v=If9BDX2JEfg&list=PLJ5XZoeFhSoOF4qf4JNR7pMVs-yVHptHA&index=5)<sup>18</sup>

**Transcript:** In work, learning and life we communicate with others every day. Communication is a two-way process that helps us to live side by side, to share and receive information, thoughts and ideas. In Canada, there are currently more than 70 Indigenous languages spoken. In addition to written and spoken words, communication is expressed through body language, gestures, physical and other visual displays.

Traditional Indigenous communication looked quite different in the past, primarily used in spoken language, pictographs and sign language. For example, Indigenous ancestors carved petroglyphs to pass on stories for generations to come. Whether through physical movement and traditional regalia used in a dance or an elder's spoken words to share knowledge, communication is complex and contains values, beliefs and cultural components that require considerations.

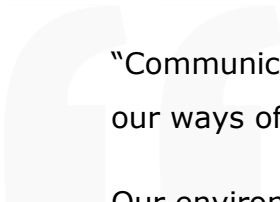
Building effective communication skills helps individuals to build strong relationships, whether with coworkers, friends, or in community. Effective communication in the workplace increases worker safety and one's ability to collaborate to solve problems or innovate new ways of doing things. For example, sharing ideas to promote environmental stewardship, community economic development, or share information on health and education.

Skills for success can help you to develop and build on your communication skills, benefiting you to understand the world around you and to be understood.

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<sup>18</sup> <https://www.youtube.com/watch?v=If9BDX2JEfg&list=PLJ5XZoeFhSoOF4qf4JNR7pMVs-yVHptHA&index=5>

## An Indigenous perspective



"Communication is a life skill and tool of our ancestors. It has preserved our ways of life. It is a teaching tool on many levels.

Our environment communicates in many ways and when we pay attention to that, it can save lives. We watch the stars and weather patterns on the land and water. This is done before we travel anywhere or harvest foods and other resources. Our communication is reliant on observation.

Learning how to communicate at a spiritual level grows over time and connects all things."

- Geena Powa Haiyupis, Hesquiaht First Nation

### Storytelling & Oral Tradition

Indigenous storytelling is more than entertainment. It is a form of collective memory, a way of passing knowledge from generation to generation. It is the communication of history, values and lessons.

Elder Hazel Dixon – a storyteller of Ojibway/Mohawk ancestry from Regina, Saskatchewan – shares one traditional story. As you watch/read, consider: what lessons about communication are present in this story?

### Video: Why dogs bark

[Ep13: Why Dogs Bark – YouTube.com](https://www.youtube.com/watch?v=1yJ0q4rd1tw&list=PLbweIRrHWI2UB0N9D__pU3T8_oKZUiSba&index=13)<sup>19</sup>

**Transcript:** Long, long time ago, a trickster named Sandy was out walking and he was making his way to the village. And in this village, it was all dogs. The dogs, they could all talk. They could commune with humans.

So he was making his way there because he had a really important message for the dogs. And as he approached the village, what a racket that was going on. There was so much noise that, oh my goodness, this is terrible. He got there and said, hey, you guys, guys

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<sup>19</sup>

[https://www.youtube.com/watch?v=1yJ0q4rd1tw&list=PLbweIRrHWI2UB0N9D\\_\\_pU3T8\\_oKZUiSba&index=13](https://www.youtube.com/watch?v=1yJ0q4rd1tw&list=PLbweIRrHWI2UB0N9D__pU3T8_oKZUiSba&index=13)



listen. I have my message for you. And they still went on and he said I have a really important message for you. I have something to say. What? Oh, Sandy has something to say. So do we, we all have something to say, Sandy has something to say.

They didn't stop. They just carried on. He said stop. If you don't stop, something is going to happen, that's not going to be very pleasant. But they paid no mind. They paid no never mind whatsoever. And sure enough, with his magic, all of a sudden, there was no more talking. All the dogs could do was bark, bark. They could only bark and yip and wag their tails. He said from now on, the only thing you will be able to do is this. And no human is ever going to understand you. All they would see is you barking or yipping and wagging your tail.

And that's why dogs do not talk to this day.



## Communication components

Communication is more than what we say out loud. The six components highlight three important parts of communication: **listening**, **speaking** and **adapting**.

Each component supports the successful use of the communication skill.

Listen	Speak	Adapt
<div>1</div> <div><b>Listen with intention</b></div> <div><i>pay attention, consider body language</i></div>	<div>3</div> <div><b>Speak with clarity</b></div> <div><i>volume, speed, rhythm</i></div>	<div>5</div> <div><b>Adapt to your context</b></div> <div><i>e.g., needs, preferences, interests of your audience</i></div>
<div>2</div> <div><b>Listen to understand</b></div> <div><i>identify the speaker's purpose, consider different perspectives</i></div>	<div>4</div> <div><b>Speak with purpose</b></div> <div><i>share your message clearly, check that the listener understands</i></div>	<div>6</div> <div><b>Adapt type of communication</b></div> <div><i>verbal, non-verbal, written, visual, etc.</i></div>



## Why we use communication skills, and why they matter

Communication is important for all types of participation. By improving our communication skills, we improve our interactions with friends, family, mentors, co-workers and strangers.



*Photo: Visit to Kitimat and Haisla Nation,  
Province of BC, 2018, CC BY-NC-ND 2.0*

We use our communication skills to share our thoughts, feelings and ideas.

They help us build relationships.

And, communication is needed for many other skills – such as collaboration and problem solving.

# Adaptability



## What is adaptability?

The Office of Skills for Success defines adaptability as:

**Your ability to achieve or adjust goals and behaviours when expected or unexpected change occurs. You plan, stay focused, persist and overcome setbacks.**

## Video: Adaptability

[Unit 3 – Adaptability – YouTube.com](https://www.youtube.com/watch?v=PiUz_j08xcg&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=8)<sup>20</sup>

**Transcript:** In today's rapidly evolving world, change is a certainty. Adaptability skills help individuals to be flexible and respond to new situations like a willow tree that bends to survive gale force winds.

For Indigenous communities, adaptability is strongly rooted in resilience. Since time immemorial, Indigenous communities have demonstrated their capacity to respond to adversity whether facing the harsh demands of fishing, hunting and trapping during cold Canadian winters or while collecting natural herbs and berries in forests that are home to bears and other wild animals. Fueling their strength to be adaptable, Indigenous Peoples inherently develop skills from their traditional culture and identity. Activities such as dancing, community celebrations, sports and prayer all contribute to the development of adaptability skills.

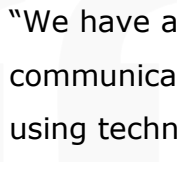
In today's changing workplaces, workers are continuously challenged to adapt to new demands. Whether responding to a change in schedule, training for a new job or dealing with new systems and technologies, adaptability skills are critical.

Skills for Success can assist you to develop and build upon your adaptability skills so you can continue to grow and succeed at work, in community and in life.

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<sup>20</sup> [https://www.youtube.com/watch?v=PiUz\\_j08xcg&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=8](https://www.youtube.com/watch?v=PiUz_j08xcg&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=8)

## An Indigenous perspective



“We have adapted our way of thinking to be able to record or communicate thoughts and ideas that are important within our culture using technology. Through sharing ideas, with discussion and collaboration, we can take on and move forward with many important community projects.

There are many ways from the past that can be adapted to modern day situations. There are also new ways of adapting that are sometimes needed.

The timeless wisdom of the old ways is always a part of understanding how to adapt.”

- Elder Moy Sutherland Sr., Ahousaht First Nation

### Ilitaqsiniq Inu-vation

Adapted from the [Ilitaqsiniq website](https://ilitaqsiniq.ca/)<sup>21</sup>. *Ilitaqsiniq is a not-for-profit, registered charity that supports the development of literacy skills in Nunavut’s official languages.*

Ilitaqsiniq Inu-vation refers to the organization’s innovative, holistic method of program design that incorporates informal, culture-based learning with literacy and skills development. These programs recreate the intergenerational learning of traditional knowledge transmission and provide a bridge to more formal learning.

In keeping with Inuit ways, Ilitaqsiniq continually experiments, prototypes and evolves the way programs are delivered. By its very nature, Inu-vation represents an integrated method of program design that is constantly being refined and improved upon.

Adaptability and innovation, blended with tradition, support the organization's vision of “capable, confident and self-sufficient Nunavummiut connected to the heartbeat of Inuit

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<sup>21</sup> <https://ilitaqsiniq.ca/>

**Following a single, pre-determined route to your destination is simple.  
Embracing and exploring the many possible pathways requires adaptability.**



Photo by Chickweed Arts.

By recognizing that all participants – both instructors and students – have something to teach and something to learn, the Ilitaqsiniq team knows that every program offering is unique.

There is no template for “success”. Instead, students and instructors work together to set goals, evaluate progress and overcome obstacles.

This is adaptability.



### Adaptability components

The six adaptability components describe how we can practice adaptability.

1

#### **Demonstrate responsibility**

*complete tasks, manage time, limit distractions*

2

#### **Persist and persevere**

*anticipate changes, modify plans as needed*

2

3

#### **Regulate your emotions, when appropriate**

*be optimistic, stay calm, take time to centre yourself*

4

#### **Set or adjust goals**

*define expectations, make changes as needed*

5

**Plan and prioritize**

*define tasks, order tasks by importance*

6

**Seek self-improvement**

*reflect, look for opportunities to learn*

**Why we use adaptability skills, and why they matter**



**Brandon**

Adaptability skills are essential at home, in our communities and at work. People who have strong adaptability skills can respond to new challenges, embrace innovation and can quickly identify when they need to learn new skills or seek out new information.

At work, such individuals are equipped to handle unexpected obstacles, maintain productivity and lead teams effectively. All of these things help foster a positive work environment.

And, adaptability extends beyond the workplace. It helps us adjust to life's many changes. Building relationships, pursuing goals, supporting our communities – adaptability skills empower us to thrive as we navigate the path of life.

**Jasmin**

One summer, I was involved with organizing a community dinner. A family-owned restaurant would be providing the food, our Resource Centre was going to set up tables and booths to promote the many services they offer and many local artists planned to showcase their work. The event was going to be held in the centre of town, since we didn't have an indoor space large enough to host everyone in one location. However, the week of the event we realized that the weather was calling for rain the entire week. We had to adapt.

We all came together to discuss our options. We could change the date of the event, but we couldn't guarantee better weather on a new date. So, we continued to think. We already knew there wasn't one location that could hold everyone at once – but what if we hosted the event in a few different locations? The restaurant and the Resource Centre were only a few blocks away from each other, so we decided to host the event in both locations! People would go to the restaurant to pick-up their food, then make their way over to the Resource Centre to socialize. On the streets between the two buildings, we set up large tents as pit-stops to get out of the rain where the artists showed off their work.

In the end, everyone got a little bit wet, but we all agreed that it was fun to explore the town and interact with each other in this unique way. The combination of adaptability and problem-solving skills allowed us to adjust our goals and modify our plans. We stayed positive and came up with an alternate plan that was a massive success! I already knew that adaptability was important, but this situation really showed me the rewards it brings when organizing events that bring joy and unity to the community.



Adaptability impacts all of our skills. We adapt our communication and collaboration styles to meet the needs of others. We adapt our problem-solving strategies to respond to new and challenging situations. And, we adapt our ways of thinking to create innovative solutions.

Adaptability keeps us moving forward.

# Creativity & Innovation



## What is creativity & innovation?

The Office of Skills for Success defines creativity & innovation as:

**Your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.**

## Video: Creativity & Innovation

[Unit 3 – Creativity and Innovation – YouTube.com](https://www.youtube.com/watch?v=qX5WVFMt-jc&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=4)<sup>22</sup>

**Transcript:** In life, creativity and innovation is more than an art form. It is a skill that flows through us, comes in different forms and often goes unrecognized. Creativity and innovation skills help us generate new ideas and ways of looking at life and work. Over time this skill changes our thinking, and by being curious we become more creative and innovative!

Indigenous communities celebrate creativity and innovation as a path to a brighter future and recognize innovations from the past. Hunting and gathering inspired the creation of a range of tools such as woven baskets, hide, and textile clothing. Moose hair couched embroidery was used to decorate clothing, pouches, and other small objects and was sometimes used in conjunction with porcupine quillwork.

Today the impact of creativity and innovation is evident in technology, tourism, culture, education, and life in general. Many Indigenous people are sharing their traditions and culture through Indigenous tourism experiences. The range greatly, for example, wildlife viewing including grizzly bear tours in Toba Inlet to hands on clam bake experience at Lennox Island in Prince Edward Island.

Creativity and innovation is key to solving are important in work, learning and life. Thinking of new ways to complete a task or solve a problem requires creativity. This can

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<sup>22</sup> <https://www.youtube.com/watch?v=qX5WVFMt-jc&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=4>

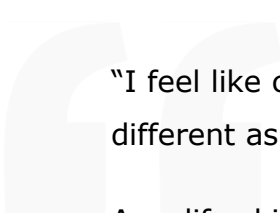


lead to new innovative practices and provides the groundwork to generate new ideas and solutions and provides hope for the future.

Skills for Success provides tools and resources to help you recognize and build on your creativity and innovation skills.



### **An Indigenous perspective**

 "I feel like creativity and innovation are very similar things. They are different aspects of the same skill.

As a life skill, creativity is having the adaptive vision to see something, to make it your own, and write your own signature on it. I don't think that part ever turns off inside of your mind and spirit because your brain is always thinking. You are always seeing and searching for new and different ways that you can do something. These new ways can come to you at different times; through dreams, being on the land or when you are involved in cultural activities.

Innovation has been happening since the beginning of time. I feel innovation is the way that our ancestors saw the world. They wanted to make their world better and did so through innovations."

- *Geena Powa Haiyupis, Hesquiaht First Nation*

**Indigenous peoples have always been creative and innovative.**

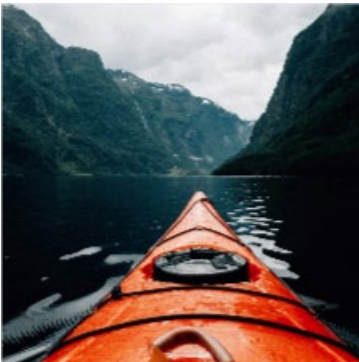
- Traditional agricultural practices help counter and withstand climate change.
- Care for the land and its natural resources promote sustainability across generations.
- Indigenous artwork tells stories, preserves culture, heals the spirit, empowers individuals and uplifts communities.

Did you know that Indigenous peoples are responsible for inventing many tools that are used across Canada and North America?



**Parka**

Its invention ensured survival in the Arctic. The traditional parka always had a hood and was made of either sealskin or caribou hide.



**Kayak**

Invented by Indigenous hunters in the Subarctic. Animal skin was attached to frames of wood or whalebone. Watertight design enables the paddler to roll back to the surface if capsized in rough water.



## **Toboggan**

Indigenous people in the Great Plains and Lake regions invented it in about 3000 BC for winter transport. Originally made from bark, hardwood, whalebone or animal hide.

## Creativity & Innovation components

The six components for this skill provide suggestions to help us apply creativity and innovation to any task.

1

### **Use your imagination and curiosity**

*imagine possibilities, be open to new ideas, try new things*

2

### **Identify opportunities to innovate**

*challenge norms and habits*

2

3

### **Generate ideas**

*ask questions, look for patterns*

4

### **Develop your ideas**

*expand upon initial thoughts, explore possibilities*

5

### **Apply your ideas**

*act on thoughts, expect failures, learn and improve*

6

### **Facilitate a creative environment**

*be playful, support others*



## Why we use creativity & innovation skills, and why they matter



### Jasmin

Many people think that creativity is only for artists. But nothing could be further from the truth! We use creativity skills to generate new and more efficient ways of doing things all the time. For example, improving upon a recipe or suggesting improvements to a work process.

I love helping people recognize their existing creativity and innovation skills!



### Brandon

Being innovative means that we don't have to keep doing things the same old way. We can “think outside the box” to come up with new ideas and to develop unique solutions to challenging problems.

I’m always amazed at the creative concepts that entrepreneur’s come up with in our community. Eco-tourism is one of the latest trends and I see a number of Indigenous communities across Canada offering these programs to help educate others on their community-specific culture and ceremonies.

In the workplace, creativity, and innovation help us remain competitive in a global economy.



You don’t need any special knowledge to be creative or innovative. Be curious. Learn and take inspiration from the world around you. Consider new perspectives.

## Using the social-emotional skills

We use all five social-emotional skills every day, at home and at work.

And we can improve upon our skills by finding **opportunities to practice** them in **situation-specific**, repeatable ways. The more often we use our skills, the more comfortable we become using them again in the future!



### Allen



Hi, my name is Allen Keeley. I've been a skills coach for many years.

When introducing the social-emotional skills to my participants, I begin by describing a familiar situation. Then we have a conversation about which social-emotional skills are being used in that situation and how those skills are connected to one another.

Even if my participants haven't used the "language" of Skills for Success before, everyone I work with can find examples of using these skills pretty easily! They really are everywhere.

Then, once someone can describe how they currently use each skill, we can start discussing which skills they want to develop further. It all starts with helping participants see examples of the Skills for Success in their daily lives.

And, because employers are telling us that social-emotional skills are more important than ever, helping people understand these skills has a big impact.

## Blending the skills: Cree Sunset by Sheena Lynn



Sheena Fineblanket, from Makwa Sahgaiehcan First Nation, is creator and owner of Cree Sunset by Sheena Lynn.

In her early 20's, Sheena turned to her culture to help process her grief after losing her father. She started attending ceremonies. Sheena remembered growing up and watching her mother sew, and now – being surrounded by tradition and ceremony – she was inspired to make matching ribbon skirts for her and her daughter for an upcoming ceremony.

She began making skirts for other women in her community. Then she started receiving orders from Sundances every summer. And now she sells her ribbon skirts, ribbon shirts, and ties across Canada and the United States!



We reached out to Sheena to discuss how she uses the Skills for Success in her work.

### **Creativity & Innovation**

I picture every single dress in my head before I make a single stitch. I draw inspiration from shapes, animals, my favourite colours and the materials and fabric I already have. Over time, I have developed my own personal aesthetic. I like creating and using materials and colours that spark joy – things that I find beautiful. And I feel like I have found my own following of people who also find joy in what I make.



**Numeracy**

When creating ribbon skirts, I am constantly using numbers. I use my customers' measurements to calculate how much material I need to purchase. I use their measurements to customize a skirt that fits their body. I calculate the cost of fabric, materials and items used to sew a skirt to come up with a price range. I use a tape measure while sewing to make sure all the pieces match up.

**Adaptability**

Sometimes customers want to order something that I have never made before, so I learn how to create it. It could be designing a different style of skirt, working with new materials, or creating something with many different measurements and intricate appliqué work. I adapt and learn new skills often. There is always something new to learn when sewing and that's how we grow as seamstresses. Adapting is growth and we can't grow if we refuse to learn new skills.

"I sew ribbon skirts for women so we can heal ourselves. And beading is a calming, relaxing activity that helps with my anxiety. Both are very healing for me. I put a lot of beautiful thoughts and intentions into everything I create, and I hope that everyone who wears something I've made feels so good in it. I have a growing business that has been flourishing and I am very grateful for where I am at now."

– Sheena Fineblanket

Sheena's work can be found on her [Facebook business page](https://www.facebook.com/CreeSunset/)<sup>23</sup>.

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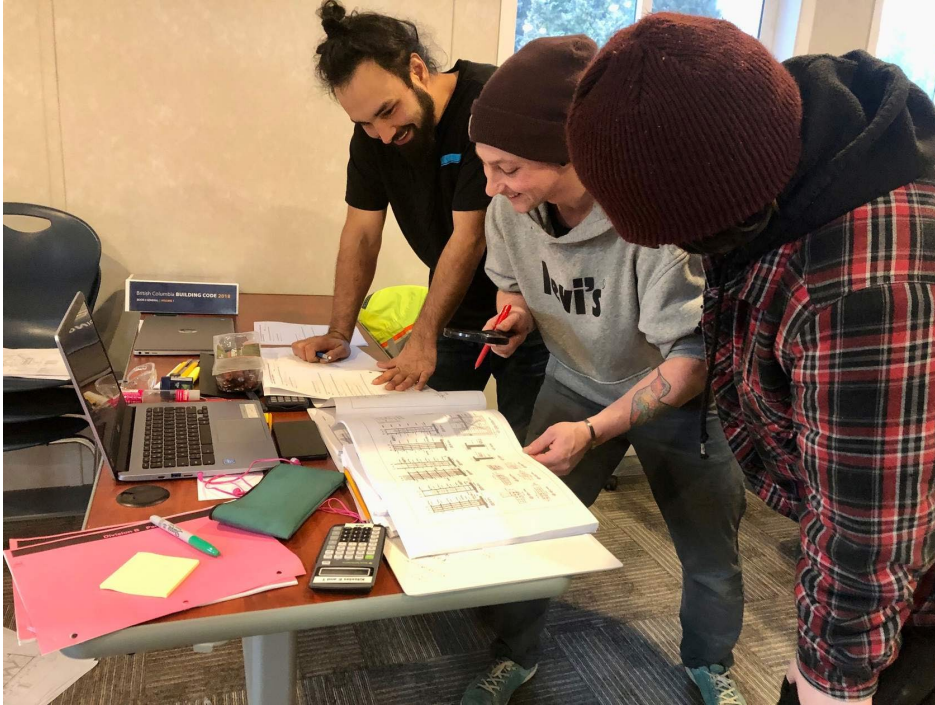
<sup>23</sup> <https://www.facebook.com/CreeSunset/>



**Try it: Putting it all together**

These three people are studying blueprints. This is a situation where all nine Skills for Success could be used – the five social emotional skills and the four literacy skills.

*How could each skill be used here? There are many answers, use your imagination!  
(See possible answers on page 95)*



*Photo: Level II Carpentry Program, Kitselas First Nation*

Reading \_\_\_\_\_

Writing \_\_\_\_\_

Numeracy \_\_\_\_\_

Digital \_\_\_\_\_

Collaboration \_\_\_\_\_

Problem Solving \_\_\_\_\_

Communication \_\_\_\_\_

Adaptability \_\_\_\_\_

Creativity \_\_\_\_\_

& Innovation \_\_\_\_\_

# Skills for Success: Quick Reference



**Adaptability**



**Collaboration**



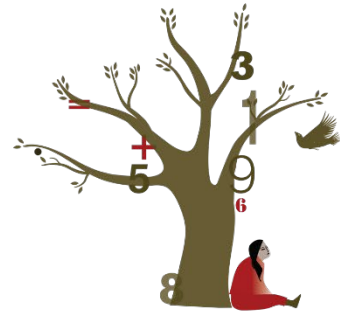
**Communication**



**Creativity &  
Innovation**



**Digital**



**Numeracy**



**Problem Solving**



**Reading**



**Writing**

## **Congratulations!**

You have reached the end of Unit 3.



### **Reflection**

Now that you have completed the third unit, consider the following:

In your own words, why are social-emotional skills important in work, learning and life?

How might you introduce the importance of social-emotional skills to someone?

Choose one of the nine Skills for Success and explain its significance in both your community and work life. How do you practice this skill in your daily activities?

### Unit 3: Activity Answers

#### Putting it all together (page 92)

There are many possible ways these three people could be using the nine skills.

Here is just one example of each:

**Reading** The team is reading details on their blueprints

**Writing** There are pens, paper and post-it notes nearby to jot down measurements

**Numeracy** The team uses a calculator to figure out costs, dimensions and quantities

**Digital** The laptop is open to search for new information as needed

**Collaboration** All three workers are engaged and contributing to the project

**Problem Solving** One person has been assigned to take notes to keep everyone on-track

**Communication** The team frequently asks questions of each other to clarify information

**Adaptability** A magnifying glass helps the team read small text on the blueprints

**Creativity** The team is looking for ways to make the design more cost-effective

**& Innovation**



# Unit 4: Proficiency & Complexity



## **Jasmin**

Think about tasks that you perform at work, at home or in your community. Some of these tasks are easy to complete, while others are more difficult. The more difficult tasks need more skill – a higher proficiency. This is because more difficult tasks tend to be more complex.

In this module we're going to explore these two concepts: task complexity and skill proficiency.

## **Unit Objectives**

By the end of the unit, participants should be able to:

1. Identify that there are *five* proficiency levels for reading, writing and numeracy skills.
2. Identify that there are *three* proficiency levels for digital, problem solving, communication, collaboration, adaptability and creativity & innovation skills.
3. Recognize that a task's complexity impacts its difficulty.

# Proficiency

## What is proficiency?

The Office of Skills for Success defines proficiency as:

**The level at which a person demonstrates a particular skill.**

In other words, proficiency is *ability*. It describes how effectively we can use a skill.

**Proficiency is a scale, or continuum, of growth.**



The more we use a skill, the more proficient we become with it.

This is one of the strengths of the Skills for Success model – each skill can be improved upon through intentional, repeated practice. And as we become more proficient we can complete more difficult tasks.

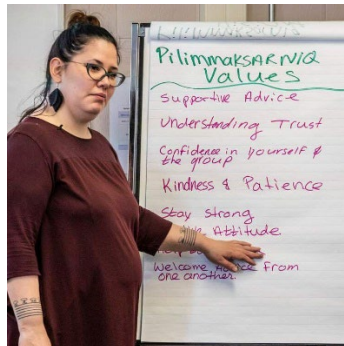


## We demonstrate different levels of proficiency every day.

As we saw in Units 2 and 3, we use our skills to complete basic tasks all the time. Simple tasks require a low level of proficiency. Most people are very successful at using their skills in this way.



We read to find and use a single piece of information – such as following a road sign.



We write to share a small amount of information for a single purpose – such as making a list.

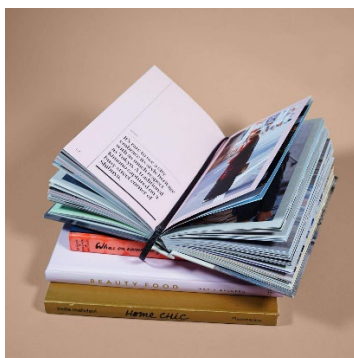
*Photo: Boardroom and Tundra, Chickweed Arts*



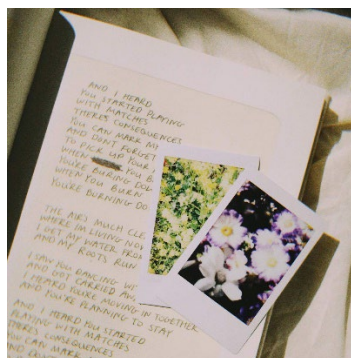
We communicate one-on-one in familiar situations.

*Photo: Indigenous-led plan for community centre moves forward, Province of BC, 2022, CC BY-NC-ND 2.0*

But we sometimes have to complete more challenging (or complex) tasks. These tasks require higher proficiency.



We read multiple sources and interpret information or make connections – such as conducting research.



We write to convey larger amounts of information or use creativity – such as writing reports for work or writing poetry.



We communicate with large groups, about a wide range of topics – such as leading tours or giving presentations.

*Photo: National Indigenous Peoples Day, Province of BC, 2018, CC BY-NC-ND-2.0*

Most people don't have high proficiency in every skill. Rather, we tend to have the highest proficiency in the skills we use most often, based on how we use our skills at work and in life. This is because the more we use a skill, the more proficient we become with it.

Someone who writes technical reports every day at work will have a higher writing proficiency than someone who only writes when absolutely required. And, the higher our proficiency, the more complex tasks we can complete with that skill.



### How is proficiency measured?

The Skills for Success uses "proficiency levels" to describe people's abilities with each skill. The framework applies an asset-based perspective to these levels. Each level describes how someone can apply or use their skills – what they can do with that skill – at that proficiency level.

These levels provide common language for learners and practitioners. And, by identifying our current proficiency with a skill, we can set goals and track our progress as we work to build that skill.

**Reading, writing and numeracy are measured on a five-level scale.**

The five proficiency levels for these skills come from the formal, scientifically validated levels and scores used in international literacy assessments. There has been a lot of research into how to effectively measure these skills.

*Let's look at an example of these five levels for one skill: writing.*

#### **Level 1 writing**

At level 1 proficiency, someone can write small amounts of text for concrete, day-to-day activities. For example, they could write notes or make a grocery list.



**Level 2 writing**

At level 2 proficiency, someone can write longer pieces of text on routine or familiar topics. For example, they could write in a journal, write an email or complete a daily work report.

**Level 3 writing**

At level 3 proficiency, someone can write text of any length, for many purposes. Writing at this level typically follows an established format or structure. For example, they could write a newsletter using a template.

**Level 4 writing**

At level 4 proficiency, someone can write longer pieces of text that present a lot of information. For example, they could write or edit a workplace safety manual.

**Level 5 writing**

At level 5 proficiency, someone can write text of any length. They can apply different tones and styles to their writing and can write creatively or persuasively. For example, they could write a newspaper article.

**The other six skills are measured on a **three-level** scale.**

Digital, communication, collaboration, problem solving, adaptability and creativity & innovation are in growing demand in the workplace. But there is less research on these skills than on reading, writing and numeracy.

So, currently, they have only three proficiency levels: entry, intermediate and advanced.

*Let's look at an example of these three levels for one skill: communication.*

**Entry-level communication**

With entry-level proficiency, someone can speak and listen in one-on-one settings. They can discuss familiar topics. And they can interpret basic non-verbal cues, such as facial

expressions.

### **Intermediate-level communication**

With intermediate-level proficiency, someone can communicate in small groups. They can discuss abstract or unfamiliar concepts. And they understand body language and cultural differences in others' communication styles.

### **Advanced-level communication**

With advanced-level proficiency, someone can speak with groups of any size. They can adjust their communication style to meet the needs of others. And they can effectively interpret body language and other non-verbal cues in conversation.

# Complexity

## **What is complexity?**

Complexity is related to the **difficulty of a task**.

How complex a task is depends on a number of factors, such as:

- the number of steps needed to complete the task
- the amount of information we need to process to complete the task
- the extent of prior knowledge needed to complete the task

And, proficiency and complexity are closely connected: greater complexity demands greater proficiency.

**Example: browsing versus repairing**

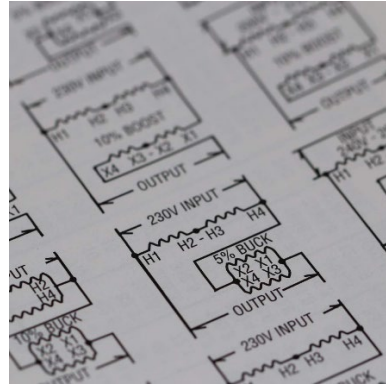
Look at the two images below. Each represents a task that requires reading. But the complexity level of these tasks is very different.



**Think about browsing a TV guide to find something to watch.**

This is a relatively simple task.

You scroll through formatted text and/or pictures that don't need any specialized knowledge to understand. Completing the task (choosing a TV show) does not require any additional skills.



**Compare that to reading an electrical schematic to complete a repair.**

This is much more complex task.

You must read dense, complicated text and interpret technical diagrams. Completing the task (repairing whatever is broken) requires specialized knowledge and additional skills.

**Five levels**

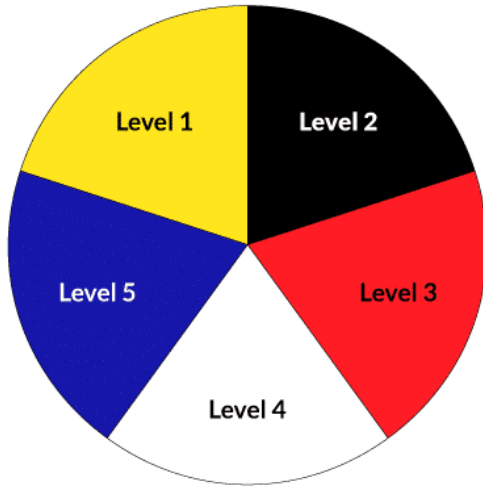
A complexity level is a rating assigned to a task. Each level is increasingly difficult – or complex. In this course we are using the 5-level complexity rating system from the Essential Skills model to categorize and describe tasks.

**Level 1 tasks are straight-forward.**

They are routine, clearly-defined tasks that often involve only a single step or use only a single skill. We do level one tasks every day.

**Level 5 tasks are more difficult.**

They might require significant background knowledge, take multiple steps or require multiple skills to complete. We must develop our skills in order to complete these tasks.



Each complexity level is part of the whole. Our world is comprised of tasks at all five levels. As we develop our skills, we develop the confidence and ability to approach tasks at all levels.



**Describing complexity**

The Skills for Success uses the following words to describe the complexity of tasks. These words outline the type of mental “work” that is required to complete a task.

- **Locate:** to find or identify one thing  
*For example: finding the name of an author’s new book on their website*
- **Cycle:** to find or identify multiple things  
*For example: finding all of the books by an author on a bookshelf*
- **Integrate:** to compare and contrast the information you have collected by locating/cycling  
*For example: grouping books, based on their publication date or genre*
- **Generate:** to use background knowledge to go beyond the information you have collected and come up with your own answer/action  
*For example: writing your own book*

### **Try it: let's play cards**

We'll use playing cards to describe each complexity level.

If you have a deck of cards, play along!



**Task 1:** take a deck of 52 cards and spread them out, face-up on a table. Now, find the Ace of Clubs.

This is a level 1 task. Level 1 tasks are concrete and often involve only one step. We do this type of task every day. In this task, you had to look through the visible cards and locate (or find) the Ace of Clubs.

**Task 2:** find all four Aces.

This is a level 2 task. The task is still very concrete and well-defined, but it involved multiple steps. You had to locate one Ace, set it aside and then cycle through the deck to do it three more times.

**Task 3:** find all of the Clubs and put them in order from lowest to highest.

This is a level 3 task. You had to cycle through the deck to locate multiple cards. Then you had to compare them to one another and take action (arrange them from lowest to highest) – this is integrating. People who can integrate information can usually solve problems and learn new skills on their own.

**Task 4:** find the cards that represent the highest-scoring hand in your favourite card game.

This is a level 4 task. To complete this task, you have to draw upon your own knowledge of your favourite card game in order to generate an answer.

**Task 5:** create your own card game.

This is a level 5 task. Like the previous level 4 task, you must draw upon your own knowledge about card games to complete this task. But, in addition to general knowledge about how card games work, you must also apply creativity and new ideas to this task. The additional complexity of generating something new makes this a level 5 task.

### **Using proficiency and complexity**

So, why does it help to understand proficiency and complexity?

Imagine you're helping someone look for a new job. Their skill proficiency will inform the type of workplace tasks they can complete. So, we can use this information to help them find a role – in their preferred field – that involves tasks at a manageable complexity level.

**We use entry-level proficiency in every job.**

This looks like:

- being respectful of others (entry-level collaboration)
- understanding simple written directions (level 1 reading)
- staying positive when plans change (entry-level adaptability)
- speaking & listening to one person (entry-level communication)

...and so on for all nine skills.

We do these things **no matter where we work.**

**But there are also specific ways we use skills in different industries.**

A Career Coach, an Accounting Clerk and a Cook will need different skill proficiency levels. That's because each of these jobs includes very different tasks. And, within an industry, more senior jobs tend to include more complex tasks, so they require more proficiency.



**Brandon**

Let's imagine someone is just starting their journey.

They want to work as a Cook. And they have level 1 or 2 (or entry-level) proficiency in most skills.

I would start by looking at a couple of job descriptions with them. Together, we would identify which tasks they feel confident that they could complete and which tasks they might need to build their skills in order to be successful.

**Sample Job Description (Cook)**

Cooks prepare and cook a wide variety of foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments.

**Possible responsibilities:**

- reading signs, labels and packaging (level 1)
- reading contracts, such as for food purchase agreements (level 4)
- writing brief comments on recipes, such as changes to ingredients or cooking temperature changes (level 1)
- writing reports to managers, such as to request equipment upgrades (level 3)
- converting measurements between metric and imperial systems, e.g. mL to oz (level 2)
- estimating the quantity of ingredients needed (level 3)
- using email to communicate with suppliers (level 2)
- using spreadsheets to track ingredient inventory, create budgets and manage expenses (level 3)
- working with serving staff or other Cooks (entry-level)
- training or supervising kitchen staff (advanced-level)
- following restaurant policies to resolve problems (entry-level)
- evaluating the efficiency of kitchen operations and suggesting changes (intermediate-level)
- instructing kitchen staff on food safety processes (entry-level)
- negotiating with suppliers for better prices (intermediate-level)
- staying positive when the kitchen is much busier than usual (entry-level)
- making changes to recipes, without guidance, due to ingredient shortages (advanced-level)
- creating new recipe and improving it based on customer feedback (intermediate-level)
- designing a new menu by incorporating ideas from multiple kitchen staff (advanced-level)



### **Brandon**

So, as you can see, a Cook has tasks at all complexity levels!

Someone with lower proficiency might find it hard to complete the more complex tasks.

By understanding someone's skill proficiency and the task complexity of the job they want to do, you can discuss their options.

If someone's skill proficiency is lower than the task complexity required for a job, there are two options.

#### **1. You can help them look for related jobs, with less complex tasks.**

There are lots of jobs in the food industry, for example:

- Apprentice Cook
- Kitchen Helper
- Food and Beverage Server

By looking for a job with less complex tasks, they will have the proficiency to be more successful. And, they can build their proficiency over time. Then, once their skill proficiency levels are a bit higher, they can find a job as a Cook.

#### **2. You can help them build their skill proficiency, so they can do the more complex tasks.**

If someone doesn't quite have the skill proficiency for their dream job, we can help them build those skills. For example, they could participate in a training or apprenticeship program. Or they could find a mentor to learn from. Then, once their skill proficiency levels are a bit higher, they can go back to looking for a job as a Cook.





**Brandon**

In the end, it's all about helping people be successful.

And understanding skill proficiency and task complexity can help us do that!

**Final considerations**

**1. Complexity and proficiency go hand-in-hand.**

Tasks that are more complex require more proficiency to complete.

**2. More complex tasks take longer to complete.**

While playing the card game above, you probably noticed that each step took longer than the one before it. Finding four Aces will always take longer than finding one Ace.

**3. More complex tasks often require multiple skills.**

Locating one Ace (a level 1 complexity task) requires reading skills. Creating a new card game (a level 5 complexity task) would require reading, numeracy and creativity & innovation – perhaps even problem solving and adaptability!

**Just remember:**

**Proficiency** applies to **peoples' abilities**.

**Complexity** applies to the difficulty of **tasks**.

And our skill proficiency levels influence the complexity of tasks we can complete. If we have level three reading skills, we can consistently and correctly complete level three reading tasks.

## **Congratulations!**

You have reached the end of Unit 4.



### **Reflection**

Now that you have completed the fourth unit, consider the following:

What impact has building your skill proficiency had on your life at home, in your community or at work?

How would you introduce the idea of developing skill proficiency to people you work with?



# Unit 5: Evolution & Impact of the Skills for Success



**Brandon**

First of all, congratulations – you’ve now completed half of this course!

In this unit we will be looking at where the Skills for Success came from and the impact they have on our lives – at home and at work.

## Unit Objectives

By the end of the unit, participants should be able to:

1. Broadly describe why the skills we need have evolved over time.
2. Recognize that social sciences research was used in the development of the Skills for Success.
3. Describe the impact of the Skills for Success on our lives.

## **Our world is changing.**



### **Jasmin**

We've seen significant changes since we were children, haven't we Brandon?

Just think about cell phones. Today, many of us rely on these mini, handheld computers for information and to stay connected to the world around us. But when I was growing up, I remember having a single household phone attached to the wall in the kitchen.

It feels like every week new technology is being invented. Our world is so interconnected now. It's important to have the skills needed to keep up.



### **Brandon**

So true, Jasmin. When reflecting on my own community, so much has changed over the years.

For example, the rapid shift to functioning online at the start of the COVID-19 pandemic was really difficult. But, now that we have adapted, there are times when I prefer to work or communicate virtually due to the convenience. For example, I love being able to renew my prescriptions using Facetime with my doctor. It's so much easier!

I just wish that everyone had access to the same connectivity that we have in urban centres. Some rural communities still have great difficulty with online connectivity. I hope that as technology and automation continues to grow, so will access for remote communities.

## **Video: The Chippewas of Georgina Island**

[Unit 5 – Chippewas of Georgina Island – YouTube.com](https://www.youtube.com/watch?v=Wi4DYu2-Ei0&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=13)<sup>24</sup>

The Chippewas of Georgina Island have seen many changes to their way of life. And they

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<sup>24</sup> <https://www.youtube.com/watch?v=Wi4DYu2-Ei0&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=13>

are preparing for ongoing change moving forward. As you watch, consider the changes you have experienced in your own community.

**Transcript:** The Chippewas of Georgina Island First Nation has been operating as a government since 1953 and is located approximately 100 km north of Toronto, consisting of three islands: Georgina, Snake, and Fox and includes two mainland access points off the southern shore of Lake Simcoe.

It wasn't until the 1690s that the Chippewa people came to settle in the area. The tribe, whose culture was based on hunting and trapping, migrated to Lake Simcoe and Georgian Bay from their ancestral territory around the great lakes in search of new game. As the land was settled, hunting and trapping opportunities became scarce and the Chippewas were forced to rely more on farming. By the early 1860s a few families had moved to Georgina Island. It had a lot more open, arable land where they could farm on a larger scale.

Being an island community means that nibeh, or water, plays an important role in our everyday lives. Not only do we rely on it for drinking, but also for ceremony, harvesting of food and medicines, and for transportation to the mainland in all seasons.

In this era of climate change, Georgina Island First Nation has been a leader in adaptation. Once, our residents had to travel by boat, or on foot, to reach the mainland depending on the season. Eventually, modern conveniences brought us our new car ferry in 1999.

We have undertaken community-driven projects to examine how climate change impacts our lives, and how best to prepare for the potential negative effects. Currently, we are examining our use of fossil fuels and looking for clean, renewable energy alternatives.

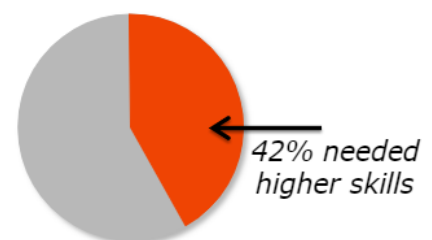
### **As the world changes, so do the skills we need.**

The Skills for Success model is based on decades of social sciences research into the daily lives and experiences of Canadians. Here are some of the highlights:

#### **1994: International Adult Literacy Survey (IALS)**

The International Adult Literacy Survey (IALS) was the world's first collaborative survey on adult literacy. This survey measured reading, numeracy, and document use. In the past, it was common to describe people as "literate" (able to read/write) or "illiterate" (not able to read/write), but instead of this "all or nothing" approach, IALS measured participants' literacy skills on a 500-point scale, or continuum. This changed the way researchers thought about literacy. It shifted the conversation away from describing people as "literate" versus "illiterate", because using the IALS scale, everyone has literacy skills that fall somewhere on the continuum.

IALS results showed that nearly half of Canadians did not





have the literacy skills needed for work, learning and life.

So, the Essential Skills Research Project (ESRP) began.

The ESRP identified nine Essential Skills used in all Canadian jobs. Different jobs required different skills levels, since they involved tasks of varying complexity. So, researchers created Occupational Profiles to describe the Essential Skill levels needed for different jobs.

### **2003: Adult Literacy and Life Skills Survey (ALLS)**

The Adult Literacy and Life Skills Survey (ALLS) continued the work of measuring adult literacy levels. It looked more deeply at the relationship between literacy skills and workplace and life outcomes (for example, the impact of someone's skills on their occupation, earnings, health, etc.).

Results continued to show that almost half of Canadians did not have the skills needed for work, learning and life. So, the Essential Skills and Workplace Literacy initiative was launched. It had four activity areas: outreach, applications, synergy and research.

### **2012: Programme for the International Assessment of Adult Competencies (PIAAC)**

In addition to literacy, PIAAC also measured "problem solving, in technology-rich environments". Results continued to show that almost half of Canadians did not have the skills needed for work, learning and life.

### **2020: Behavioural, Emotional and Social Skills Inventory (BESSI)**

The Behavioural, Emotional and Social Skills Inventory (BESSI) was a new tool to measure social-emotional skills. It improved researchers' understanding of how important social-emotional skills are in personal *and* professional life.

### **2021: Skills for Success**

In response to the shifting landscape, the Social Research Demonstration Corporation (SRDC) began consulting with Essential Skills experts across Canada, looking at feedback from Canadian employers, and reviewing international skills frameworks. This work resulted in the launch of the Skills for Success framework in May 2021.

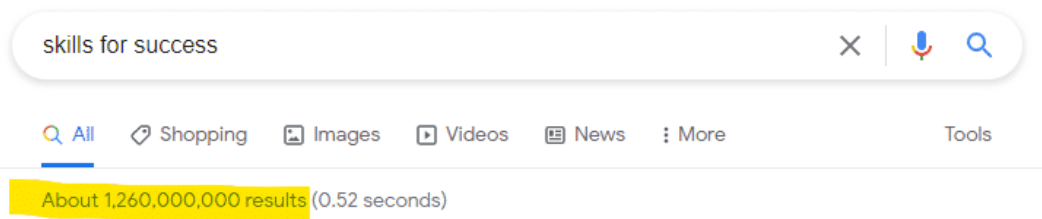
### **The research tells part of the story.**

But our world has also changed a lot since 1994. Let's explore some of these changes.

Over time, how we interact with information has changed.

Today, we have more information available to us than ever before.

When we search on Google, we may get over a **billion** results.



But no one needs a billion results.

So, we have to filter the information.

We must identify what is **relevant** and **meaningful** – and what is not.

We must consider the **trustworthiness**, **accuracy** and **quality** of each source.

This requires new skills.

We also have a growing variety of informational sources.

Just look at the apps on your phone or tablet. News, social media, books, maps, weather and podcasts – all in the palm of your hand!



This can help us feel informed and connected.

But it also introduces online safety and security challenges that require new skills to navigate.

**And new technology changes how we work.**

Cars, cash registers, computers – as new technology emerges, it changes our workplaces.

Today, advancements like **automation** and **artificial intelligence** are allowing workplaces to use machines to complete routine tasks. This changes the type of work available for people. Some jobs will be eliminated. Some jobs will change. Other, new jobs will be created.

*The following five fields are at highest risk of automation, according to the Canadian Council of Aboriginal Business.*



**Retail**

Jobs in this category include:

- retail store workers
- grocery store workers
- drug store or convenience store workers
- gas station attendants
- car dealerships and auto repair shops



**Construction**

Jobs in this category include:

- construction workers
- maintenance and repair workers
- general contractors
- structural/civil engineers
- specialty trade workers (e.g. masons, painters, electricians)





### **Administration**

Jobs in this category include:

- office administrators
- facility managers
- employment services



### **Food service & Accommodation**

Jobs in this category include:

- fast food and restaurant workers
- hotel, motel or other accommodation workers
- housekeeping services
- hunting and fishing camps
- recreational vehicle park/campground operators



### **Warehousing & transportation**

Jobs in this category include:

- warehouse and storage facility workers
- freight truckers
- public transportation workers
- passenger transportation workers (air, rail, water systems)
- postal workers and couriers

As workplace automation increases, workers in these fields (and others) may need to **improve upon their skills** or **develop new skills** in order to find work.

Another impact of these technological advancements is that **social-emotional skills** are now in **greater demand** in the workplace, since they cannot be easily replaced by machines!



**Video: Skills Over Time, by Blair Bellerose**

[Unit 5 – Skills over time – YouTube.com](#)<sup>25</sup>

**Transcript:** In 1994 the Canadian Government  
In the interest of economic development  
Partnered with nations from around the world  
To survey populations on their literacy skills  
When they looked at the results out of 23 countries  
Canada was average on the IALS survey  
(Somewhere in the middle)

Almost 50% were under level 3  
The recommended level for Literacy  
(And that got us thinking about it)

Then 9 years later in 2003  
There's a new survey on adult literacy  
Seven countries this time participated  
Canada was one; can you guess how we rated?  
Somewhere in the middle of the pack once again  
But take a closer look and you start to see change  
(6% fewer below level 3)

So Canada decided to continue to invest  
In Essential Skills and as they say the rest  
Is history  
(and that brought change)

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<sup>25</sup> <https://www.youtube.com/watch?v=onD9ZHeuR2M&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=3>

Well change started coming, back in 1994  
And projects got funded as we understood more  
Scores started rising and we built new tools  
With the help of employers and literacy groups  
Fast forward now to 2021  
We have a new model and we're moving along  
(Ongoing change)

A new skills model called Skills for Success  
And the good news is Canada continues to invest  
(That's a good thing)



**Blair Bellerose** is a Métis, Cree and Dene singer/songwriter/guitarist, and the founder of Midnight Sparrows, Blair's solo musical project. Midnight Sparrows plays guitar driven hard rock that combines elements of classic rock, power pop and old school heavy metal. Midnight Sparrows' debut album, *Rock & Roll City* (released in 2020), has been nominated for a Native American Music Award and has been receiving radio play all across North America and beyond.

Hot on the heels of *Rock & Roll City*, Midnight Sparrows released its much-anticipated follow-up, *Born in the City* in November 2022. Produced and written by Bellerose, *Born in the City* is a six-song rocker that will make you believe that the magic of rock & roll still exists and its power is as strong ever. The title track, *Born in the City*, is one of Blair's most personal songs to date reflecting his lived experience of urban Indigeneity. Having lived, worked and studied in the urban Aboriginal community his entire life, this is a subject that Blair is very passionate about even writing his recent Master's thesis on the ways in which government policies impact urban Indigenous non-profit organizations. *Born in the City* defiantly challenges the notion that living in a city renders one's Indigeneity as inauthentic.

Identified as Métis his entire life, Blair is now also a proud member of Fort McKay First Nation thanks to a successful, women-led challenge to the Indian Act which allows for greater gender equity in passing on Indian status through the maternal family line, though Blair also proudly retains his Métis identity.

## Essential Skills (1994) to Skills for Success (2021)

Many years of research and the rapidly changing world make it clear that we need different skills now than we did in 1994. So, what are the differences between *Essential Skills* and the *Skills for Success*?

Essential Skills (1994)	Skills for Success (2021)	
Reading	Reading	
Writing	Writing	Reading, writing and numeracy skills remained the same. Basic literacy skills continue to be important in work, learning and life.
Numeracy	Numeracy	
Document use		Document use was your ability to understand and use different types of documentation (charts, schedules, blueprints, etc.)  Now, this is embedded within the reading, writing and numeracy skills (reading a blueprint; writing or drawing a blueprint; understanding measurements on a blueprint).
Computer use	Digital	Technology has changed since 1994. Being skilled at using a computer is no longer enough.  Digital skills include the ability to use a wider range of digital devices and platforms, as well as online safety considerations.
Thinking	Problem Solving	Thinking already included finding information, critical thinking and decision making, so this skill was really just re-named.
Oral communication	Communication	Oral communication changed in recognition of additional elements of good communication, such as body language and listening.
Working with others	Collaboration	Working with others was expanded. Collaboration now includes working with others, but it also involves inclusivity and respect for diversity.
Continuous learning	Adaptability	Adaptability is a new skill. But it incorporates principles of continuous learning in its components.

## Creativity & Innovation

Creativity & Innovation is a new skill. This reflects employers putting more emphasis on the importance of creativity and innovation in the workplace.

### Impact of our skills

Research shows us that our skills have an impact at many levels.

<b>Individually, people with higher skills:</b>	<b>Organizations with appropriately-skilled workers see:</b>	<b>Nation-wide:</b>
<ul style="list-style-type: none"> <li>•respond to change in a more positive way</li> <li>•have better well-being, health and safety</li> <li>•are unemployed less often and find jobs more quickly</li> <li>•have higher wages</li> </ul>	<ul style="list-style-type: none"> <li>•higher productivity</li> <li>•higher worker morale</li> <li>•more collaboration between workers</li> <li>•more company-wide innovation</li> <li>•an easier time recruiting and keeping workers</li> <li>•fewer health and safety issues</li> <li>•better ability to respond to change</li> <li>•better ability to remain competitive, locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>•increasing the literacy skills of all Canadian workers by 1% would result in a 3% increase to Canada's gross domestic product (GDP)</li> <li>•helping Canadians improve their skills improves the quality of life across the country</li> </ul>



## **Marlon's Story**

Marlon Weekusk is an Indigenous photographer, videographer, streamer and content creator from the Onion Lake Cree Nation, located on Treaty 6 Territory in Saskatchewan.

Specializing in Indigenous media and content creation, Marlon (or Marmar as he is known on social media) uses his digital skills, communication skills and creativity & innovation skills to share Indigenous culture and positivity with his communities, locally and online.



As an advocate for increasing Indigenous Presence in online spaces, Marmar uses his platform as a space for people to gather, learn and have fun.

And with over 35,000 followers across his social accounts, he is online most days posting content to Twitch, TikTok, Facebook, and/or Instagram!

**Question: Content creation takes a lot more work and technical ability than many people realize. How did you develop your digital skills?**

**Marlon:** From a young age I always had an interest in technology. The internet was relatively new when I was growing up and people loved it! I learned quickly that there are two types of people on the internet: people who consume and people who create. You can be both, but it's important to be wary of the type of content you consume.

I was curious about how things work and how we can use the internet to express ourselves. Early on, sites like YouTube and Reddit taught me a lot and inspired me to pursue my ideas and my thoughts. Content creation was an expression of myself – from Photography to video works. I never thought I would make a career out of it. Being able to tie that in with being Indigenous gave me the opportunity to be unique and expressive in my own way.

**Question: Speaking on camera also requires significant communication skills. Can you tell us a little about your experience building those skills?**

**Marlon:** To be completely honest I love being behind the camera, not in front of it. Like a lot of people, I deal with insecurities so making content puts me in a constant state of

being uncomfortable. You know the saying “when you are uncomfortable, that’s when you learn something new about yourself”? Well, if that’s true, then I guess I’m constantly learning!

With that being said, I do get compliments about how well I speak. I don’t always see it when I analyze myself – to be honest, I’m pretty critical of my own skills. But it really comes down to practice and self-reflection. I do a lot of live broadcasting where I speak my mind and play video games. My audience asks me a lot of questions and I try to stay truthful and entertaining. After every stream there is a lot of self-reflection on the conversations I had with my audience and things I wish I had said or could have said. I think this mentally prepares me for the next stream.

**Question: If you could share something with the career practitioners who are taking this course, what would you say about how to navigate our changing world?**

**Marlon:** I feel like in today’s day and age – the “digital era” – technology and tools keep advancing and we must adapt and use these technologies for our benefit. One thing I notice with my generation and the generations before me, is that when something new comes out we don’t always try to learn. Therefore, we get left behind.

A lot of people and communities need encouragement to adapt and grow in spaces where we currently lack Indigenous Presence. When I got into content creation – streaming, YouTube videos, etc. – I had no role models in the space that were Indigenous. I feel like the digital space and careers in the content creation space needs to increase for Indigenous youth and adults. It’s truly a space where we can learn and develop skills that allow us to occupy and carry forward our stories in digital forms whether that’s Indigenous animation, movies, video games, etc.

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Learn more about Marlon’s work or connect with him on his [website](http://www.marmarphotography.ca)<sup>26</sup> or [social accounts](https://linktr.ee/MarmarGTV)<sup>27</sup>.



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<sup>26</sup> <http://www.marmarphotography.ca>

<sup>27</sup> <https://linktr.ee/MarmarGTV>



## Improving skills, improving lives



### **Brandon**

As a coach, witnessing the impact of helping someone improve their skills is incredibly fulfilling. Seeing their growth and progress fills me with joy, knowing that they are on their way to reaching their goals. Not only do they acquire new skills, but their confidence and self-belief soar. Helping someone improve their skills empowers them to tackle challenges with newfound confidence.

As their skills grow, doors open to new opportunities – at home and in the workplace. The ripple effect of this growth extends beyond the individual, positively influencing the people they live with, work with and spend time with.



### **Jasmin**

I also love seeing the benefits that result from someone building their skills. In the workplace, as employees develop and refine their skills, they become more efficient in their roles, leading to increased productivity and higher-quality work. There are fewer safety-related accidents and injuries. And, the boost in confidence that comes from building one's skills contributes to positive work environment, where team members are more willing to collaborate, share ideas, and take on new challenges.

The continuous development of skills also encourages a culture of learning within an organization. It encourages workers to seek growth opportunities and stay ahead of industry trends. This makes them better at their job now – and prepares them for the future. Ultimately, helping someone build their skills helps them grow, succeed and thrive.



## **Congratulations!**

You have reached the end of Unit 5.



### **Reflection**

Now that you have completed the fifth unit, consider the following:

In your own experience, how have the skills you need changed over time?

What skills do you see becoming increasingly valuable in your own community or workplace?

What value does the Skills for Success framework bring to your community?



# Unit 6: Skill Assessments



## **Jasmin**

In this unit we will look at skills assessments, and how we measure our skills.

Assessments sound scary, but they don't have to be. Skills assessments aren't tests that we have to study for. They are simply tools that help us identify what someone can do and what their strengths are, at a given point in time. Then we can build a plan from there.

Right, Brandon?



## **Brandon**

Yes! And it's important to understand that skill assessments are just one part of the skill building process. It's a starting point so that you can help someone work toward their goals.

There are many ways to assess someone's skills. It's all about figuring out the best approach for each person you work with.

## **Unit Objectives**

By the end of the unit, participants should be able to:

1. Recognize the purpose and value of skills assessments
2. Describe the types of skill assessments
3. Describe how skill assessments can be used

## Why do we assess the Skills for Success?

Think about taking a journey. First, you must know where you're starting from. Skill assessments provide that starting point.

Skill assessments measure someone's ability to complete real-life tasks. And the results help us understand the skills they have, right now – at a specific point in time. This includes both their **skill strengths** and their **areas for skill development**. Then, we can use this information to help participants meet their goals.



### Jasmin

Skill assessments are different from academic assessments.

Academic assessments focus on subject knowledge. For example, how much you know (or can remember) about chemistry or music.

But skill assessments simply describe someone's skill levels, at the time of the assessment. You don't study for them, and they don't measure knowledge or intelligence.

To me, skill assessments are a tool that helps participants build upon their understanding of themselves.

### Skill assessments are useful in many contexts.

Coaches can use assessments as a starting point for career exploration/planning conversations.

- They can help clients better understand their own skills.
- Employers can use them to screen someone's skills for a specific job.
- Organizations can use them to confirm that someone has the skill levels required for success in a technical training course or education program.

Basically, skill assessments can help people meet their goals – whatever those goals may be.

## Skill loss

All nine Skills for Success are learnable. Everyone can improve their skills when given the tools, resources and time to practice. But we can also lose our skills.

The primary reason for skill loss is **lack of use**.

Skills need practice to stay sharp. So, to avoid skill loss, we must use our skills regularly. It is natural that our skills ebb and flow over time, based upon the tasks that we complete most regularly. You might use some skills every day, at home or in your community. You might use other skills only at work. That's fine. It doesn't matter where you use them – as long as you use them!

This is another reason that skill assessments are useful. As mentioned above, skill assessments measure our skills at a specific point in time. By understanding our current skills, we can choose paths that leverage our skill strengths and make plans to build upon any skills that need development.



## Five Steps

There are five recommended steps for conducting a skill assessment. Each step should involve an **open, honest conversation** between the person giving the assessment (e.g. a Skills Coach or educator) and the person taking the assessment (e.g. a participant or client).

You want to make sure the person taking the assessment understands **why they are taking it** and **what it will tell them**. Without the participant's buy-in, skill assessments are largely ineffective.

1

### Identify the purpose.

Before conducting a skill assessment, you must understand your participant's

goals. Ask yourself: how will the assessment help my participant?

For example, if someone is looking for a new job, a skill assessment might help them identify opportunities that match their skill set. Or, if they want to apply to a program that requires specific skill levels, an assessment could help identify their skill strengths and/or which skills they need to build before applying.

2

### **Choose the type of assessment.**

There are many types of skill assessments. Some questions to ask yourself, when choosing the best option for your participant:

- How comfortable is your participant with taking tests?
- Have they done a skill assessment before?
- Is there budget to purchase an assessment tool, or should you stick with cost-free options?
- Which assessment will provide the best information, to help your participant meet their goals?

3

### **Prepare your participant.**

It is important that your participant knows what to expect from the assessment process. Discuss the format of the assessment. If they are nervous, provide a few sample questions and work through them together, before they take the assessment.

Take the time to ensure your participant is fully bought-in. It is critical that they understand why they are taking the assessment and what value it will provide. If someone does not believe that the results will be valuable, it will influence their results.

4

### **Administer the assessment.**

Different types of assessment look quite different to administer.

Formal assessments are typically conducted on a computer and require a quiet, private space. Less formal options can be administered online or with a pen and paper and can often be completed in a casual meeting between you and your participant.

The most important thing is to make sure your participant is comfortable, and in a good state of mind to complete the assessment.

5

### **Debrief the results.**

Review the assessment results yourself. Then, schedule a conversation to discuss the results with your participant.

Remember to link the results back to the original purpose for taking the assessment. The results, on their own, do not mean a lot. We need to use the context of why the assessment was taken to make meaning of the results. Identify what you know now, after the assessment, that you didn't know before.



### **Using skill assessments**



Hi, I'm Marlin Ratch and I have worked in the areas of career counselling and education support since 1996. I spent many years working for Metis Nation BC in their employment and training department. That is where I gained an appreciation of the enormous advantage of helping individuals build Skills for Success so that they can achieve success. I am also a Journeyperson/Red Seal Endorsed Cook and currently work for SkilledTradesBC as an Apprentice Advisor and advocate for continued use of Skills for Success in apprentice preparation.

Skill assessments facilitate incremental, individual improvements in peoples' skills. No

matter where you are, you can always improve your skills. And taking an assessment with a specific goal in mind can help identify which skills someone needs to build – right now – to meet this goal.

For example, I have had the opportunity to work with a collection of Indigenous groups to build Essential Skills Programming. Running several programs designed to utilize Essential Skills as a base for additional training was key to their success. This must all start with assessment and through that assessment we have a roadmap to specific skills needing support and often a few “ah-ha” moments for participants when they see those results. This moment is often crucial to begin the map for the individuals learning.

Skill assessments aren’t intended for a “generalized” approach where you help someone improve every skill at the same time. It’s about finding out where someone’s skills are right now, compared to the skills they need to meet their goal, so you can help them build the specific skills to help them meet this goal. You can always have someone complete another assessment later, to focus on a new goal and different skills. We don’t need to do everything at once!



### Cultural relevance of skill assessments

Skill assessments have largely been developed using Western knowledge, to measure and describe skills through a Western lens. But these assessments share intention with many principles of Indigenous Knowledge.

**“Two-Eyed Seeing** encourages that we learn to see from one eye with the best in the Indigenous ways of knowing and from the other eye with the best in the Western (or mainstream) ways of knowing and, moreover, that we learn to use both these eyes together, for the benefit of all.” -Elder Albert Marshall, Mi’kmaq (in Bartlett et al., 2015, p. 283)

The [\*First Peoples Principles of Learning\*](https://www.fnesc.ca/first-peoples-principles-of-learning/)<sup>28</sup> – articulated by Indigenous Elders, scholars and knowledge keepers – set out nine principles that seek to outline common teaching and learning approaches across Indigenous contexts (First Nations Education Steering Committee, 2006).

The principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

When we approach skill assessments with an eye toward the holistic, experiential, generational and exploratory nature of learning, we see how these assessments can support well-being through learning.

We see the value that skill assessments place on self-reflection and hands-on experience. We see the personal and communal narratives that emerge in the stories of peoples' skills. We see the important role that context, tradition and history have on peoples' skills. We see the impact of patience, practice and time.

And with these principles in mind, we can use skill assessments to assist our learners in discovering and developing their strengths in a sensitive, meaningful and collaborative way.



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<sup>28</sup> <https://www.fnesc.ca/first-peoples-principles-of-learning/>



## Self-Assessment

With self-assessments, **participants rate their own skills** as accurately as they can. This typically involves providing a list of real-life tasks and asking them to reflect on their ability to complete those tasks.

Self-assessments are not tied to any formal metrics. They measure someone's impression of their own abilities – there are **no “right” or “wrong” answers**. This type of assessment can be used for **all nine skills**.



### Allen

As a Skills Coach, I've used all sorts of skill assessments. I've learned that starting my participants out with a self-assessment is a great way to begin the skill-building process. A self-assessment gives the participant complete control over the assessment process and is usually considered to be non-intimidating. It's basically a guided reflection.

Self-assessments provide enough information to begin a skills discussion. They are user-friendly, available in several formats and can provide a general overview of someone's strengths.

### Try it: self-assessment

Complete the following exercise to get a feel for self-assessments.

*Below are seven statements. Each statement describes a reading task. Select the response (Yes, Somewhat, No) that best describes your ability to complete that task.*

	Yes	Somewhat	No
Read and understand familiar names, words and simple sentences.			
Scan a short document, such as an email, memo or bulletin, and understand its meaning.			

Read and follow directions on a product label (e.g. on a prescription bottle).			
Read a paragraph to find a key piece of information.			
Read and correctly follow written instructions (such as a recipe or job assignment).			
Read several short documents, such as brochures or newspaper articles, to find new information (e.g. reading about a travel destination before a trip).			

*This exercise is based on a longer [Reading Self-Assessment](#)<sup>29</sup>, which could be used by employers, career practitioners or educators to help someone assess their skills.*

Self-assessments can be an attractive option because they are easily shared, administered, scored and customized. They can be used digitally, or in person.

And, because they are based on personal reflection, individuals who have had negative experiences with test-taking in the past may be more comfortable with self-assessments than with more formal skill assessment options.

However, it is important to note that people may over- or under-rate their abilities. How someone rates their skills is impacted by both their skill abilities and their self-confidence. The other forms of assessment can provide a more neutral skill rating.



## Informal Assessments

Informal assessments are more structured than self-assessments. They involve **completing tasks** or **responding to task-based questions**.

Where a self-assessment can only provide a general sense of someone's skills, an informal

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<sup>29</sup> [https://www.canada.ca/content/dam/canada/employment-social-development/services/jobs/training/initiatives/skills-success/tools/reading-self-assessment/reading\\_self\\_assessment.pdf](https://www.canada.ca/content/dam/canada/employment-social-development/services/jobs/training/initiatives/skills-success/tools/reading-self-assessment/reading_self_assessment.pdf)

assessment can identify someone's **approximate skill levels**. There are many types of informal assessments. Let's look at three types.

1

### **Observational assessments**

Participants complete a task while being watched by a trained observer. The observer rates the participant's skills by comparing the participant's behaviour to industry standards, or other pre-determined metrics.

These can be helpful in workplace training programs and certification contexts to assess whether someone's skills meet a minimum standard.

2

### **Performance-based assessments**

Participants respond to multiple choice questions that have correct/incorrect answers. This typically involves reviewing a document or image to find relevant information, then using that information to answer the question.

These can be helpful to assess the changes in someone's skill levels over time. They can also be used as practice for formal assessments, or in situations where funding to purchase a formal assessment is unavailable.

3

### **Situational judgement tests**

Participants read a scenario and select how they would respond from a list of possible responses. Alternately, participants may be asked to rank all responses in order from most effective, to least effective.

These assessments can be used to evaluate how someone might make decisions or behave in the workplace (or in another specific setting).

Informal assessments are highly customizable. They take time and effort to develop and administer, but they provide richer feedback than self-assessments.

Because the results can identify someone's approximate skill levels, informal assessments

can help participants better understand their skill strengths and areas for skill improvement. They can also help participants build an awareness of their skills that goes beyond their own personal opinions and perceptions.

The [Skills for Success website](#)<sup>30</sup> includes a collection of informal assessment tools. And the [Customizable Outcomes Measurement and Skills Assessment](#)<sup>31</sup> (COMSA) tool is an interactive platform that helps you build customized skill assessments.



### Formal Assessments

Formal assessments are the most structured type of skill assessment. What makes them stand out is that formal assessments are **scientifically validated** by research. This means the results **reliably reflect** the test taker's **skill levels**.

They must be administered by a designated provider and typically involve a series of questions that have correct/incorrect answers. They require more preparation and should be completed in a distraction-free environment.

Currently, formal assessments exist for **reading, numeracy** and **problem-solving skills**. Research is underway to create reliable, scientifically validated assessment tools for the other skills.

### Try it: Formal assessment

Complete the following exercise to get a feel for formal assessments. This question measures the ability to read a document and locate specific information.

*The question below is from the Skills for Success Assessment tool (S4SA) – this tool was formerly called the Workplace Essential Skills Assessment (WESA).*

Read the product label and answer the question that follows.

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<sup>30</sup> <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html?category=Individual&type=Assessment>

<sup>31</sup> <https://measurement.srdc.org/>

### Nutrition Facts

Per single 250 mL serving

Calories	<b>70</b>	Dietary Fiber	<b>1g</b>
Fat	<b>3g</b>	Sugars	<b>2g</b>
Saturated Fat	<b>0.5g</b>	Protein	<b>3g</b>
Trans Fat	<b>0g</b>	Potassium	<b>50mg</b>
		<b>% Daily Values</b>	
		Vitamin A	<b>4%</b>
Cholesterol	<b>15mg</b>	Vitamin C	<b>2%</b>
Sodium	<b>890mg</b>	Calcium	<b>1%</b>
Total Carbohydrates	<b>8g</b>	Iron	<b>3%</b>

How much sodium in there in a single serving?

- 50mg
- 890mg
- 2g
- 3g

International literacy assessments such as IALS (1994), ALLS (2003), and PIAAC (2012) are examples of formal assessments.

In Canada, the Essential Skills Group Inc. (ESG) is the leading administrator of online skills assessments. The [ESG website](https://www.essentialskillsgroup.com/web-applications/)<sup>32</sup> offers descriptions and links to dozens of formal, online skill assessments that can be used in the workplace.

### Formal assessments are used in high-stakes situations.

“High-stakes” means that the situation requires someone to have a specific skill level to be successful. For example:

- Employers use them to screen applicants for jobs.
- Educational institutions use them to screen students for program admission.
- Service providers use them to ensure participants are prepared for agency-funded training programs.
- Workplaces use them to provide evidence of skill gain when someone completes a

<sup>32</sup> <https://www.essentialskillsgroup.com/web-applications/>

training program.



### **Allen**

Formal assessments are most often used in situations where a pre-determined skill level is required. They can be useful because they provide scientifically validated results for high-stakes situations.

For example, some educational programs use formal assessments as part of their application process. And, some employers use formal assessments to recruit for positions that require a very specific set of skills.

I know my employer likes to use them to demonstrate the effectiveness of programs I deliver. Participants take the formal assessment before and after they complete the program, and we can use their scores to calculate skill-gain. This is helpful when applying for program funding.

### **After the assessment**

Skill assessments give us information about someone's current skill levels.

As we learned at the beginning of this unit, we should always identify the purpose of using a skill assessment. The purpose helps us decide which type of assessment will be most helpful. And the purpose helps us make meaning of the results.

So, after your participant has completed an assessment, it's time to look at the results, consider what they mean and create a plan for what comes next.

This begins with a conversation.

### **Debriefing**

No matter which skills assessment your participant completed, you should discuss the results shortly afterward. We call these discussions a "debrief".

**First**, check-in with the participant:

- **How did they feel when they completed the assessment?**

*Assessment results can be skewed by a number of factors, so always check-in with the test taker prior to debriefing their results.*

- **How are they feeling about it today?**

*If a client is nervous, remind them that assessment results are simply a starting point. They do not reflect intelligence or personal worth.*

- **Review the purpose for taking the assessment.**

*Skill assessments are most valuable within the specific context they are used, so framing the debrief around this purpose can help ground the conversation.*

**Second**, discuss the results:

- **Describe the participant's skill levels, according to the assessment results.**

*It is important to use positive language. Remember, Skills for Success is an asset-based framework. Skill proficiency levels are a description of what someone can do, using their skills.*

- **Develop a plan for next steps.**

There are two possible results:

1. The participant already has the skill levels they need.
2. The participant will need to improve their skill levels.

Both of these are good outcomes!

Either way, we have information that we didn't have before. We can use this information to co-create a specific, customized plan to help our participant reach their goals.

**Try it: choosing a skill assessment**

In this activity, imagine that you are a career coach. You have two clients who are seeking support.

*Select a skills assessment for each person (suggested answers on page 142).*

**Client 1: Dakota****Background**

You have been working with Dakota for over a year. Together, you have done a lot of career exploration.

**Currently**

Dakota works as a general labourer. They love the work and want to pursue additional training. Recently, Dakota found a funding opportunity that would allow them to participate in a Carpentry Foundations program.

They want to apply for the funding, but are slightly worried whether they have good enough math skills for the program. The program requires at least level 3 numeracy skills.

**What factors would you consider when choosing a skill assessment for Dakota?**

*Select all that apply.*

- ☐ contributes to understanding of one's skills
- ☐ least intimidating option
- ☐ helps prepare the test-taker for formal assessments
- ☐ provides a scientifically validated skill level for reading, numeracy or problem solving
- ☐ can be completed quickly and easily
- ☐ shows one's own perception of their skills
- ☐ useful in high-stakes situations

**Based on these factors, which type of assessment would you choose?**

- ☐ Self-assessment
- ☐ Informal assessment



- Formal assessment

**Client 2: Mikom****Background**

Mikom used to be an administrator in his band office. But he took a few years off to raise his young children.

**Currently**

Now that his children are a bit older, Mikom wants to go back to work – but he is very nervous. He is worried that he has been out of the workplace for too long and that he has no relevant skills.

Mikom also isn't sure what kind of jobs to apply for. He liked his previous job, but didn't love it. He tells you that he might be interested in trying something different, but doesn't know where to start.

**What factors would you consider when choosing a skill assessment for Mikom?**

*Select all that apply.*

- ☐ contributes to understanding of one's skills
- ☐ least intimidating option
- ☐ helps prepare the test-taker for formal assessments
- ☐ provides a scientifically validated skill level for reading, numeracy or problem solving
- ☐ can be completed quickly and easily
- ☐ shows one's own perception of their skills
- ☐ useful in high-stakes situations

**Based on these factors, which type of assessment would you choose?**

- Self-assessment
- Informal assessment
- Formal assessment

## **Congratulations!**

You have reached the end of Unit 6.



### **Reflection**

Now that you have completed the sixth unit, consider the following:

How would you decide what type of skill assessment would be the best fit for someone you are working with?

Share your experience taking an assessment, was it a positive or negative experience? Why?

What are some assessments you have used in the past for yourself or participants you have worked with? What type of assessment were they?

## Unit 6: Activity Answers

### Choosing a skill assessment (page139)

#### Client 1: Dakota

For Dakota, here are the primary factors we would consider:

- ☐ contributes to understanding of one's skills
- ☐ least intimidating option
- ✓ **helps prepare the test-taker for formal assessments**
- ✓ **provides a scientifically validated skill level for reading, numeracy or problem solving**
- ☐ can be completed quickly and easily
- ☐ shows one's own perception of their skills
- ✓ **useful in high-stakes situations**



#### Jasmin

In my opinion, a formal assessment would provide the best information for Dakota.

Their goal is to participate in the Carpentry Foundations program, which requires level 3 numeracy skills. This is an example of a high-stakes situation.

A formal assessment will build Dakota's understanding of their skills by identifying their scientifically-validated numeracy proficiency level.

Then, once we know Dakota's numeracy level, we can either complete the funding application – or help them build their numeracy skills before applying.

It's all about making sure someone has the skill levels they need to be successful!

## **Client 2: Mikom**

For Mikom, here are the primary factors we would consider:

- ✓ **contributes to understanding of one's skills**
- ✓ **least intimidating option**
- ☐ helps prepare the test-taker for formal assessments
- ☐ provides a scientifically validated skill level for reading, numeracy or problem solving
- ✓ **can be completed quickly and easily**
- ✓ **shows one's own perception of their skills**
- ☐ useful in high-stakes situations



### **Jasmin**

In my opinion, a self-assessment would be the best option for Mikom!

It will help Mikom build an understanding of his skills in a quick and easy way.

And, because self-assessments are based on personal perception, they can be less intimidating than other assessment types.

At this stage, it sounds like Mikom needs help exploring his options and building his confidence. A self-assessment provides a good starting point for both of these things. They are also a good way to get to know a new client!



# Unit 7: Skills for Success Resources



## **Jasmin**

Continuous learning is essential when working with skills, because as we learned in the previous unit, our skill levels are always changing. And this applies to both learners and practitioners!

Since the rollout of Skills for Success in 2021, many resources and tools have been introduced that can help us remain up to date. In this module we will explore some of the many resources that can help you apply the Skills for Success framework.



## **Brandon**

As you move through this unit, you will notice that some of the resources we have chosen to include were originally created to support the Essential Skills model and still use the former nine skills. For example, they may reference “oral communication” instead of “communication” and “computer use” instead of “digital” skills, and so on.

These tools are still useful today, but they do require some translation to be used alongside the new Skills for Success framework. We will discuss this as we move through the module.

Practitioners need a versatile toolkit to guide learners in exploring and developing the Skills for Success. Depending on your role at work and/or in your community, you might use these resources to:

- learn more about Skills for Success
- identify and assess learners’ skills



- design skill-building training programs and learning plans
- create job descriptions
- explore career options, based upon a person's skills

This unit highlights a wide selection tools and resources – some of them were developed specifically for Indigenous learners, while others are more generic.

And, because of the many ways to apply the Skills for Success, some resources may be more relevant to your work than others. At the end of the unit, we provide a list of additional resources that may be of interest. We encourage you to build your own resource toolkit and share what you find with other practitioners.

### Unit Objectives

By the end of the unit, participants should be able to:

1. Recognize tools and resources that can help you apply the Skills for Success to your work.
2. Identify the Skills for Success within occupational profiles.



### The Skills for Success website

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

The Skills for Success website has lots of information and can be an ongoing resource for anyone using the framework.

It includes the skill definitions and components that we saw in Unit 2: The Literacy Skills and Unit 3: The Social-Emotional Skills. It provides additional details about the proficiency and complexity levels that we learned about in Unit 4: Proficiency & Complexity. And it offers many resources that go beyond this course.

The website can help both practitioners and learners strengthen their understanding of the nine skills.

### **Video: Navigating the Skills for Success website**

[Navigating SFS website – YouTube.com](#)<sup>33</sup>

**Transcript:** The Skills for Success website has the tools to help you, and the people you work with, become familiar with the Skills for Success.

On the homepage, the *Getting Started* section has three links. You can “Learn about the skills” by clicking that link, then scrolling down to a list of all nine skills. These are expandable panels. Click any one of them and the panel opens revealing a definition and a description of why that skill is important.

Below those panels, you will find a list of one-minute videos introducing each skill. You could use these definitions and videos to introduce the skills to people you work with. Or, you could use the skill videos provided in units two and three of this course.

Back on the homepage, you can access a database of additional Skills for Success resources via the Skills assessment link or the Skills training link. Both take you to the same database, but the database will be pre-filtered for assessment tools or training tools, depending which link you clicked on. The resources available here include self-assessment exercises, mobile apps, training programs, and more.

The next section on the homepage has a grey background. On the right is an important link. This goes to the components and proficiency levels. When you scroll down, each skill is listed, with expandable panels for the components and proficiency levels. For example, the components for Adaptability include “Demonstrate responsibility”, “Persist and persevere”, “Regulate your emotions”, and so on. When you expand the “Demonstrate responsibility” panel, you can see that this component includes focusing your attention, managing your time, and so on.

Just below are the proficiency levels. When we expand the Intermediate level, we can see that a person at this level should be able to adapt, stay positive, persist and manage their emotions despite moderate stress.

The Skills for Success website has lots to offer to organizations, career practitioners and job seekers. It can be found at: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

## **First Nations, Inuit and Metis Essential Skills Inventory Project**

<https://fimesip.ca/>

The First Nations, Inuit and Metis Essential Skills Inventory Project (FIMESIP) was developed by the Canadian Career Development Foundation (CCDF) between 2011 and

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<sup>33</sup> <https://www.youtube.com/watch?v=2hzpvnf0D98&list=PLJ5XZoefhSoOF4qf4JNR7pMVsyVHptHA&index=14>

2018.

The work was a partnership between: the Canadian Career Development Foundation (CCDF); Employment and Social Development Canada's Office of Literacy and Essential Skills; the Assembly of First Nations; the Métis National Council; and the Inuit Tapiriit Kanatami.

Together, these groups created an **online inventory of Literacy and Essential Skills resources** focused on Indigenous participants. This project was created to support the *Essential Skills* model and is no longer being updated, but the resources remain valuable for practitioners using the Skills for Success.

Resources include:

- [12 Markers of Promising Practice](#)<sup>34</sup>, which describe "evidence-based best practices in literacy and essential skills programming for First Nations, Inuit, and Métis learners".
- a [project assessment guide](#)<sup>35</sup>, to help practitioners measure the effectiveness of their Indigenous skill-development programs.
- detailed [case studies](#)<sup>36</sup> and a [project inventory](#)<sup>37</sup> of Indigenous skill-development projects across the country.

## SkillPlan

<https://skillplan.ca/>

SkillPlan is a BC-based organization that provides workforce development services across North America, with a focus on **apprentices and journeypersons in skilled trades**.

This organization offers programs and services for:

- Employers & workplace trainers (through custom skill-building program design)
- Skills for Success Practitioners (through their Professional Development Framework)
- Learners (through their Build Your Skills Learning Hub and Mentorship program)

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<sup>34</sup> <https://fimesip.ca/markers-of-promising-practice/>

<sup>35</sup> <https://fimesip.ca/program-self-assessment/>

<sup>36</sup> <https://fimesip.ca/case-studies/>

<sup>37</sup> <https://fimesip.ca/project-inventory/>



Skills for Success Practitioner resources include self-assessment tools, practitioner guides, webinars, a training and certification inventory, and an extensive digital resource library.

### ABC Life Literacy Canada

<https://abclifeliteracy.ca/>

ABC Life Literacy Canada is a non-profit organization that equips adult Canadians with the skills needed to succeed in all aspects of life by creating and distributing **free skill development tools** and advocating for the importance of upskilling.

The ABC Life Literacy Canada website links to many skill-building programs and services across the adult learning sector.

It offers free, downloadable workbooks and worksheets for all nine Skills for Success.

And it offers a nation-wide search tool, to help practitioners and learners locate programs and services in their area.

### UP Skills for Work

<https://upskillsforwork.ca/>

UP Skills for Work is one of ABC Life Literacy Canada's programs. It helps adult learners develop **employability and life skills** in two ways:

1. By offering free, downloadable workbooks and online courses for learners.
2. By providing free workshop templates for practitioners in their communities.

Workbook and workshop topics include all nine of the Skills for Success, as well as affiliated topics such as motivation, attitude, accountability, time management, and more.

Programs and materials are designed for maximum flexibility and accessibility, including a new series of materials for learners with diverse abilities. Topics in this new series include Adaptability: Self-regulation and Communication: Understanding social cues.

## Skills/Compétences Canada

<https://www.skillscompetencescanada.com/en/>

Skills/Compétences Canada is a pan-Canadian organization that promotes **careers in skilled trades and technology**.

This organization focuses its efforts primarily on youth and young workers, but the Skills for Success resources available on the website are broadly applicable.

The Skills for Success section of the website (located under “Programs & Initiatives”) offers:

- downloadable workbooks for each of the nine skills
- a video series on how each of the nine skills are used in skilled trades
- a number of pre-designed activities that educators can use to explore the Skills for Success in relation to specific trades (e.g. cooking, electrical installations, hairstyling, masonry, etc.)

Skills/Compétences Canada has also developed a **Skills for Success Mobile Assessment App**.

The app includes a description of the Skills for Success, profiles of numerous trade and technology careers, and an informal assessment for each of the nine Skills for Success.

The app can be downloaded on iOS and Android devices.

## Copian Library

<http://library.copian.ca/>

Copian Library is digital library that allows users to search for and access various **literacy publications**. The organization ceased uploading new materials in 2015, however the catalogue contains many Essential Skills resources that remain valuable.

One resource we want to highlight is the Readers’ Guide to Essential Skills Profiles (2010). The Readers’ Guide is a supplementary resource that supports the use of Essential Skills Occupational Profiles (which we will discuss later in this unit).

## Occupational Profiles

Occupational profiles are documents created by Canadian researchers that provide descriptions of the job duties and required skills for a particular occupation or job. Some profiles include additional information such as recommended certifications or educational requirements, details about the common working environment, etc.

Practitioners can use this information to help clients explore career options and to help them know what to expect when looking for work in a particular field.

We will look at three types of occupational profiles:

1. Occupational and Skills Information System (OaSIS) Profiles
2. National Occupational Classification (NOC) Profiles
3. Essential Skills Profiles

### Occupational and Skills Information System (OaSIS) Profiles

<https://noc.esdc.gc.ca/Oasis/OasisWelcome>



The Occupational and Skills Information System (OaSIS) is Canada's newest occupational profile resource. This website provides a comprehensive framework of the skills, abilities, personal attributes, knowledge and interests for over 900 different occupations.

OaSIS profiles do not (yet) provide specific Skills for Success information, but they are an excellent resource for career practitioners.

These occupational profiles include:

- **NOC Code:** At the top of each profile, you will find the five-digit NOC code, followed by a brief description of the job.
- **Overview:** The Overview tab shows additional job titles and a brief summary of the main tasks that a person in this position is likely to perform.

- **Work Characteristics:** The Work characteristics tab describes the typical working environment for this occupation. This includes:
  - *Work Activities* and their complexity level, on a scale from 1 (low complexity) to 5 (high complexity). Unfortunately, these complexity levels are not aligned with the Skills for Success task complexity metrics.
  - *Work Context*. For example, how many hours a week does someone in this profession typically work? How physically demanding is the job? How often does someone in this profession interact with others?
- **Skills & Abilities:** On the Skills and Abilities tab, you will find a detailed list of the competencies required for the occupation. This section is divided into Abilities, Skills, and Personal Attributes.
  - *Abilities*: innate and developed aptitudes that facilitate the acquisition of knowledge and skills to carry out expected work.
  - *Skills*: developed capabilities that an individual must have to be effective in a job, role, function, task or duty.
  - *Personal Attributes*: personal characteristics developed through social context and personal experiences. These qualities influence the way one is and does things and are considered valuable assets for work performance.

Again, the proficiency and complexity levels here are not (yet) aligned with the Skills for Success levels, but they may become more closely linked as work on these profiles continues.

- **Interests:** The Interests tab tells us what type of person might be most interested in this job. The interests are based upon a typology called Holland Codes. In this system, there are six interests: Realistic; Investigative; Artistic; Social; Enterprising; Conventional. All OaSIS profiles have up to three interests assigned to them.
- **Employment Requirements:** The Employment requirements tab lists any educational credentials, certifications, or other training programs or knowledge recommended or required for individuals wishing to work in this occupation.
- **Skills for Success:** This tab is under development. Stay tuned for updates regarding integrations between the Skills for Success model and OaSIS.



The Oasis Profiles are full of helpful information, they don't match the Skills for Success framework exactly, you'll need to connect the dots by reviewing and pulling out the nine skills. You might find skills that relate to the nine Skills for Success in different parts of the profile, like the Overview, Work Characteristics, or Skills and Abilities tabs.

For example, in the Work Characteristics tab, you'll see "Communication with Persons Outside Organization". This could involve **Communication**, **Writing**, or even **Reading** skills. In the Skills and Abilities tab, you'll find **Adaptability** and **Collaboration**. Even though Skills for Success considers these skills instead of personal attributes, it still helps to understand the skills needed for a particular occupation.

You'll also find skills like **Problem Solving** in the Abilities section, where "Problem Identification" is listed. Verbal Ability links to **Communication**, and Written Comprehension is tied to **Reading**. The nine skills show up everywhere!

With a bit of practice, you'll spot the Skills for Success throughout the Oasis profiles. I encourage you to take a look at a few profiles and see for yourself!

-Brandon

## National Occupational Classification (NOC) Profiles

<https://noc.esdc.gc.ca/>

### 72310 – Carpenters

Carpenters construct, erect, install, maintain and repair structures and components of structures made of wood, wood substitutes, lightweight steel and other materials. They are employed by construction companies, carpentry contractors, and maintenance departments of factories, plants and other establishments, or they may be self-employed. Apprentices are also included in this unit group.

Profile	Breakdown summary
<p><b>Example titles</b></p> <p><a href="#">Index of titles</a></p> <ul style="list-style-type: none"> <li>Apprentice carpenter</li> <li>Carpenter</li> <li>Carpenter/signer</li> <li>Finish carpenter</li> <li>Journeyman/woman carpenter</li> <li>Maintenance carpenter</li> <li>Metal framer – carpentry</li> <li>Renovation carpenter</li> <li>Rough carpenter</li> <li>Stair builder-carpenter</li> </ul> <p><b>Inclusions</b></p> <ul style="list-style-type: none"> <li>Log home builder</li> </ul> <p><b>Main duties</b></p> <p>This group performs some or all of the following duties:</p> <ul style="list-style-type: none"> <li>Read and interpret blueprints, drawings and sketches to determine specifications and calculate requirements</li> <li>Prepare layouts in conformance to building codes, using measuring tools</li> <li>Measure, cut, shape, assemble and join materials made of wood, wood substitutes, lightweight steel and other materials</li> <li>Build foundations, install floor beams, lay subflooring and erect walls and roof systems</li> <li>Fit and install trim items, such as doors, stairs, moulding and hardware</li> <li>Maintain, repair and renovate residences and wooden structures in mills, mines, hospitals, industrial plants and other establishments</li> <li>Supervise apprentices and other construction workers</li> <li>May prepare cost estimates for clients.</li> </ul> <p><b>Employment requirements</b></p> <ul style="list-style-type: none"> <li>Completion of secondary school is usually required.</li> <li>Completion of a three- to four-year apprenticeship program or a combination of over four years of work experience in the trade and some high school, college or industry courses in carpentry is usually required to be eligible for trade certification.</li> <li>Trade certification for carpenters is compulsory in Quebec and available, but voluntary, in all other provinces and the territories.</li> <li>Trade certification for framers is available, but voluntary, in Saskatchewan.</li> <li>Red Seal endorsement is also available to qualified carpenters upon successful completion of the interprovincial Red Seal examination.</li> </ul> <p><b>Additional information</b></p> <ul style="list-style-type: none"> <li>Progression to supervisory positions is possible with experience.</li> <li>The Red Seal endorsement allows for interprovincial mobility.</li> </ul>	<p><b>Broad occupational category</b></p> <p><a href="#">7 – Trades, transport and equipment operators and related occupations</a></p> <p><b>TIER</b></p> <p>2 – Occupations usually require a college diploma or apprenticeship training of two or more years, or supervisory occupations</p> <p><b>Major group</b></p> <p><a href="#">72 – Technical trades and transportation officers and controllers</a></p> <p><b>Sub-major group</b></p> <p><a href="#">723 – Technical construction trades</a></p> <p><b>Minor group</b></p> <p><a href="#">7231 – Carpenters and cabinetmakers</a></p> <p><b>Version</b></p> <p>NOC 2021 Version 1.0</p>

The National Occupational Classification (NOC) is Canada’s system for categorizing occupations. The NOC played a significant role in the development of the OaSIS Profiles.

The NOC website hosts Canada’s largest collection of up-to-date occupational information, with over 40,000 job titles. These jobs are categorized into broad occupational categories based upon the kind of work performed.

NOC Profiles are updated every five years and use numeric codes for different occupations. In 2021, the NOC classification moved from using a 4-digit system to a 5-digit system.

## Essential Skills Profiles

<https://www.jobbank.gc.ca/essentialskills>

Labour market information

### Explore careers by essential skills

Search for an occupation

carpenter (72310) [See list of all profiles](#) [Search](#)

**Essential skills profile**

This profile contains a list of example tasks that illustrate how each of the 9 essential skills is generally performed by most workers in this occupation. The levels of complexity estimated for each task are ranked between 1 (basic) and 5 (advanced).

**You can use this profile to:**

<b>Find a job</b>	Write your resume and prepare for job interviews
<b>Plan your career</b>	Determine which career may best suit you based on your skill set
<b>Manage your workforce</b>	Write job postings, assess employee performance and develop training

Find out more about this occupation

For more information on this occupation, look at the related job profile. It provides information on prevailing wages, job prospects and other skill requirements.

[Look up job profile](#)

**Carpenters(7271)**

Carpenters construct, erect, install, maintain and repair structures and components of structures made of wood, wood substitutes and other materials.

- Reading
- Document use
- Writing
- Numeracy
- Oral communication
- Thinking
- Digital technology
- Additional information

[Source: Literacy and Essential Skills – ESQCI]

The Skills for Success are still relatively new. So, occupational profiles for this framework are still being developed.

However, there are many Essential Skills Occupational Profiles that were developed to support the previous, Essential Skills, model. And, although the nine skills have shifted and these profiles now require some translation, they still offer valuable information.

Each profile lists sample tasks for an occupation, organized by Essential Skill. And each task includes a complexity rating. These profiles include the (now outdated) 4-digit NOC codes and, unfortunately, the

codes are not expected to be updated to the new 5-digit NOC system.

### **Video: Navigating Essential Skills Profiles**

[Essential Skills Profiles – Youtube.com](#)<sup>38</sup>

**Transcript:** The Job Bank website has an Essential Skills page. There, you can keyword-search any occupation. Or you can click “See list of all profiles” and browse for the profile you want.

When you type in a keyword, it shows all the related occupations. For example, there’s ‘carpenter’, and many variations on ‘carpenter’. When you select one, and click Search, you’re taken to that profile.

Here you see the Essential Skills listed for that occupation. If we expand one of those skills – Writing – we can see that carpenters need to write certain things. Reminders and short notes, comments in forms and schedules, and they might have to add details to estimate sheets.

Next to each item, we see a number in brackets. This is the task’s complexity level. You can see that the writing tasks a carpenter does are only at levels one and two. By contrast, if we open the Reading panel, we see that some of the reading tasks are at levels three and four. Likewise, some carpenter tasks require levels three and four Numeracy.

An Additional Information panel describes how carpenters work a lot with others and need to keep upgrading their knowledge. The page also includes a brief overview of what carpenters do, generally.



### **Using Occupational Profiles**

Coreen is an Indigenous Career Development Practitioner with the Okanagan Training & Development Training Council in British Columbia. She oversees programs and services in two areas: Vernon and West Kootenays.

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<sup>38</sup> <https://www.youtube.com/watch?v=OWyaCVMA1Yo>Navigating



### Coreen

OaSIS and the Essential Skills Profiles can be a good starting point for career planning conversations. These profiles give lots of specific examples of job-related tasks and the skills required to be successful at those tasks.

So, if someone meets with me, and they have a dream job in mind, we can open up the profile for that job and look at how their current skills match-up with the job requirements. We discuss their transferable experiences and mark the job requirements that they already meet. Then, if needed, we can co-create a plan to help them improve upon specific skills for the tasks that they might not be ready for yet.

It's not just about helping someone understand what a job requires. It's also about helping them build confidence in their skills, and helping them visualize the path that will take them where they want to go.

Role	Use Occupational Profiles to:
<b>Career Coach</b>	<ul style="list-style-type: none"> <li>• Help clients identify the skills required for an occupation</li> <li>• Help clients explore occupations that suit their skill strengths</li> <li>• Help clients understand how skills are used in the workplace</li> <li>• Help clients articulate their transferable skills</li> </ul>
<b>Workplace Trainer/Educator</b>	<ul style="list-style-type: none"> <li>• Help learners set goals to develop their skill levels, based upon occupational skill requirements</li> <li>• Design learning plans to help learners achieve their skill development goals</li> <li>• Design curricula to help employees meet workplace skill requirements</li> <li>• Help employers understand occupational skill requirements</li> </ul>
<b>Employer</b>	<ul style="list-style-type: none"> <li>• Develop clear Job Descriptions</li> <li>• Identify skills to look for when hiring</li> <li>• Develop effective job screening tasks, based upon the skills required for the job</li> <li>• Identify potential candidates to fill positions</li> <li>• Support workers in promotions and job transitions</li> </ul>
<b>Job Seeker</b>	<ul style="list-style-type: none"> <li>• Research the skills required in different occupations</li> <li>• Identify occupations that align with skill strengths</li> <li>• Compare own skills to occupational skills requirements</li> <li>• Relate skills taught in school to the workplace</li> </ul>



Role	Use Occupational Profiles to:
	<ul style="list-style-type: none"> <li>Prepare for job searching, creating a resume, interviews, etc.</li> </ul>

## Additional Tools & Resources

The Training Group at Douglas College has developed a comprehensive Skills for Success Tools & Resources Guide, which includes the resources mentioned in this unit and many others. This electronic document contains direct links to websites and specific learning tools, organized by the skill(s) addressed.

Due to the ongoing nature of the work to translate former Essential Skills resources into Skills for Success resources, this document is updated regularly.

The Guide can be found on the [Douglas College Training Group website](#)<sup>39</sup> (scroll to the bottom of the page and click on the image of the PDF).

Through the development of this course, we have also had resources recommended to us by project partners and pilot participants. Some of these are more directly applicable to the Skills for Success than others, but they all involve Indigenous populations and learning.

- Inventory of [projects funded through the Skills for Success Program](#) (filter by *Target audience*: Indigenous).
- [Adventures of Small Number](#): a collection of math and numeracy-based short stories and animated films, narrated in the following languages: Blackfoot, Cree, English, French, Gitksan, Halq'eméylem, Heiltsuk, Hul'q'umi'num', Huu-ay-aht, Nisga'a, Sliammon, Spanish, Squamish, and Wet'suwet'en.
- [Course and program design materials](#) centered upon Indigenous Ways of Knowing, collected by the Taylor Institute for Teaching and Learning at the University of Calgary.
- [Indigenous Corporate Training Inc.](#): an organization that provides training and resources on working effectively with Indigenous peoples, founded by inherited Chief, author and master trainer Bob Joseph.
- Gord Downie & Chanie Wenjack Fund: an organization that aims to build cultural

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<sup>39</sup> <https://www.douglascollege.ca/programs-courses/training-group/skills-successessential-skills/skills-success-douglas-college-0>

understanding and reconciliation across Canada. The organization's website offers an extensive [resource list](#) and suggestions for [selecting suitable Indigenous learning resources](#).

## **Congratulations!**

You have reached the end of Unit 7.



## **Reflection**

Now that you have completed the seventh unit, consider the following:

Which of the Skills for Success tools and resources have you have found helpful?

How will you use them with people in your community?

Did you find any of the resources particularly helpful? How might you introduce these resources to others?



# Unit 8: Wrapping Up



## **Brandon**

Congratulations on making it to the end of this course! In this final unit, we will look at how you can apply the Skills for Success to your own professional context.

There are so many ways to use the Skills for Success. For example, they can guide conversations about career exploration. They can help learners identify and describe their transferable skills. They can help with hiring and recruiting. The possibilities are endless.



## **Jasmin**

And at the end of the unit, we will re-visit the course's learning outcomes and look at how to continue your Skills for Success journey.

## **Unit Objectives**

By the end of the unit, participants should be able to:

1. Describe how the Skills for Success framework can be applied by career practitioners, educators and employers.
2. Identify opportunities to continue learning about the Skills for Success, beyond this course.

## There are many ways to apply the Skills for Success

As we learned in Unit 5: Evolution & Impact of the Skills for Success, today's jobs require higher skills than many Canadians have.

International literacy surveys show that more than 40% of Canadians have level 1 or 2 literacy skills – but many Canadian jobs require higher literacy skills. And employers are expressing the need for stronger social-emotional skills among their employees due to changing workplace demands.

The Skills for Success framework exists to address these gaps. And anyone who works with people can use this framework to support their work.

- **Career practitioners, mentors** and **coaches** can use the Skills for Success to help people identify their current skills, to create plans that help people develop their skills and to guide career exploration or job search activities.
- **Educators** and **workplace trainers** can use the Skills for Success to build curriculum, learning tools and training plans that help people improve their skills.
- **Employers, managers** and **human resources personnel** can use the Skills for Success to identify the skills they are looking for in employees – for instance, when writing job descriptions or conducting interviews.

In this unit we will look at concrete examples of how each of these groups can apply the Skills for Success. And current practitioners will share their own stories about using the Skills for Success in their work.



## Career Practitioners

Career Practitioners wear many hats; they are coaches, guides, mentors, cheerleaders, advocates, and more.

They also have many job titles: Career Development Practitioner, Career Coach, Career Advisor, Career Counsellor, Employment Specialist, Employment Consultant, Job Developer, Workforce Development Specialist, etc.

But regardless of job title, career practitioners are ultimately invested in the workplace

success of their clients – and Skills for Success can contribute to that success.

### **A personal example**



*Coreen is an Indigenous Career Development Practitioner with the Okanagan Training & Development Training Council in British Columbia. She oversees programs and services in two areas: Vernon and West Kootenays.*

#### **Coreen**

Hello, my name is Coreen Jenner and I'm an Indigenous Career Development Practitioner. I work with Indigenous peoples in the Okanagan Valley in British Columbia, through the Okanagan Training and Development Council.

As a Career Practitioner, I always want to make sure the people I work with are making decisions based on their needs, their goals and their dreams. The Skills for Success help guide this process.

I love helping participants explore jobs they are interested in. We do this through one on one conversations where I ask lots of questions and really get to know their interests and their strengths.

Through these conversations, I help them identify what skills they really like to use. Then we can make a list of what jobs might be a good fit for those skills.

Often, we will look at job requirements together, and compare the requirements for a job they want to their current skills. Sometimes I have participants do informational interviews with employers. These conversations can help participants gain an even better understanding of what skills are needed for the job they want. I have found that many employers emphasize communication, teamwork, creativity and problem-solving.

If a participant needs to develop their skills, we can create a plan. If they need technical training or certifications, we can explore their options.

My primary goal is to break down a big task like "career development" into smaller, more manageable steps. We work together to create a plan that is both realistic and exciting. When they walk out the door, I want them to feel ready to take the next step in their journey.

## Using Skills for Success

Coreen's story outlines some of the ways career practitioners use the Skills for Success to help learners or clients. Here are some additional opportunities:

- **Help clients understand their existing skills.**
  - Inform clients about the importance of all nine Skills for Success.
  - Administer skill assessments and debrief the results.
  - Co-create a skill development plan and provide skill-building tools and resources to help them build their skills.
- **Help clients identify their transferable skills.**
  - Coach clients to articulate how they currently use each of the nine skills in their daily lives.
  - Help clients align those life experiences with the skills and experiences required in the workplace.
- **Help clients explore career options.**
  - Use occupational profiles to search for jobs that are a good fit for their current skill levels.
  - Use occupational profiles to identify job prospects, based upon the skills required for future jobs.
- **Help clients create strong resumes and apply for jobs.**
  - Use occupational profiles to select industry-appropriate language and examples to include on a resume.
  - Help clients understand job requirements by breaking down the Job Description tasks into the skills required to complete those tasks.
- **Prepare clients to participate in a workplace training and/or educational programs.**
  - Administer skill assessments and debrief the results.
  - Co-create a skill development plan and provide skill-building tools and resources to help them build their skills.

## **Educators**

“Educators” is a broad term, encompassing people with many job titles. Here we use it to denote anyone whose job involves supporting the learning of others.

Here are a few ways educators can employ their Skills for Success knowledge:

### **Employee training**

Educators can use the Skills for Success to develop employee onboarding, training and/or employment transition programs. By understanding of how each of the nine skills are commonly used within their workplace or industry, educators can:

- assess new and existing employees’ current skills
- create measurable training plans that incorporate all nine skills at appropriate levels of complexity
- design workplace-specific assessment tools to measure skill development of employees over time

### **Resource creation**

When an educator can effectively identify which skills are used to complete tasks, they can design tools and resources that target specific skills for development. This is even more powerful when they can identify the task complexity level and associated proficiency level required to complete workplace tasks.

Many existing, publicly accessible Skills for Success tools and resources are not industry-specific. But an experienced educator can adapt a generic resource and leverage it within their specific context to help workers build their skills in specific, meaningful ways.

Skill-building resources could include printable checklists, mentorship and coaching programs, online training content, interactive skill-building workshops, and more!

### **Skill assessment and coaching**

Finally, an educator who can identify which skills are needed to complete tasks can use this ability to select and/or design skills assessments to measure workers’ skills. By evaluating workers’ current skills, educators can identify skill gaps within specific teams or across the organization.

This can lead to multiple positive outcomes. Educators can coach workers to build their skills to the necessary levels. They can coach managers on how to identify and address

skill gaps within their own teams. They can work with human resources to improve hiring practices and ensure new employees meet a minimum skill proficiency threshold.

And through all of this, they can track individual and organizational skill gains over time, based upon training program participation and resource creation and use.

### **A personal example**



*Marlin has worked in Indigenous career counselling and education support since 1996. He is a Journeyperson/Red Seal Endorsed Cook. Currently, Marlin works for SkilledTradesBC as an Apprentice Advisor.*

#### **Marlin**

Hi, it's Marlin again. In addition to using skill assessments to help people reach their goals, I have also used the Skills for Success to prepare individuals for job interviews.

For instance, one project involved working with employers to create industry-specific pre-interview training programs for interested applicants. Using materials, documents, and procedures as a development base for the learning materials ensured Essential Skills (now Skills for Success) would be the key focus. Additionally, the participants had a real-world connection in the training. This allowed for the best, focused approach in preparing participants for employment or training.

My cousin was a participant in one of these programs. As a young man he did not find much success with the secondary education system, as it did not fit his learning style. The program, in culinary arts, was designed with a two-part process. The first half of the day focused on the Essential Skills, all based specifically on culinary arts. It provided assessment, exercises, interpersonal skills, confidence, and tools. The second part of the day involved using those skills in a real kitchen training environment. This combination helped him, and other participants, fill in the gaps and complete the program successfully.

My cousin eventually got employment in the field and now, 12 years later, runs a restaurant as head chef in a busy tourist location in Alberta. Something I don't think he ever saw himself doing.

The immediate outcome of these programs was that people got jobs. But what's great about helping people build their skills is that those skills are continuously up-gradable and



transferable. So, it's really about equipping people with the skills they need to make choices about their future.

## Employers

Employers, and others with responsibility for hiring and/or managing workers, can also apply the Skills for Success.

When an employer, business owner, manager, or human resources professional can effectively identify which skills are used to complete tasks, they can use this knowledge to create better job descriptions, interview questions, and other job-related materials.

This has two benefits:

1. Job applicants understand which skills are required for a position and can decide to apply and/or tailor their application accordingly.
2. Hiring personnel can more effectively screen applicants based upon the skills and skill levels required to be successful in the position.

And, hiring personnel who have a strong understanding of the Skills for Success are better able to see how an applicant's unique skills and experiences could apply to the roles and responsibilities of the job. This can help identify which skills someone already has and which skills they might need additional training on, once hired.

## A personal example



*Sandra's company is Bear Image Productions. Her team developed the "Discover the Skills for Success" video in Unit 1, the nine skill introduction*

### Sandra

Ey Swayel, my traditional name is Í:lhót and my given name is Sandra Bonner-Pederson. I am a member of the Tzeachten First Nation and Owner/Operator of Bear Image Productions, a video production company established in 2002 located on the Tzeachten First Nation. We have produced a variety of videos for the First Nation in this area, and across Canada.

My company does video production. So, I'm always looking for people who want to put their creativity and innovation skills to use. A person can go a long way in this field with a creative mind. I need employees who can make every project come alive.

Digital skills are equally important. People on my team must

<p><i>videos in Units 2 and 3, and the "Skills over time" music video in Unit 5.</i></p>	<p>keep up with changing technology. Also, Communication and Collaboration. Team members must be able to communicate their ideas and collaborate with each other when on a location shoot. And if things go wrong while filming, adaptability and problem solving are critical to make sure we stay on schedule and on budget.</p> <p>When I hire new team members, I use the Skills for Success to determine a person's suitability for the job. So, if you get a job interview at my company, be prepared to provide me with some great examples. Tell me about a time you were creative or innovative. Describe how you solve problems and how you communicate with others.</p> <p>If someone came to an interview prepared to share stories about how they've used each of the nine Skills for Success previously, I think that would be a great starting point.</p>
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### How will you apply the Skills for Success?

Below are examples of some of the many ways the Skills for Success can be used.

*Mark the ways you might use the Skills for Success, based on your role at work, at home or in your community.*

- ☐ Help people assess their current skill strengths.
- ☐ Help people set skill development goals.
- ☐ Co-create skill development plans to help people achieve their skill development goals.
- ☐ Help people identify the skills and proficiency levels needed to get their dream job.
- ☐ Develop industry-specific training tools and resources to help people improve their skills and workplace performance.

- Identify specific skills and skill levels for recruiting, hiring and/or training new workers.
- Help people learn to describe their transferable skills.
- Continuously using and improving upon your own skills.

## Learning and growth

In Unit 1, we outlined six learning outcomes that describe what you, the participant, should be able to do by the end of this course:

1. Describe the nine Skills for Success.
2. Discuss the origins and value of the Skills for Success.
3. Explain the purpose and applications of skill assessments.
4. Locate and identify Skills for Success tools and resources.
5. Use Occupational Skills Profiles to identify Skills for Success.
6. Describe how your knowledge of the Skills for Success can be applied.

## Reflection

Now that you have reached the end of the course, take a moment to reflect upon how your knowledge has grown.

Describe a situation in your personal or professional life where you could apply the Skills for Success framework.

How can you use your understanding of the Skills for Success to mentor or support others in your community? Share a potential scenario or plan that incorporates Indigenous knowledge and practices.

## What's next?

Now that you have completed the Indigenous Skills for Success Journey, where will your path take you next?

### Continue learning

If you want to continue developing your Skills for Success knowledge, Douglas College offers a ***Skills for Success Practitioner Certificate***. The program includes six courses and is designed to balance theoretical and interactive learning.

1. Introduction to the Skills for Success  
or Indigenous Skills for Success Journey
2. Skills for Success Methodology and Task Analysis
3. Skills for Success Assessments, Interpretation and Application
4. Creating a Skills for Success Portfolio
5. Bridging the Gap: Enhancing Skills for Success
6. Skills for Success Work Experience Study

For more information please see Douglas College's [Skills for Success Practitioner Training website<sup>40</sup>](https://www.douglascollege.ca/programs-courses/training-group/skills-for-success/skills-for-success-practitioner-training-certificate).

### How are you going to celebrate?

Now that you have completed this course, we encourage you to pause, reflect and celebrate. This will look different for everyone, but here are a few suggestions from previous participants on how you might acknowledge your accomplishment:

"I will be celebrating with my daughter. We have found a new game called "Bananagrams" and it is a great way to practice Skills for Success. Connecting with her, hearing her wisdom and sharing my success is how I connect with this knowledge." – pilot participant, June 2023

"I'm going to celebrate by seeing if I can take the next step and complete the full Skills for Success practitioner certificate program. I'm also going to paint my hand drum, because I've been waiting for the completion of this course to do so." – pilot participant, June 2023

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<sup>40</sup> <https://www.douglascollege.ca/programs-courses/training-group/skills-for-success/skills-for-success-practitioner-training-certificate>

## **Congratulations!**

You have reached the end of this course.



### **Jasmin**

Congratulations on making it to the end of the course!

I love seeing people invest in themselves. And I love celebrating accomplishments like this.

I hope you can use what you've learned in your own life, learning and work. And I hope you can share what you've learned with others.



### **Brandon**

It has been a pleasure accompanying you on this journey.

And I hope that you take a moment to acknowledge the time, energy and effort it took to get here. An important part of learning is pausing to reflect and celebrate what you have accomplished.



### Thank you

We want to take a moment to thank the many, many individuals, communities and organizations who brought this journey to life.

So, thank you again to the Project Advisory Committee, Bear Image Productions and PaintedStone and Learning Associates for your ongoing contributions to this project.

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And, finally, we want to extend a thank-you to everyone who participated in a pilot session for this course. The generosity with which you gave your time and feedback is so appreciated.

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INDIGENOUS SKILLS FOR SUCCESS JOURNEY

# Learning Tools



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# Adaptability

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is adaptability?

The Office of Skills for Success defines adaptability as:

Your ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.



## Reflection

There are many tasks that require adaptability.

Check off the adaptability tasks that you can confidently complete.

- ☐ Follow directions to adjust an existing process.  
*For example, using a new form or template in the workplace.*
- ☐ Take responsibility for managing time to meet deadlines.  
*For example, prioritizing tasks based on deadline.*
- ☐ Adjust plans when faced with an unexpected change or setback.  
*For example, finding a new way to get to work after missing the bus.*
- ☐ Manage feelings and emotions when faced with an unexpected change.  
*For example, remaining calm and positive after missing the bus.*
- ☐ Adjust goals when provided with new information.  
*For example, adjusting to unexpected course training dates.*
- ☐ Continue pursuing goals when faced with an unexpected change.  
*For example, completing a certificate despite it taking 6 extra months.*

Look at the tasks you did not check off. We call these your “skills to build”.

## How do you use your adaptability skills at home and/or at work?

[illegible]

When you arrive for work, you discover that all of the social activities have been cancelled for the day as you are short staffed. Many of the Elders are quite disappointed. Your supervisor suggests that you figure out something to brighten the residents day.

[illegible]

# Activity One: Review

## Skills Coach suggestions:

- **Ask a few of the Elders to come up with an idea and oversee the activity. This will let you focus on your regular responsibilities.**
- **Post a list of movies and play times and oversee the start of each movie.**
- **Ask your co-workers to help cover some of your job tasks so you have time to host an activity.**

If your answer isn't the same that doesn't mean it's wrong! There are so many ways to demonstrate adaptability.

A strong answer to this question includes one or more ideas to set up and run activities that requires minimal time on your part so you still have the ability to complete your regular tasks. Alternately, you could reduce the time it takes to complete your tasks so you are able to host an activity.

This is an entry-level adaptability task. To adapt effectively you want to stay positive and follow standard processes to make sure your regular tasks are completed. This requires balancing usual priorities while thinking of time efficient ways to run activities.



# Activity Two

A new policy at the Elder Care Home requires all Healthcare Aides to fill out a log sheet when delivering toiletries and other common items to residents. The purpose of the log sheet is to help keep track of inventory, so that the Care Home can order more supplies when inventory gets low.

**Your current routine is:**

1. Check in with each resident throughout your shift and ask whether they need any items.
2. Record any requests in the Notes app on your phone.
3. Collect all of the requested items.
4. Deliver items to residents at the end of your shift.

Unfortunately, you keep forgetting to complete the log sheet.



**Suggest one or two ways that you could adapt your current routine to help you remember to complete the log sheet, below.**

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## Activity Two: Review

### Skills Coach suggestions:

- Set a reminder on your phone for 15 minutes before the end of your shift to complete the log sheet.
- Carry a copy of the log sheet with you when you check in with residents throughout your shift and record their requests right on the log sheet.
- Ask one of your co-workers to remind you about the log sheet.



If your answer isn't the same as the Skill Coach answer, that doesn't mean it's wrong! There are many possible ways to adapt your routine.

A strong answer to this question includes one or more ideas about how to adapt your current routine noting the specific actions to be taken.

This is an intermediate-level adaptability task because it requires making an ongoing adjustment to a well-established routine. Habitual behaviours can be difficult to change and this can cause a degree of stress which will lessen as you learn to adapt to a new process.

### Importance of Adaptability skills

Changes brought about by technology and other factors affect how you work, live, and learn and requires constant adaptability. Building adaptability skills will help you to deal effectively with change, manage stress, learn new skills and stay focused on goals and responsibilities not giving up when life gets challenging. For more information on Adaptability visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

### How can you continuously improve your adaptability skills?

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# Collaboration

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is collaboration?

The Office of Skills for Success defines collaboration as:

Your ability to contribute and support others to achieve a common goal.



# Reflection

There are many tasks that require adaptability.  
Check off the adaptability tasks that you can confidently complete.

- ☐ Work on a task with a small group of people, whom I know.  
*For example, plan a meeting with your work team.*
- ☐ Be respectful and cooperative, when working on a task with others.  
*For example, listen to everyone’s ideas and be respectful.*
- ☐ Discuss different perspectives with others, without creating conflict.  
*For example, share your opinion without expecting everyone to agree.*
- ☐ Work on a task with a small group of unfamiliar people.  
*For example, plan a PD event with co-workers from different departments.*
- ☐ Work on a task with people from different cultures and/or backgrounds than your own.
- ☐ Work on a task with a large group of people.  
*For example, organize a community event with several different organizations and businesses.*
- ☐ Adjust your work approach to include the strengths of others.  
*For example, adjust your own contributions to the group.*
- ☐ Discuss, negotiate and resolve difficult interactions respectfully.  
*For example, help a diverse group reach a decision by consensus.*

Look at the tasks you did not check off. We call these your “skills to build”.

## How do you use your collaboration skills at home and/or at work?

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# Activity One

You work at a shop in your band's Resource Centre.

Your co-worker, Mark, has been busy organizing a merchandise display for an upcoming sale. He has lots of experience setting up these displays.

Halfway through the day, Mark tells you that he needs help and asks whether you have any experience setting up displays. You do not.



**Which of the following responses show that you are willing to collaborate with Mark on this task?** *(Select all that apply)*

☐ Ask Mark what he needs help with and follow his directions.

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☐ Tell Mark that you haven't set up sales displays before, but you're eager to learn.

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☐ Offer to start by working on the displays that Mark has already started and tell him that you will let him know if you have questions.

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☐ Tell Mark that since you have no experience with this task, you cannot help.

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# Activity One: Review

## Skills Coach Answer:

**The first three responses demonstrate a willingness to collaborate:**

- Ask Mark what he needs help with and follow his directions.
- Tell Mark that you haven't set up sales displays before, but that you're eager to learn.
- Offer to start by working on the displays that Mark has already started and tell him that you will let him know if you have questions.



The last response option, 'Tell Mark that since you have no experience with this task, you cannot help' does not show a willingness to collaborate. This response shuts down Mark's request and leaves him to complete the task on his own.

The Skills for Success has three levels of complexity, or difficulty, for collaboration tasks: entry, intermediate, and advanced.

This is an entry-level collaboration task. To demonstrate collaboration in this situation, you must be willing to engage with a single person whom you know well. Asking questions, following directions, being open to learning, and offering to try out the new task all show that you are open to collaborating with Mark.



# Activity Two

You are volunteering at a drum making workshop as part of the festivities to celebrate National Indigenous People's Day.

There were supposed to be four volunteers running this workshop, but unfortunately one person is sick and can no longer attend.



**Which of the following actions demonstrate collaboration?** *(Select all that apply)*

☐ Have a discussion with the other two volunteers about how to divide up the responsibilities so the workshop can be run by three people, instead of four.

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☐ Cancel the workshop.

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☐ Suggest that everyone take turns throughout the day, covering the absent person's portion of the workshop.

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☐ Find an additional volunteer who can help run the workshop and train them on what to do.

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## Activity Two: Review

### Skills Coach Answer:

- **Discuss with the other volunteers: how to divide the responsibilities so the workshop can be run by three people, instead of four.**
- **Suggest that everyone take turns throughout the day, covering the absent person's portion of the workshop.**
- **Find an additional volunteer who can help run the workshop and train them on what to do.**



Cancelling the workshop does not demonstrate collaboration. This response avoids the problem, rather than working with the people available to collectively build a solution.

This is an intermediate-level collaboration task. To demonstrate collaboration in this situation, you must be willing to engage with multiple people whom you may not know well. You may also need to take on a leadership role within the group and help organize or train others.

### Importance of Collaboration skills

The collective nature of many Indigenous communities' places emphasis on collaboration. Individuals bring their strengths and identities contributing to collaboration to complete tasks and achieve common goals.

Today's workplaces are becoming more diverse and many jobs require you to work with others from different backgrounds and cultures to complete tasks, solve problems and achieve a common goal. Collaboration helps us to perform in a team so others feel valued and supported. Strong collaboration skills help individuals to manage difficult interactions and contribute thoughts and ideas in a respectful way.

For more information on Collaboration visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

### How can you continuously improve your collaboration skills?

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# Communication

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is communication?

The Office of Skills for Success defines communication as:

Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.





# Reflection

There are many tasks that require communication.

Check off the communication tasks that you can confidently complete.

- ☐ Speak in familiar situations, about predictable topics.  
*For example, discuss plans for a weekend fishing trip with uncles.*
- ☐ Share information clearly.  
*For example, tell your supervisor what time you will be at work.*
- ☐ Pay attention when other people are speaking.  
*For example, actively listening to what is being said and asking questions to confirm your understanding.*
- ☐ Adjust your language and tone depending on who you are speaking to.  
*For example, use basic words when speaking to children.*
- ☐ Speak in unfamiliar or unpredictable situations.  
*For example, respond to questions when giving a group presentation to people you don't know.*
- ☐ Speak to large groups of people.  
*For example, leading a large group tour.*
- ☐ Recognize cultural influences on communication style.  
*For example, in some cultures making eye contact is a sign of respect and a way to indicate that you are actively listening. In other cultures, it is more respectful to avoid direct eye contact.*
- ☐ Pay attention to nonverbal communication cues and body language.  
*For example, if someone steps back when you are speaking you might want to give them more personal space.*

Look at the tasks you did not check off. We call these your “skills to build”.

**How do you use your communication skills at home and/or at work?**

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# Activity One

Today is your first day working in the kitchen at a restaurant in your community.

You and another community member are being trained by the Kitchen Supervisor.

The Supervisor is describing the restaurant's safety procedures and pointing out the fire exits.



**What can you do to show that you are paying attention?** *(Select all that apply)*

☐ Position your body to face the Supervisor and/or look at them while they are speaking.

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☐ Try not to interrupt the kitchen supervisor while they are speaking.

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☐ Nod your head to indicate that you understand what they are saying.

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☐ Turn to look at the fire exits as they are pointed out.

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☐ Once the kitchen supervisor has finished speaking, ask questions about anything that was unclear.

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## Activity One: Review

### Skills Coach Answer:

**All of these actions demonstrate that you are paying attention.**

If you didn't select all of the options, that's okay too. Everyone has different communication styles. The options included above are simply some of the most common forms of body language that people use to indicate attention. And there are probably many other ways you could show that you are paying attention in this situation!

The Skills for Success has three levels of complexity, or difficulty, for communication tasks: entry, intermediate, and advanced.

This is an entry-level communication task because it simply requires listening to information, in a small group. You may not need to speak much, but, listening is just as important as speaking when it comes to effective communication.



# Activity Two

You are part of a flagging team working on a remote section of highway that is under construction.

During the Site Supervisor's morning safety meeting, a very loud piece of machinery started up.

You heard everything that was said, but you are concerned that some of your co-workers may not have been able to hear the Supervisor clearly.



**Who should you speak to about your concerns and what would you say to each person you speak to?**

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## Activity Two: Review

### Skills Coach Suggestions:

There are multiple people you could speak with.

#### 1. Your co-workers

- Ask whether they were able to hear what was being said during the meeting.
- If they did not, either tell them what you heard, or suggest that they speak with the Site Supervisor to make sure they know the important details for the day.

#### 2. Site Supervisor

- Let them know that the background noise made it difficult to hear during the safety meeting
- If your co-workers said they missed a lot of the information, suggest that the Site Supervisor call an additional meeting to review the information.

#### 3. The Machinery Operator/Site Supervisor:

- Ask whether heavy machinery can be left off during the safety meetings.



If your answer was different than these suggestions, that doesn't mean it's wrong! A strong answer to this question involves identifying one or more people might have been impacted by the loud noise and asking them questions and/or informing them about the problem.

This is an intermediate-level communication task. It is more complex than the previous task because it involves more people and there are more barriers to understanding. It also involves communicating different things to different people. And, for each person you speak with, their response will inform what you do next.

#### Importance of Communication skills

Developing communication skills help individuals to build strong relationships with co-workers, friends and community including those from different backgrounds and cultures. The ability to listen, pay attention to and understand others impacts one's capacity to collaborate (teamwork), solve problems and innovate new ways of doing things whether at work or in your daily life. For more information on Communication visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

How can you continuously improve your communication skills?

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# Creativity & Innovation

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is creativity & innovation?

The Office of Skills for Success defines creativity & innovation as:

Your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.



# Reflection

There are many tasks that require creativity & innovation.

Check off the creativity & innovation tasks that you can confidently complete.

- ☐ Generate new ideas when guided or encouraged by others.  
*For example, with encouragement from your family discuss weekend activities ideas.*
- ☐ Use my imagination and curiosity to generate ideas on my own.  
*For example, think of weekend activity options on my own.*
- ☐ Communicate or share your ideas with others.  
*For example, discuss options for increasing efficiency with co-workers.*
- ☐ Be open to other people's new ideas and suggestions to do things differently.  
*For example, listen and consider the benefits and drawbacks of other people's suggestions to increase office efficiency.*
- ☐ Encourage others to discuss ideas for improving upon processes.  
*For example, lead a group brainstorming session to improve the sales of eco tours and making sure everyone has an opportunity to contribute.*
- ☐ Try out new ideas.  
*For example, make an effort to do something differently even if it seems challenging at first.*
- ☐ Learn from mistakes and failures and develop new ideas from them.  
*For example, when a new recipe doesn't work out instead of giving up, alter the recipe based on what you learned.*



Look at the tasks you did not check off. We call these your “skills to build”.

## How do you use your creativity & innovation skills at home and/or at work?

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# Activity One

You work as a customer service representative in a local store.

Your supervisor asks you to create a merchandise display beside the Customer Service Desk to highlight three products that will be on sale this week.



**Which of the following options demonstrate your ability to be creative?**

*(Select all that apply)*

☐ Brainstorm ideas for the display with your supervisor.

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☐ Look at other displays in the store to get ideas, then modify what has been done before to suit the sale items.

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☐ Put together the display, then ask your co-workers for feedback and make changes based on their ideas.

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## Activity One: Review

### Skills Coach Answer:

#### All of these actions demonstrate creativity!

The Skills for Success has three levels of complexity, or difficulty, for creativity & innovation tasks: entry, intermediate, and advanced.

This is an entry-level creativity & innovation task. To demonstrate creativity in this situation you need to generate and try out some new ideas, but there are people available to help you out. There is also plenty of opportunity to try one idea for the display, then make changes over time. The impact of trying out an idea that doesn't work is very low.



# Activity Two

Your supervisor was very happy with the small display you set up for the sale products, and now they would like you to create an eye-catching window display at the front of the store.

The goal is to increase customers coming in to the store from the street. You have the freedom to do whatever you think will work.



**How could you use this request to show your creativity and innovation skills?  
What will you do if your first attempt doesn't have the desired result of increasing customers?**

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## Activity Two: Review

### Skills Coach Suggestions:

**There are multiple people you could speak with.**

- Imagine the display from a customer's perspective.
- Choose some of the bestselling store items to include in the display.
- Display items that have not been highlighted before.
- Watch how customers respond to the display and make changes over time.
- Encourage your co-workers and customers to share their thoughts and ideas with you and make changes based on their feedback.



If your answer doesn't match the Skills Coach's suggestions, that doesn't mean it's wrong! There are so many ways to use your creativity. A strong answer to this question is one that considers the purpose of the display (to attract customers) and makes decisions based on that purpose. And it's important to be open to making changes over time!

This is an intermediate-level creativity and innovation task. To complete this task, we have to consider what we've done in the past and how we could do things differently in the future. We also need to actively monitor the results to see if our initial choices are effective. If they are not, we need to make ongoing changes by generating new ideas and approaches, until we are successful.

### Importance of Creativity & Innovation skills

A curious mindset contributes to developing creativity and innovation skills which are important for overcoming the challenge of coping with change and thinking of new ways to do things and solving problems. Employers are increasingly seeking people who can apply creativity and innovation skills to their work in our increasingly diverse workplaces. For more information on Creativity and Innovation visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

**How can you continuously improve your creativity & innovation skills?**

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# Digital

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What are digital skills?

The Office of Skills for Success defines digital skills as:

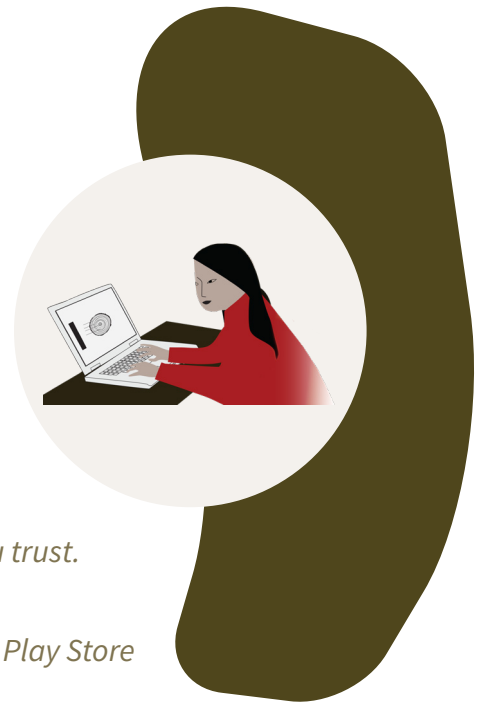
Your ability to use digital technology and tools to find, manage, apply, create and share information and content.



## Reflection

Check off the digital tasks that you can confidently complete.

- ☐ Use digital devices.  
*For example, computers, tablets and smart phones.*
- ☐ Use word processing apps/software.  
*For example, Microsoft Word (PC) or Pages (Mac).*
- ☐ Use social media platforms.  
*For example, Facebook, Instagram or LinkedIn.*
- ☐ Apply online safety practices to protect personal information.  
*For example, creating strong passwords and only clicking on links you trust.*
- ☐ Download and update phone apps.  
*For example, downloading apps from the App Store (Apple) or Google Play Store (Android) and regularly checking for updates.*
- ☐ Run computer security scans to check for corrupt files, viruses or malware.  
*For example, using built-in programs like Windows Defender or paid programs like Norton Antivirus.*
- ☐ Complete and submit online forms.  
*For example, job application forms or online order forms.*
- ☐ Think critically about the credibility of online information.  
*For example, when reading a post on social media or online news, considering who posted it, where the information came from, and whether the information is true/accurate.*
- ☐ Write code to create custom digital applications.  
*For example, using html or java script to create a personal/business website.*



Look at the tasks you did not check off. We call these your “skills to build”.

### How do you use your digital skills at home and/or at work?

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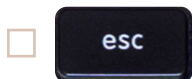
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# Activity One

Which button would you press to turn the computer on?



## Activity One: Review

### Skills Coach Answer:



To answer the question, you located the power button on a computer keyboard.

The Skills for Success has three levels of difficulty for digital tasks. Entry, Intermediate and Advanced. This is an entry-level digital task because it involved recognizing a basic function on a common digital device. With this task, we needed to identify the symbol that is most often used to represent the “power” function on digital devices.



# Activity Two

You are flying into a remote community with your fire fighting team tomorrow. You want to make sure you have the most up-to-date flight information, as flight schedules have been unpredictable lately.



**How can you make sure you have the latest information?** *(Select the two best options)*

☐ Download and set up the airline's app on your phone.

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☐ Bookmark the airport's flight status page on your computer and check the website before you leave for the airport.

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☐ Set up your email to notify you when the airline sends out information.

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☐ Ask a friend to keep you updated.

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## Activity Two: Review

### Skills Coach Answer:

- **Download and set up the airline's app on your phone.**
- **Set up your email to notify you when the airline sends out information.**

The two best options for this task are to either download and set up the airline's app on your phone or to set up your email to notify you when the airline sends out information. While you could find your flight information by bookmarking the arrivals and departures link, it would not be as quick or convenient. The same applies to asking a friend to keep you updated.

This is an intermediate-level digital task because we had to identify how technology could help us complete a specific task. And, we had to know how to use that technology – in this case, a phone app and email. We are using our digital skills to locate up-to-date and reliable online information sources to inform our decisions.

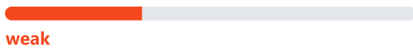


# Activity Three

Having a strong password helps keep your online accounts safe.

**Which of the following is the strongest password?**

**Password**



**Password**



**Password**



☐ Plant

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☐ Plant 123

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☐ Planting

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☐ Planting379!

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## Activity Three: Review

### Skills Coach Answer:

#### Planting379!

Strong passwords for online accounts should be eight or more characters and should include a variety of letters (lower-case and upper-case), numbers and symbols.

This is an advanced digital task because you need an understanding of how digital accounts and information technology systems work. It involves considering the differences between each of the provided password options and identifying which one would be the most difficult to guess or “hack”.

In this example, we had password choices that included five lower-case letters (plant), eight lower-case letters (planting), upper- and lower-case letters and numbers (Plant123), and - the correct choice (Planting379!) - which has upper- and lower-case letters, numbers, and a symbol (the exclamation mark).

Using a random string of characters would be even stronger than using a common word, like “plant”, but this can make passwords difficult to remember. People with a lot of online accounts sometimes use an encrypted password manager to remember their passwords.



#### Importance of Digital skills

In today’s rapidly evolving world of technology the ability to understand and confidently use digital skills is more important than ever, at work and in daily life activities.

For more information on Digital Skills visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

### How can you continuously improve your digital skills?

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# Numeracy

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is numeracy?

The Office of Skills for Success defines numeracy as:

Your ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.



## Reflection

Check off the numeracy tasks you can confidently complete.

- ☐ Perform simple calculations using addition or subtraction.
- ☐ Perform more complex calculations using multiplication or division.
- ☐ Perform calculations that require multiple steps/operations.  
*For example, finding the average test score for a class of 30 learners (add all of the scores and divide by 30).*
- ☐ Convert numbers from one unit of measurement to another.  
*For example, converting inches to feet or grams to ounces.*
- ☐ Perform financial transactions.  
*For example, giving change for a cash payment or adding a tip to a dinner bill.*
- ☐ Measure quantities or dimensions.  
*For example, measuring the area of a room.*
- ☐ Use templates to organize numerical data.  
*For example, creating a work schedule for shift workers or managing a budget.*
- ☐ Analyze numerical data to identify trends or compile statistics.  
*For example, reviewing twelve months of financial transactions to identify the highest and lowest sales periods.*
- ☐ Make estimations when values are unknown.  
*For example, estimating the amount of time required to complete a task.*

Look at the tasks you did not check off. We call these your “skills to build”.

### How do you use your numeracy skills at home and/or at work?

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# Activity One

Tom was rushed when he left for work this morning and forgot to get gas on the reserve. He ended up paying \$50.00 for gas at an off-reserve gas station. If he had filled up at the reserve gas station, where fuel tax is not charged, he would have saved \$7.00.



**How much would Tom have paid for the same amount of gas at the reserve gas station?**

☐ \$7.00

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☐ \$25.00

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☐ \$37.00

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☐ \$43.00

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## Activity One: Review

### Skills Coach Answer:

**\$43.00**

To answer this question there are two steps:

- First, you need to identify the mathematical operation (addition, subtraction, multiplication, or division) needed to complete the task. In this case you need to use subtraction.
- Second, is to use that operation to find your answer.

So, 50 minus 7 is 43. That means Tom would have paid \$43.00 for gas if he purchased it on the reserve.

The Skills for Success has five levels of difficulty for numeracy tasks. This is a level one numeracy task because we had to identify and use one mathematical operation. With level one tasks, operations are used one at a time. Identifying the numbers we need to use to complete a numeracy task is also known as “translation”.



# Activity Two

You and your cousin need to fly from Calgary to Fort McMurray to work a 14-day cycle in camp. You have been asked to purchase both plane tickets. One plane ticket for this flight costs \$1,300.00, without GST (which is 5%).



**How much is the total cost of the two tickets, including GST?**

☐ \$1,365.00

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☐ \$2,730.00

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☐ \$2,800.00

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☐ \$125.00

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## Activity Two: Review

### Skills Coach Answer:

**\$2,730.00**

This question is more complex than the first question. It requires multiple steps of calculation. Additionally, you need to recognize that GST must be added to the total ticket cost. This question also requires you to identify that two operations, multiplication and addition, are needed.

There are two ways to perform these operations.

#### Option 1:

1. First, you multiply the flight cost by 2 tickets.  
 $\$1,300.00 \text{ (flight cost)} \times 2 \text{ (tickets)} = \$2,600.00$
2. Second, you multiply the cost of the two flights by the 5% GST.  
 $\$2,600.00 \text{ (2 flights)} \times 5\% \text{ (GST)} = \$130.00$
3. Third, you add the cost of the tickets to the cost of the GST, this will give you the correct answer to this question.  
 $\$2,600.00 \text{ (2 flights)} + \$130.00 \text{ (GST)} = \$2,730.00 \text{ (total cost of two tickets, including GST)}$

#### Option 2:

1. First, you multiply the cost of one flight by the 5% GST.  
 $\$1,300.00 \text{ (flight cost)} \times 5\% \text{ (GST)} = \$65.00$
2. Second, you add the cost of the ticket to the cost of the GST.  
 $\$1,300.00 \text{ (flight cost)} + \$65.00 \text{ (GST)} = \$1,365.00 \text{ (total cost of one ticket, including GST)}$
3. Third, you multiply the total cost of one ticket by two, this will give you the correct answer to this question.  
 $\$1,365.00 \text{ (flight cost, including GST)} \times 2 \text{ (tickets)} = \$2,730.00 \text{ (total cost of two tickets, including GST)}$  So, 50 minus 7 is 43. That means Tom would have paid \$43.00 for gas if he purchased it on the reserve.

This question has a higher level of complexity than the previous question. This is a level two numeracy task because we needed to complete two types of calculation: addition and multiplication over several steps. And we needed to know how to calculate percentages and interpret the results.



# Activity Three

At the airport you meet another worker taking the same flight to Fort McMurray. They had found an online discount coupon for their flight. Your ticket cost \$1,300.00. But their ticket only cost \$975.00.



**What percentage discount did the coupon provide?**

☐ 25%

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☐ 40%

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☐ 0%

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☐ None of the above.

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# Activity Three: Review

## Skills Coach Answer:

25%

This question is more complex than the previous ones.

- 1. First, you take the last-minute flight cost of \$1,300.00 and subtract the discounted ticket price of \$975.00, which would leave you with \$325.00.  
 $\$1,300.00 \text{ (last-minute flight cost)} - \$975.00 \text{ (discounted ticket)} = \$325.00$
- 2. Next, you would take the discounted amount of \$325.00 and divide by the original ticket price of \$1,300.00 to determine the percentage.  
 $\$325.00 \text{ (discount amount)} \div \$1,300.00 \text{ (full last-minute ticket price)} = 0.25$
- 3. Finally, you then need to recognize that 0.25 is 25% and decide the coupon provided a 25% discount.



This is a level three numeracy task; it is more complex than the previous questions. We had to make connections between the information we know (the two different ticket prices) and the information we are trying to figure out (the percentage difference between these two ticket prices). We used a combination of operations (subtraction and division) to complete this task.

**Importance of Numeracy skills**

Understanding mathematical computations allows us to manage our budgets and more, however understanding numbers goes beyond basic arithmetic and helps us to understand the world we live in. For example, a steady rise in global temperatures over time allows us to interpret and understand complex global phenomena like climate change.

For more information on Numeracy Skills visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

How can you continuously improve your numeracy skills?

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# Problem Solving

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is problem solving?

The Office of Skills for Success defines problem solving as:

Your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success and learn from the experience.



# Reflection

There are many tasks that require problem solving.

Check off the problem solving tasks that you can confidently complete.

- ☐ Find accurate information to fix a problem on my own.  
*For example, labels or text messages with product instructions.*
- ☐ Ask for help solving a problem, when needed.  
*For example, calling an internet provider to help fix a lost connection.*
- ☐ Evaluate the different possible actions you could take to solve a problem.  
*For example, decide the easiest way to locate a phone number which could be by calling a friend, finding a business card or looking online.*
- ☐ Think critically about a problem, and break it into parts to determine potential causes and/or solutions.  
*For example, watching YouTube video's or read the manual to help diagnose the sound your washing machine is making.*
- ☐ Consider solutions that have worked before and apply them to a new problem.  
*For example, Indigenous communities have adapted traditional fishing traps to catch trash and clean up floating garbage while still allowing water and fish to pass through to clean unpolluted waterways.*
- ☐ Reflect on how I managed a problem and learn from the experience.  
*For example, reading and considering information from multiple websites, books, or other pieces of text before making a decision.*



Look at the tasks you did not check off. We call these your “skills to build”.

## How do you use your problem solving skills at home and/or at work?

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# Activity One

You work as a Healthcare Aide in an Elders Care Home.

On your daily rounds, one of the Elders who is usually quite healthy tells you that they have a fever. You take their temperature and confirm that it is slightly higher than normal.

The Care Home's policy is to report all new health issues to the shift supervisor, so that they can contact a doctor and/or coordinate treatment as required.



**What is the first thing you would do in this situation?**

*(Select one response)*

☐ Give the Elder two Tylenol and tell them to go back to bed.

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☐ Wait a couple of hours to see if the fever goes down.

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☐ Report the Elder's fever to the shift supervisor.

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☐ Call a doctor.

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## Activity One: Review

### Skills Coach Answer:

#### **Report the Elder's fever to the shift supervisor.**

The Skills for Success has three levels of complexity, or difficulty, for problem solving tasks: entry, intermediate, and advanced.

This is an entry-level problem-solving task. It requires you to make a single decision, in a familiar environment (your workplace), and there is an existing procedure to follow. Because the fever is only slightly higher than normal temperature, it is safe to assume that this is not an emergency situation which might require deviating from the usual procedure.



# Activity Two

You work as a Prep Cook in the kitchen of a busy local restaurant.

The large sink used to wash food items is clogged and can't be used.

There are still fruits and vegetables to be washed and prepared for the lunch rush, which is an hour away.



**What could you do to help solve this problem?** *(Select all that apply)*

☐ Find containers large enough to wash and rinse the food.

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☐ Inform the Kitchen Manager that there is a maintenance issue.

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☐ Ask the cook to change the items on the lunch menu to use frozen produce that has already been washed, instead of fresh items.

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☐ Use the clogged sink and hope for the best.

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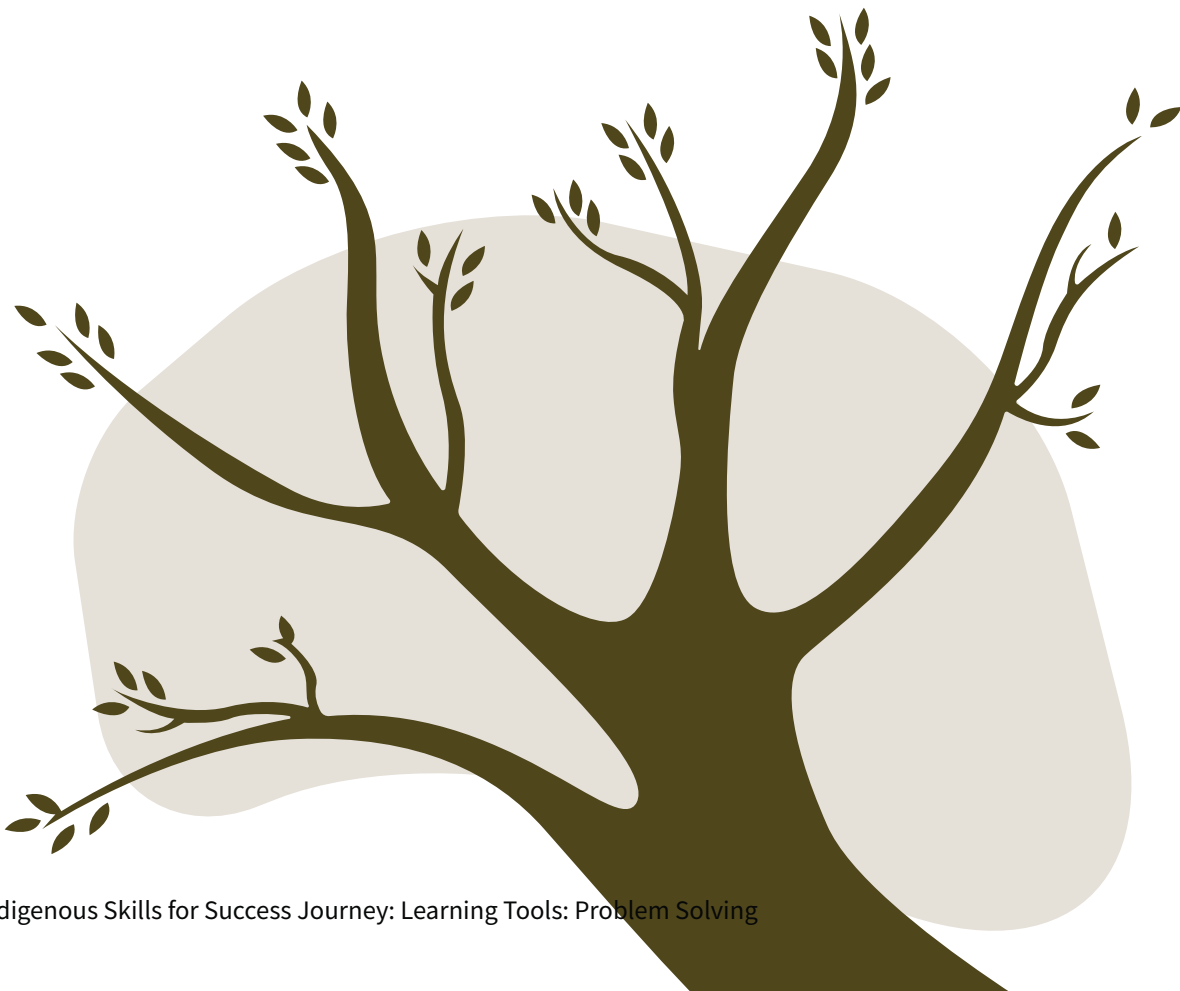
## Activity Two: Review

### Skills Coach Answer:

- Find containers large enough to wash and rinse the food.
- Inform the Kitchen Manager that there is a maintenance issue.
- Ask the cook to change the items on the lunch menu to use frozen produce that has already been washed, instead of fresh items.

This is an intermediate-level problem-solving task. We must consider the problem and identify who is impacted by it in order to come up with a solution.

Additionally, there are both short-term and long-term considerations in this situation. In the short term, we need to make sure lunch can be served. We can do this by either finding a way to wash the produce, or by finding a way to change the menu so that the produce isn't needed. Then we also have to resolve the long-term issue of the clogged sink so that it doesn't impact additional meals.



# Activity Three

You are the Environmental Coordinator for your band.

When you arrive at the project site, you do a quick inventory and notice that the pond liners, soil test kits and other important materials for your work are not there. The project is tightly scheduled and you must conduct your assessment before additional work can be completed.



**What are one or two things that you could do to solve this problem?**

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## Activity Three: Review

### Skills Coach Suggestions:

- **Phone the supply company to see if/when the materials will arrive.**
- **Phone a different supplier, if one is available, and see whether they can provide the missing materials.**
- **Call the Project Manager for the development project to see if they have any flexibility in their work schedules, to give you additional time to resolve the problem.**

If your answer isn't the same as the Skill Coach's suggestions, that doesn't mean it's wrong! Most problems have lots of possible solutions. A strong answer to this question is one that helps you learn more about the problem (for example, finding out why the materials haven't arrived yet) or helps you resolve the problem (for example, identifying an action you could take).

This is an advanced-level problem-solving task because there are several issues to identify and unknown factors to consider. Additionally, there could be multiple significant consequences if the problem is not resolved – such as increased cost or schedule delays.

There will be multiple steps required to solve this issue and you may need to wait for additional information and/or other people before the problem can be fully resolved. This is also an example of a problem that you want to avoid in the future. So, it will be important to understand what happened to cause the problem and then take measures in the future to prevent it from happening again.



### Importance of Problem-Solving skills

Your ability to solve problems effectively is important and requires you to interpret and evaluate information, make decisions and prioritize actions. Building problem-solving skills will improve the way you carry out activities and achieve your goals at work or in other life situations. For more information on Problem-Solving skills visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

### How can you continuously improve your problem solving skills?

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# Reading

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is reading?

The Office of Skills for Success defines reading as:

Your ability to find, understand and use information presented through words, symbols and images.



## Reflection

There are many tasks that require reading.

Check off the reading tasks that you can confidently complete.

- ☐ Read and understand short pieces of text.  
*For example, read a medicine bottle label to identify the dosage of a medication to give a child.*
- ☐ Read and understand written instructions.  
*For example, read to follow a workplace process on how to submit electronic time sheets.*
- ☐ Read to locate specific information.  
*For example, finding a company's phone number on their website.*
- ☐ Skim long pieces of text to identify the key ideas.  
*For example, read a request for proposals to understand the main objectives of the call.*
- ☐ Identify relevant versus irrelevant information in a piece of text.  
*For example, read a newspaper article about a water advisory to share only the information on how to sterilize water for safe consumption.*
- ☐ Read and combine information from several sources.  
*For example, before deciding on a what job to pursue review labour market information from several different sources to gain a fuller perspective.*
- ☐ Read and understand complex visual information.  
*For example, read and interpret blueprints, graphs, charts, or schematic drawings.*
- ☐ Read and understand complex or formal documents.  
*For example, read mortgage or rental agreement documents.*

Look at the tasks you did not check off. We call these your “skills to build”.

**How do you use your reading skills at home and/or at work?**

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# Activity One

Band members must dress to work in a variety of weather conditions when harvesting medicinal ingredients.

**According to the forecast, what is the temperature expected to be on November 21?**

Sat 18/11	Sun 19/11	Mon 20/11	Tue 21/11	Wed 22/11	Thu 23/11	Fri 24/11
Mainly sunny	A few flurries	Sunny	Mainly sunny	Cloudy with showers	Snow	A mix of sun and clouds
						
4°	-1°	2°	8°	3°	-1°	2°

☐ 6° C

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☐ 8° C

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☐ 3° C

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☐ 9° C

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## Activity One: Review

### Skills Coach Answer:

8° C

In this question you were asked to locate a specific piece of information: the temperature. Once you know what information you are looking for, this question requires three steps:








- First, you scan the forecast to locate the date: November 21.
- Second, you locate the temperature on that date: 8 degrees Celsius.
- Third, you decide that the answer is 8 degrees Celsius.

The Skills for Success has five levels of difficulty for reading tasks. This is a level 1 task because you had to find a single piece of information. We know that reading includes words, symbols and images. In this example, we had to read all three types.



# Activity Two

According to the weather forecast, on which days should band members plan on having raingear?

Sat 18/11	Sun 19/11	Mon 20/11	Tue 21/11	Wed 22/11	Thu 23/11	Fri 24/11
Mainly sunny	A few flurries	Sunny	Mainly sunny	Cloudy with showers	Snow	A mix of sun and clouds
						
4°	-1°	2°	8°	3°	-1°	2°

☐ Saturday and Sunday

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☐ Monday

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☐ Wednesday

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☐ All of the days require raingear

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## Activity Two: Review

### Skills Coach Answer:

#### Wednesday

Once you know what information you are looking for, this question requires four steps:

1. First, you scan the forecast to identify how rain is represented. This forecast uses icons and words to describe the weather.
2. Second, you infer the icon showing a grey cloud with raindrops and the word “showers” mean that raingear is needed.
3. Third, you look at each day and identify which day or days have the rain icon and/or the word “showers”: Wednesday.
4. Fourth, you look at the list of answers and decide that the correct answer is Wednesday.

This question is more difficult than the previous question. This is a level two reading task because you had to review the forecast multiple times (looking at the predicted weather on each of the seven days) to come to an answer.








You also had to make an inference about what it meant to “need raingear”. An inference is when we come to a conclusion based on the information we have. For example, you could have initially thought that band members should also have raingear on Sunday and Thursday - when the forecast calls for snow. But since “Sunday, Wednesday, Thursday” was not one of the answer options, you could infer that the question was simply about rain, not snow, and therefore the answer was just “Wednesday”.



# Activity Three

Different seasons bring different weather patterns.

**What factor in the chart below can help band members predict when they might get snow instead of rain?**

Sat 18/11	Sun 19/11	Mon 20/11	Tue 21/11	Wed 22/11	Thu 23/11	Fri 24/11
Mainly sunny	A few flurries	Sunny	Mainly sunny	Cloudy with showers	Snow	A mix of sun and clouds
						
4°	-1°	2°	8°	3°	-1°	2°

☐ Location

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☐ Air quality

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☐ Time

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☐ Temperature

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# Activity Three: Review

## Skills Coach Answer:

### Temperature

You are looking for something that is different about the days that call for snow.

Once you know what information you are looking for, this question requires four steps:

1. First, you scan the forecast to identify how snow is represented. As we learned in the previous question, this forecast uses icons and words to describe the weather.
2. Second, you infer the icon showing a cloud, sun, and snowflakes with the word “flurries” means snow. Additionally, the icon showing a cloud and snowflakes with the word “snow” also means snow.
3. Third, you look for a common factor between these two days (Sunday and Thursday) that makes them different than the day that predicts rain (Wednesday).
4. Fourth, you notice that Sunday and Thursday are the only two days with predicted temperatures below zero (represented by negative numbers), determine the correct answer is temperature.

This question has several things that make it more complex than the first two questions because you had to use information from multiple parts of the forecast to figure out the answer. You had to infer that “flurries” and “snow” both meant snow and then compare the information about these days to the information about the other days.

### Importance of Reading skills

Building reading skills is important for daily activities whether at work or in life to understand and interpret the world around you. For more information on Reading Skills visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

# Continue the Journey

## How can you continuously improve your reading skills?



# Writing

This learning tool has the goal of helping users to:

1. Understand the skill
2. Reflect on and identify ways they use the skill
3. Participate in activities to build skills

## What is writing?

The Office of Skills for Success defines writing as:

Your ability to share information using written words, symbols and images.



## Reflection

There are many tasks that require writing.

Check off the writing tasks that you can confidently complete:

- ☐ Write brief text (less than a paragraph).  
*For example, a grocery list or a reminder note.*
- ☐ Follow a template to write text.  
*For example, fill in the entry fields on a time sheet for your employer.*
- ☐ Write text that is a paragraph or longer.  
*For example, a letter, email or memo.*
- ☐ Use correct grammar and spelling when writing.
- ☐ Write with a clear purpose.  
*For example, request information or providing instructions.*
- ☐ Write informal text.  
*For example, casual text messages or notes to friends and family.*
- ☐ Write formal text.  
*For example, emails to your employer or reports at work.*
- ☐ Identify and apply the appropriate tone for a piece of writing.  
*For example, compassionate, celebratory, or apologetic.*
- ☐ Write text that requires original content, without a template.  
*For example, write a new report at work or draft a long email message.*
- ☐ Write to influence the actions or ideas of other people.  
*For example, create a business plan or funding proposal.*



**How do you use your writing skills at home and/or at work?**

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# Activity One

You and your cousin have planned to meet for lunch on Wednesday afternoon. On Wednesday morning, you get a text message from them that says, “Hi, are we still going out for lunch today?”



**Write a text message that you could send in response.**

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# Activity One: Review

## Skills Coach Suggestions:

1. **“Yes, I’m looking forward to meeting you for lunch today. Let’s meet at (provide information on time and location)”**
2. **“No, sorry but I can’t make it anymore.”**

If your answer isn’t the same as the Skill Coach answer, that doesn’t mean it’s wrong! There are many ways to respond.

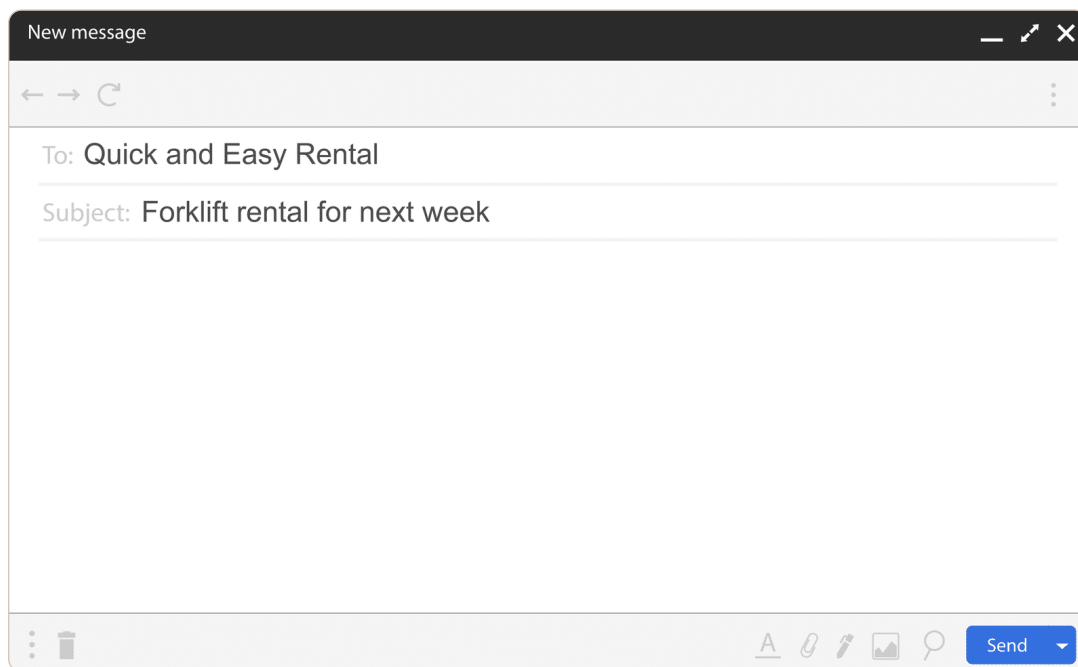
This is a fairly straight-forward writing task. The answer is either yes or no. How formal you want to be depends on your relationship with your cousin. A short and informal response (such as the Skills Coach suggested) would be fine here. But a more formal or longer message would also be appropriate if that’s how you prefer to communicate!

The Skills for Success has five levels of difficulty for writing tasks. This is a level one writing task because you are writing to inform someone and the writing is less than a paragraph. Anything less than a paragraph to organize, remind or inform someone is considered a level one task.



# Activity Two

Your supervisor in the fish processing plant where you work wants you to contact an equipment rental company to get an extra forklift for a large shipment leaving next week. The supervisor wants to know what rental options are available. The company's name is Quick and Easy Rental.



New message

← → ↺

To: Quick and Easy Rental

Subject: Forklift rental for next week

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**Write an email that you could send to Quick and Easy Rental.**

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## Activity Two: Review

### Skills Coach Suggestion:

“Hello Quick and Easy Rental,

Our company needs to rent a forklift for next week. What kind of rental options do you have available?

Please provide the costs for renting by the hour, day and week.

Thank you for your time,

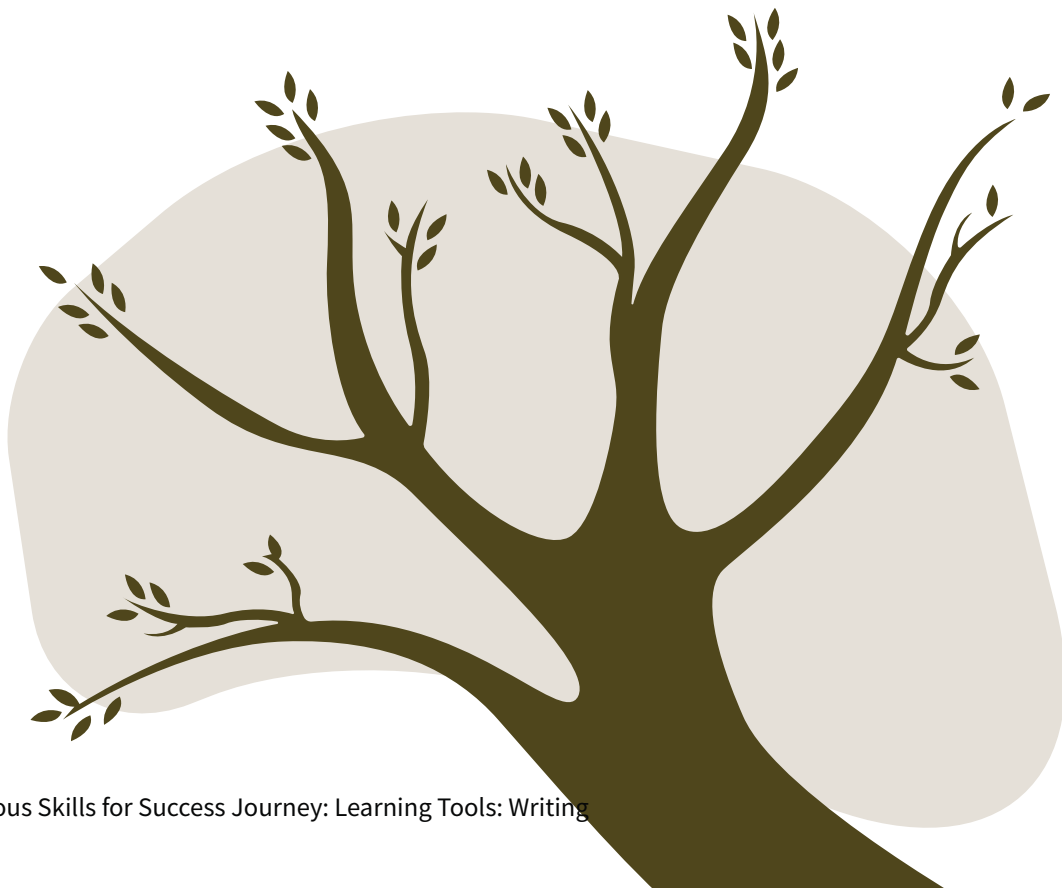
[Your name]”

If your answer isn’t the same as the Skill Coach answer, that doesn’t mean it’s wrong! There are many ways to respond.

This is a slightly more complex writing task than the first question. Because you are requesting information, you need to be clear about what information you want from the rental agency. The writing in this email should be a little more formal than the writing in a text to a friend or family member.

A strong response to this question includes: a greeting, a description of why you are contacting the company, a clear request for information, and a sign-off that includes your name.

This is a level two writing task. In addition to getting your message across, level two tasks also require the right tone, grammar and spelling.



# Activity Three

You work as a shipper-receiver and must write a damage report to your supervisor, Rita, regarding a recent shipment of toothpaste.

The pallet of 30 cases arrived at the warehouse on April 15th. When you inspected it with the delivery driver you noticed that half of the cases were damaged. You accepted the delivery, but noted the damage on the delivery slip and had the delivery driver sign it. You are concerned the entire shipment might be contaminated, so you don't want to add it to the warehouse inventory.

DAMAGE REPORT	
To: Rita	Date: March 1, 2024
Re: Toothpaste Delivery	
Priority: <input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High	
Comments:	

**Write a short report that you could send to your supervisor to inform her of the issue. (5-6 sentences)**

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## Activity Three: Review

### Skills Coach Answer:

**“Attention: Rita**

**A toothpaste shipment was delivered to the warehouse on April 15th. I unloaded the pallet, which contained 30 cases of toothpaste.**

**Upon closer inspection, I noticed that half of the cases were damaged. I brought this to the driver’s attention and recorded the information on the paperwork.**

**Given what happened, I am concerned about the safety and quality of the toothpaste. I think it might be best if we return the entire shipment. I have set the order aside for now and will wait for your direction.**

**[Your Name]”**

If your answer isn’t the same as the Skill Coach answer, that doesn’t mean it’s wrong! There are many ways to approach this writing task.

A strong response to this question includes: a description of the issue and a description of what actions you have taken so far.

This is a level three writing task. You need to provide specific details to inform the supervisor about the situation. This information should be clear, organized and factual. For example, you should include the date, the number of cases that were damaged, and what you are concerned about. You may have included questions in your report to request direction from the supervisor on what to do next.



### Importance of Writing skills

Writing is used to communicate and share information. Developing writing skills are important whether communicating through digital platforms, paper or other methods. For more information on writing skills visit the skill components and proficiency descriptors on the [Skills for Success](#) Website. For more information on the Indigenous Skills for Success Journey Refresh Project please visit the [Douglas College](#) Website.

## Continue the Journey

**How can you continuously improve your writing skills?**

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