

ESSENTIAL SKILLS WORK READY YOUTH PROGRAM

FACILITATOR'S GUIDE



Acknowledgement

The Essential Skills Work Ready Youth Program – Workbook Series was developed by Skills/Compétences Canada, with support from the Government of Canada.

Acknowledgement is given to Bow Valley College who were instrumental in developing the content of the workbooks.

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PLEASE NOTE: In the ORAL COMMUNICATION workbook, Workout #3 Effective Listening, learners are asked to watch three of the Skills Canada videos: Oral Communication; Numeracy; Document Use, and to complete activities related to what they see and hear.

IF RELIABLE INTERNET IS NOT AVAILABLE AT YOUR LOCATION, please contact Marisa Sosa, Essential Skills Program Manager at Skills Canada in order to receive copies of the videos that can be run without internet access. Her contact information is marisas@skillscanada.com or 343-883-7545 ext.517.

The Introductory Power Point that accompanies this Guide is designed to assist you in providing learners with an orientation to the content and purpose of the workbooks. It is strongly recommended that facilitators take the time to walk through the power point with learners before they learners begin to work with the materials.

The power point slides include speaking notes to assist the facilitators.

Welcome

Welcome to the *Essential Skills: Work-Ready Youth Program*. The program is the latest essential skills tool of Skills/Compétences Canada (SCC). It uses essential skills to help bridge the gap between the world of learning and the workplace.

If you are reading this, you likely work with youth who are interested in exploring the skills they have, and growing skills they need to have, in order to succeed in the workplace. You may be a classroom teacher, facilitate a community youth or jobs-club program, work in an on-reserve program, in youth apprenticeship, or simply work one on one to support youth you know. Whatever your role, we believe the *Essential Skills: Work-Ready Youth Program* can help.

Skills/Compétences Canada and Essential Skills

Essential skills are a major component of Skills/Compétences Canada (SCC) initiatives, the national competitions include an Essential Skills Forum, there is an SCC You Tube channel, and an essential skills mobile app.

Essential Skills National Youth Forum

The Essential Skills Youth Forum (ESYF), held in conjunction with the Skills/Compétences Canada National Competition, provides a venue for young adults, aged 18-22, to discuss current SCC programming. To learn more about this SCC initiative visit <https://skillscompetencescanada.com/en/essential-skills/>

Skills/Compétences Canada You Tube Resources

You will find multiple, short, informative videos, on a variety of essential skills topics, at the Skills/Compétences Canada You Tube channel https://www.youtube.com/user/SkillsCanadaOfficial/videos?view_as=subscriber&spfreload=5

Skills/Compétences Canada Mobile App

SCC's Essential Skills Mobile App for learners and teachers, funded by the Government of Canada, is the first app of its kind to bring essential skills to the forefront of trades and technologies careers.

The Essential Skills Mobile App features profiles of over 40 different trade and technology careers and highlights how essential skills are used in each. It includes an opportunity for users to test their skills and social media features that allow users to share their findings and results with friends, teachers and parents.

The Essential Skills Mobile App is designed for iPhone®, iPad® and iPod Touch® and android devices and is currently available free for download in the App Store and [Google Play](#).



Essential Skills Background

The Government of Canada has identified and validated nine skills considered to be key to the success of individuals at work and in daily life, and to the success of industries and national economic outcomes. The skills are referred to as the essential skills. They are:



What is an Essential Skill?

Essential skills are necessary abilities that are developed through planned, regular, and continued practice. Essential skills help us to be efficient and adaptable and to carry out complex activities or job tasks involving ideas, things, and/or people.

Why are These Skills “Essential”?

The skills are “essential” because research shows that they are skills that all people need for work, learning and life: no matter where they live or what jobs they pursue. They are skills that are the foundation for learning all other skills, and they enable people to evolve with their jobs and their lives and to adapt to change in the workplace and in life.

Regarding the impact on work, the skills are used, to different degrees, in every job and at different levels of complexity. For example, some jobs require significant amounts of reading, others require very little; however, all jobs require some amount of reading at some point. The required reading may be basic or it may be highly complex.

The level of essential skills required for most trades is as high, or higher, than it is for many office jobs. Having strong essential skills means learners in the trades are better prepared to understand and remember concepts introduced in technical training.

Why are Essential Skills Important to Industry?

While most Canadians are able to read, research shows that almost half the population of working age adults has reading skills at levels below what research shows is required for success in work, learning, and life. Additionally almost as many people have limited proficiency in other essential skills -- such as communicating effectively with others, using numbers, or working with documents.

Many Canadian workers simply do not have the essential skills levels needed to equip them to meet the typical skill demands of their jobs. Being unable to meet the minimum performance requirements of their jobs limits their career opportunities and wages, and makes them vulnerable to a variety of other negative outcomes such as lower levels of social participation and poorer health outcomes, over their life span.

Employers are affected when they have employees with low levels of essential skills because the lack of skills reduces businesses’ productivity and increases the risk of down time due to accidents and errors.

<http://www.srdc.org/news/new-study-finds-workplace-training-benefits-employees%E2%80%99-health-and-job-performance.aspx>

49%	43%
of Canadians have limited Reading and Document Use skills	of Canadians have limited Numeracy skills










Source: PIACC

Essential Skills Fast Facts

- A survey conducted by Ipsos Reid on behalf of ABC Life Literacy Canada, reveals that three in four (74%) of Canadian employers consider essential skills as “strategically relevant to their business”.
- A 2013 survey by the OECD (Organization for Economic Co-operation and Development) revealed that 2 out of every 5 employed Canadians fall below a high school level for literacy and numeracy skills.
- According to the Canadian Council of Chief Executives, without dramatic changes in skills development policies, almost 550,000 Canadian workers will not have the skills needed to fill available jobs in 2016, growing to 1.1 million in 2021.

<http://skillscompetencescanada.com/en>

Essential Skills Close Up

The 9 Essential Skills		
 READING TEXT	Reading Text	Understanding material written in sentences or paragraphs (e.g. letters, manuals).
 DOCUMENT USE	Document Use	Finding and understanding information that is displayed visually (lists, tables, pictures, icons, schematics, etc.). May require entering information into documents.
 NUMERACY	**Numeracy	Ability to use numbers and to think in quantitative terms, to carry out tasks.
 WRITING	Writing	Ability to write text and complete documents (hard-copy and electronic).
 ORAL COMMUNICATION	Oral Communication	Ability to use speech to give and exchange thoughts and information.
 THINKING	**Thinking Skills	Finding and evaluating information to make decisions or organize work.
 DIGITAL	Digital Technology	Using technology, including computers, phones, tablets etc.
 WORKING WITH OTHERS	Working with Others	Interacting with others to complete a task.
 CONTINUOUS LEARNING	Continuous Learning	Participating in an ongoing process of improving skills and knowledge.

**The Essential Skills of Numeracy and Thinking are broken out into discrete skills.

Numeracy Skills Include

- money math
 - handling cash, preparing bills and making payments
- scheduling, budgeting & accounting
 - managing time and money, to plan and track the use of time and money and to assess the value of either
- measurement & calculation
 - measuring and describing the physical world, such as, size, shape, length, width, height, depth
- data analysis
 - analyzing numerical information
- numerical estimation
 - estimating anything that will result in a number

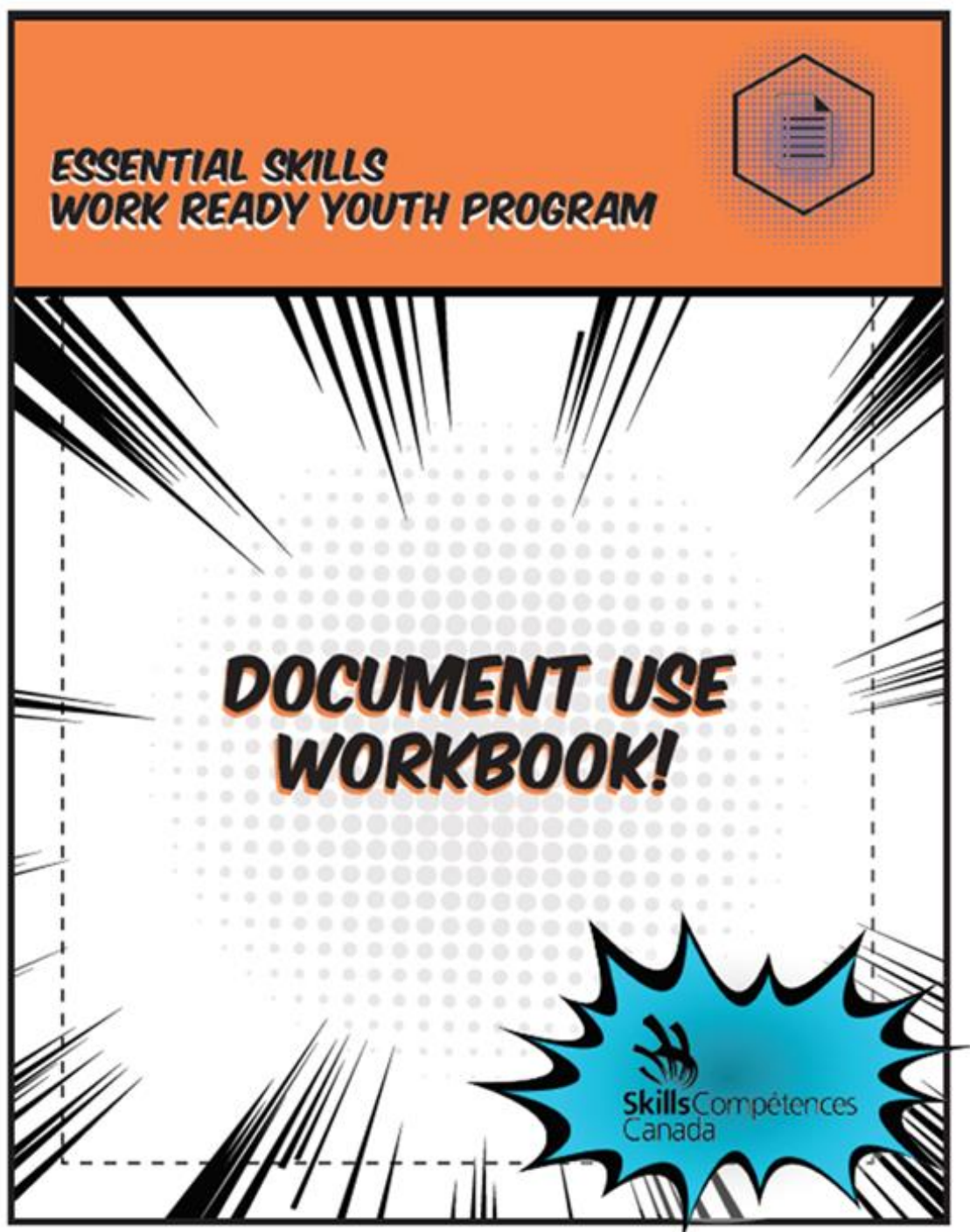
Thinking Skills Include

- problem solving
 - finding solutions for problems that usually concern mechanical challenges, people or situations
- decision making
 - making a choice among options
- critical thinking
 - using criteria to evaluate ideas and information in order to make judgements that will have related consequences
- job task planning & organizing
 - the extent to which the workers plan and organize their own tasks
- significant use of memory
 - the use of memory is purposeful, not just something that happens because of repetition. Workers who make significant use of memory, rely on memory in order to successfully complete their work.
- finding information
 - a thinking skill that is used across all of the other skills, as a component of processes. It is often not possible to solve a problem or make a decision without finding information that clarifies a situation or expands our knowledge of an issue.

*Main focus
of the
Thinking
Skills
workbook.*

*Additional
important
skills.
Commonly
integrated into
use of the other
skills.*

Anatomy of the Workbooks







There are eight workbooks in the *Essential Skills: Work-Ready Youth Program* series. Digital skills references and requirements are integrated within the eight workbooks, where possible in a paper-based resource. Each workbook focusses on one of the essential skills, while using as context occupations within the trades and technologies sectors on which SCC focuses:

- Transportation
- Information Technology
- Manufacturing and Engineering
- Services
- Construction
- Employment



Each of the workbooks is laid out in five sections.

1. Welcome and Introduction – content and fun facts related to essential skills in general and to the essential skill of focus.
2. ES Workouts - learning activities that make explicit reference to essential skills and how they connect to tasks in daily life and at work. The Workouts help users to increase their awareness of how the Essential Skills are used in trades or technology careers, and, at times, in their daily lives.
 
3. ES Boosters - short informational pieces describing ways to build the essential skill of focus.
 
4. ES Workout Answer keys – provide answers to the tasks in the Workouts.
 
5. Assessment Questions and Assessment Question Answer Key - informal essential skills assessment targeting the skill that is the topic of the workbook. Answers are included as is a description of what a score on the assessment questions indicates.
 
 - Assessments are not formal and results should be taken as general indicators only.

How Learners Use the Workbooks

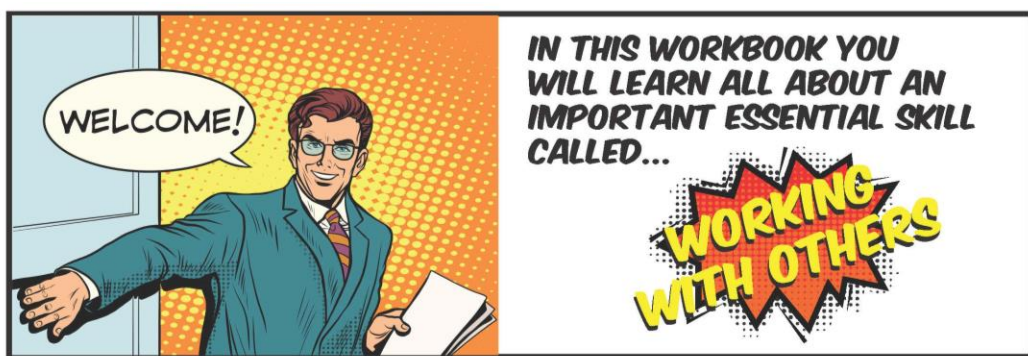
Workbook activities are designed to be used by learners working on their own or in small groups. All the activities are stand-alone; learners do not need to complete one activity in order to complete a subsequent activity; although, the topics may be related. This allows learners to move through the workbooks in the order they wish, and to focus on the activities that they find most relevant.

The activities can, for the most part, be completed in time frames that vary from 5 minutes to 20 minutes. A few activities that involve collecting information from friends or family require more time, but when learners complete the work, and how long they spend on it, is self-determined or determined in consultation with an instructor or facilitator.

Workbook length also varies according to the skill of focus and the range of difficulty of the activities in each workbook. In order to be of interest to a wide cross section of learners and abilities, levels of difficulty vary.

Section 1: Essential Skills Content and Fun Facts

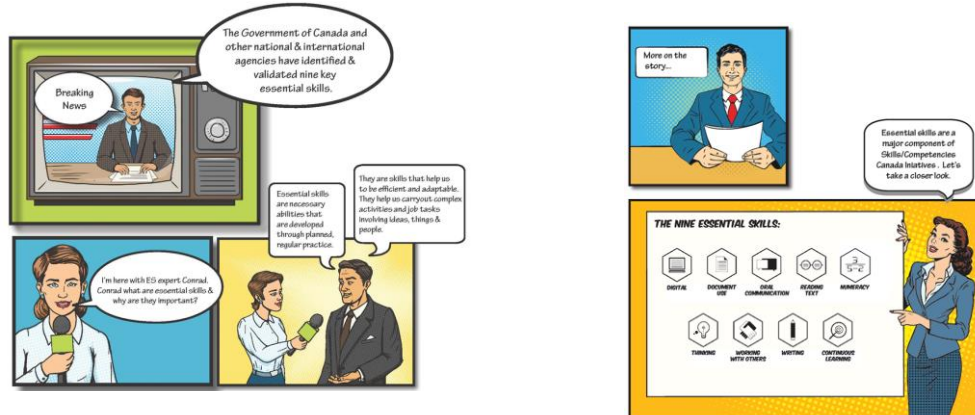
Each workbook begins with a short introduction to essential skills, including how the skills are used and measured. This introduction is provided in every workbook, as learners may choose to do all workbooks, one, or some, depending on their reasons for exploring the Program. The image below is from the first page of Working with Others. The same first page appears in each workbook – with the name of the skill changed to match the topic.



Q: HOW DO I USE THIS WORKBOOK?

- 1 **START BY REVIEWING THE INFORMATION AND FUN FACTS ABOUT WORKING WITH OTHERS AND ESSENTIAL SKILLS LOCATED AT THE BEGINNING OF THIS WORKBOOK.**
- 2 **PRACTICE USING YOUR WORKING WITH OTHERS SKILLS IN THE "ES WORKOUT" SECTION OF THE WORKBOOK.**
- 3 **BUILD YOUR WORKING WITH OTHERS SKILLS IN THE "ES BOOSTER" SECTION OF THE WORKBOOK.**
- 4 **REVIEW THE ANSWERS IN THE ANSWER KEY SECTION OF THE WORKBOOK TO CHECK YOUR WORK FROM THE ES WORKOUT SECTION.**
- 5 **TRY THE ASSESSMENT QUESTIONS AT THE END OF THE WORKBOOK TO GET AN IDEA OF HOW STRONG YOUR WORKING WITH OTHERS SKILLS ARE.**

The introduction is followed by basic information about the skills.



Information regarding how skills are measured.

THE ES MEASUREMENT SCALE




skills need work	skills are adequate			skills are strong
Level 1	Level 2	Level 3	Level 4	Level 5
tasks are basic				tasks are complex

WHAT DO THE LEVELS MEAN?

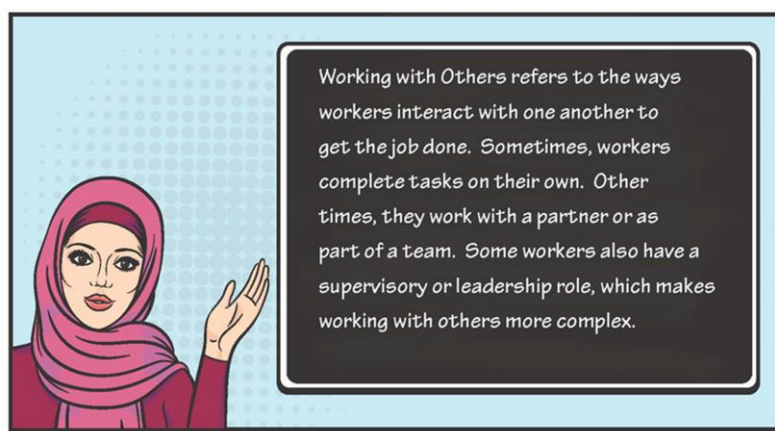
An opportunity to try a few tasks related to the skill being profiled.





GIVE IT A TRY! THINK ABOUT WORKING WITH OTHERS

Think about how you use your *Working with Others* skills every day – whether at a job or in your daily life. Complete the following table with an example of each of the work contexts given: be as specific as you can. We've filled in examples from a graphic designer's work day to help you get started. Then think about ways in which you take responsibility.

WORK CONTEXT	GRAPHIC DESIGNER	YOU
 Alone (or independently)	Working from her home studio, creates preliminary sketches for the video-game characters.	
 With a Partner (and/or as part of a team)	Brainstorm story lines with another person. Participate in online meetings each morning with everyone working on developing the game.	
RESPONSIBILITY	Graphic Designers may work in a lead or supervisory role, when they are part of a team.	Now think about how you take responsibility – at work or in your daily life. (Do you have brothers or sisters? A part-time job? Are you on a team?) What examples can you give?
 As a Leader or Supervisor	Assign work to a student intern. Approve time off for an employee.	

A more detailed description of the skill of focus.



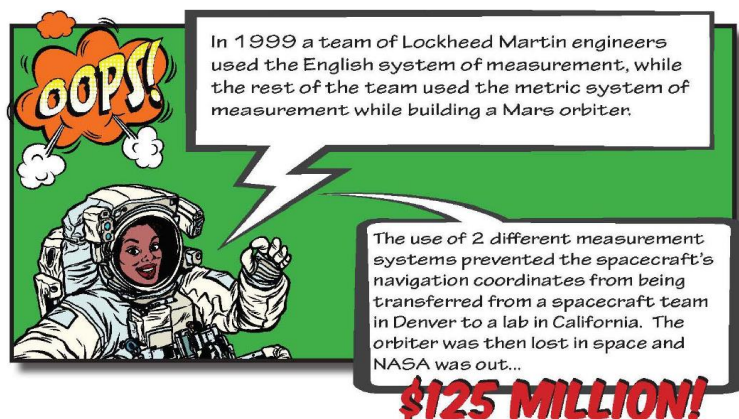
WORK CONTEXTS:		EXAMPLE LEADERSHIP OR SUPERVISORY ROLES:
	Alone	<ul style="list-style-type: none"> ✓ monitor the work performance of others ✓ inform other workers or demonstrate to them how tasks are to be performed ✓ orient new employees ✓ make hiring decisions ✓ select contractors and suppliers ✓ assign tasks to other workers ✓ identify training that is required
	Independently	
	With a Partner	
	On a Team	

As the springboard for the ES Workouts, each workbook also contains, in the first section, short stories, highlights and information pieces profiling the skill that come from real companies, organizations and media sources. The use of authentic resources is intentional both because it is engaging, and also because it provides users with exposure to many of the types of materials that workers use on the job. Stories and statistics have been selected to be of high interest to youth.

As an example, in the Numeracy workbook, a true story (found on page 13) about a costly NASA satellite disaster caused by measurement conversion errors is revisited in an ES Workout set called *Lost in Space* (on page 45) which provides an opportunity to practice just these sorts of conversions.

THINK NUMERACY MISTAKES AREN'T A BIG DEAL? THINK AGAIN!

CHECK OUT THIS STORY ABOUT METRIC CONFUSION AND A LOST NASA SATELLITE.



The introduction to the activity provides a link back to the original story

Section 2: ES Workouts

The *ES Workouts* provide opportunities for learners to explore the ideas raised in the introductory content, by practicing skill-focussed tasks.

Each task includes an indication of its complexity level, so that learners can become familiar with the levels of task difficulty described briefly in the introductory section.

Each workbook highlights a particular skill, but because we know skills are often used in combination when they are used to complete real-world tasks, there may be more than one skill indicated. In these cases, tasks are identified first by the skill of focus and then by any additional skills that would be used to complete the task.



For example, from the Document Use workbook, activity 7, page 62, (*document use level 3, significant use of memory level 1, writing level 2*)

Section 3: Essential Skills Boosters

Each workbook includes a section of short, stand-alone lessons identified as *ES Boosters*. The Boosters provide learners with “how to” information specific to some types of tasks they will need to complete, or relevant overview information.

For example, to successfully complete the NASA Workout above, learners must understand how to convert from one measurement system to another. The Conversions Booster, provides learners with a brief refresher on the topic, improving their understanding of the concepts, and their ability to work through the material alone.



**3. NUMERACY BOOSTER – CONVERSIONS
METRIC TO IMPERIAL/ IMPERIAL TO
METRIC**

For you as an instructor, if you are providing any group instruction, the Boosters work well as short lessons. All of the Essential Skills Boosters are included at the end of this Guide.

Section 4: Answer Keys

Answer format varies depending on the type of Workout. In some cases answers may be a number or a single word. In others, where learners are asked to show their calculations, the expected calculations are provided in the answer key. In cases where a document such as a table or chart is to have information added, the Answer Key provides a copy of the completed document.

For Workouts at higher complexity levels, such as those that require learners to research and enter their own findings, sample answers are given, consistent with the parameters of the task. For example, the Answer Key for an activity in which learners create and administer a survey might say “*Answers may vary but in order to be considered correct they must contain 8 questions and responses from at least 10 persons.*”

Answers are provided for all of the Workouts in each workbook and also at the end of this Guide.

Section 5: Assessment

At the end of each workbook, learners have the opportunity to complete a short informal assessment that provides a very general idea of how strong their essential skills are.

Individual Workbooks

Each of the workbooks follows the pattern laid out in the previous pages; this section of the Guide describes specific characteristics relevant to the individual workbooks.

Numeracy

Estimated time to complete: 20 hours

Numeracy refers to the use of numbers and the requirement to think in quantitative terms, in order to solve problems or complete tasks.

The skills of numeracy are divided into five discrete skills described on page 7.

1. Measurement and Calculation
2. Money Math
3. Scheduling, Budgeting and Accounting
4. Data Analysis
5. Numerical Estimation

The workbook includes some activities targeting each of the skills.

The first four skills of Numeracy, listed above, each have five levels of complexity depending on factors such as the number, type and difficulty of the mathematical operations needed to find a solution, and the consequences of making a mistake. The exception is Estimation, which is measured in four levels.

Examples of Numeracy on the Job

- Cabinetmakers lay out curves for the finished ends of a cabinet, using a compass. (measurement & calculation level 4)
- Construction electricians may calculate amounts for estimates and invoices. They multiply hours worked by labour rates and add amounts for parts, materials, supplies and applicable taxes. (money math level 3)
- Bakers schedule the order of activities and tasks, e.g. head bakers establish production timelines and staffing requirements to meet weekly and seasonal baking orders. (scheduling, budgeting & accounting level 3)
- Web designers monitor and analyze statistics to draw conclusions about trends and upcoming needs. (data analysis level 3)
- Welders estimate the quantity of consumables, such as welding rods or wire, required to complete jobs based on the volume of welding to be done. (estimation level 2)

Document Use

Estimated time to complete: 20 hours

Document use refers to how we use information in which words, numbers, icons, and other visual characteristics (e.g. line, colour, shape) are given meaning by their spatial arrangement. We use this skill when we read, interpret, enter information into - graphs, charts, lists, tables, blueprints, schematics, signs, labels and forms.

Document Use has five levels of complexity depending on factors such as the number and type of documents being used at one time and the consequences of making a mistake.

Examples of Document Use on the Job

- Aerospace technicians scan gauges and digital readouts for operating data, such as, revolutions per minute, electrical readings, torque and thrust forces.
(document use level 1)
- Automotive painters use colour chips to locate paint codes for non-standard vehicle colours. They locate paint codes by visually comparing different colour chips to vehicle paint colours until direct matches are found.
(document use level 2)
- Hair stylists review specifications on colour charts and tables to locate product names, identification numbers, processing times and mixing ratios for peroxides and colouring agents.
(document use level 3)
- Construction electricians Study a variety of mechanical and architectural drawings, e.g. study drawings to plan the placement of equipment and the routing of electrical and control wiring.
(document use level 4)

Reading

Estimated time to complete: 20 hours

Reading refers to the skills needed to understand and apply information found in sentences and paragraphs. (“Reading” of material shorter than a sentence is included in the skill of Document Use.) Reading includes information available in print and online. Examples of when we use this skill include when we scan for information, skim for overall meaning, evaluate what we read, and integrate information from multiple sources.

Reading has five levels of complexity depending on factors such as the length and complexity of the text being read, the level of inference required to make sense of the text, and how much prior or specialized knowledge you need to have to understand and evaluate the text you are reading.

Examples of Reading on the Job

- Mining mechanics read short handwritten notes and text entries on forms, for example, they read short descriptions on maintenance forms of work completed and troubles encountered.
(reading text level 1)
- Sheet metal workers read instructions and procedures such as sequenced instructions for the installation of sheet metal fixtures.
(reading text level 2)
- Heavy equipment operators read a variety of set-up, operating and maintenance manuals, for example they read manuals to learn how to operate equipment, such as earthmovers, grapplers, graders and skidders.
(reading text level 3)
- Graphic designers read software and hardware manuals, both online and paper-based, to locate instructions for specific tasks, troubleshooting information, or more efficient ways of performing tasks
(reading text level 4)

Thinking

Estimated time to complete: 15 hours

Thinking is divided into the six discrete skills described on page 7.

1. Problem solving
2. Decision making
3. Critical thinking
4. Job task planning and organizing
5. Significant use of memory
6. Finding information

The skills of Thinking have 4 levels of complexity based on the following factors:

- The steps involved in problem solving, from identifying a problem to finding the best solution
- The type and amount of information available to inform the decision, whether similar decisions have been made before, and the consequences of making a poor decision
- The criteria, judgements, and possible consequences involved in critical thinking processes
- The extent to which workers are responsible for organizing their own tasks
- The difficulty of finding, selecting, understanding and processing information
 - Significant use of memory has no complexity levels. You either need it for a task or you do not.

Examples of Thinking on the Job

- Steamfitters encounter failures in a pipe. They shut off the steam, identify the reasons for the failure and consult with engineers to determine the proper course of action to rectify the situation.
(problem solving level 3)
- Bakers select decorating styles and products for cakes and pastries considering material and ingredient costs, transportability, availability of supplies, ripeness of fresh fruit and flavour combinations.
(decision making level 2)
- Outdoor power equipment technicians evaluate the quality of repairs, for example they inspect repairs for misaligned belts and pulleys, excessive noise and vibrations, unusual fumes and leaking seals, connections and hoses.
(critical thinking level 3)

- Hairstylists who own their own salons, plan and organize schedules for other hairstylists. They organize direct, assign tasks and evaluate apprentices and helpers. (job task planning and organizing level 3)
- Gas fitters remember building layouts when completing job estimates. (significant use of memory)
- Heavy equipment mechanics find information related to repairs on old pieces of equipment for which manuals may not be available, by questioning coworkers, shop foremen and service managers who have experience working on similar equipment. (finding information level 3)

Oral Communication

Estimated time to complete: 15 hours

Oral Communication refers to the skills needed to exchange thoughts and information with other people, by speaking, listening and using non-verbal cues, such as body language. Oral communication refers to both in-person and technology-based communications such as Skype and telephone.

Oral Communication has four levels of complexity depending on factors such as the content and the context of the communication and the speakers' familiarity with both, and the risks involved if communication is unsuccessful.

Examples of Oral Communication on the Job

- Refrigeration and air conditioning mechanics interact with dispatchers to receive work assignments and to report work site delays and other problems. (oral communication level 1)
- Web designers discuss the suitability of web designs with clients and co-workers. They interact with clients for the duration of projects to keep them informed and seek approval on designs. (oral communication level 2)
- Hairstylists talk to dissatisfied customers, e.g. question customers to determine the reason for their dissatisfaction, provide explanations and discuss possible solutions. (oral communication level 3)

Writing

Estimated time to complete: 3 hours

Writing refers to the skills needed to compose handwritten or typed text to communicate information and ideas. People write for different purposes including to remember, inform, keep a record, justify, persuade, compare, evaluate and entertain.

Writing has 4 levels of complexity depending on factors such as the length and purpose of the writing, and its style, structure and content.

Examples of Writing on the Job

- Bakers write instructions for preparing, baking and decorating baked goods on recipes, bake orders and productions sheets.
(writing level 1)
- Transformer fabricators write memos to suppliers on a weekly basis.
(writing level 2)
- Construction electricians may write detailed descriptions of installation and repair procedures.
(writing level 3)
- Web designers write technical articles for on-line newsletters. For example, a web developer may write an article on coding shortcuts for creating web page style sheets. They strive to explain the technical procedures using plain language
(writing level 4)

Working with Others

Estimated time to complete: 3 hours

Working with Others examines the extent to which employees work with others to carry out their tasks.

A 2013 update to the Government of Canada essential skills profiles relocated Working with Others to the Additional Information section of the profiles and removed the complexity levels. Original versions of the profiles assigned 4 levels of complexity to this skill depending on factors such as the degree to which workers need to align their work with that of others and the degree to which the worker is responsible for supervising or leading others.

Examples of Working with Others on the Job

- Graphic designers work alone in an office contacting others by phone or electronically as required
(working with others level 1)
- Plumbers coordinate with other trades. For example, during installation they complete the rough-in and then return to complete the finishing, after other trades, such as plasterers or tilers, have completed their work.
(working with others level 2)
- Electromechanical engineering technologists and technicians in large companies usually work as part of a team that may include engineers, other technicians and technologists, sales, production, and tradespeople (electricians, machinists, plumbers, welders). Electromechanical engineering technologists and technicians with more experience or seniority may assign tasks to other workers or take a more senior role on the team.
(working with others level 3)
- Database analysts work as part of a face-to-face or virtual team for every database created.
(working with others level 4)

Continuous Learning

Estimated time to complete: 3 hours

Continuous Learning tests the hypothesis that more and more jobs require continuous upgrading and all workers must continue learning to keep or to grow with their jobs. If this is true, then the following will become Essential Skills:

- knowing how to learn
- understanding one's own learning style
- knowing how to gain access to a variety of materials, resources, and learning opportunities

A 2013 update to the Government of Canada essential skills profiles relocated Continuous Learning to the Additional Information section of the profiles and removed the complexity levels. Original versions of the profiles assigned 4 levels of complexity to this skill depending on factors such as who is responsible for setting and achieving learning goals, the difficulty of the learning process, and whether the learning is straight-forward or requires a significant degree of inference.

Examples of Continuous Learning on the Job

- Brick mason may gain new expertise “on the job” from other more experienced masons, tilers, or supervisors.
(continuous learning level 1)
- Autobody repairers may be required by paint vendors to take product information seminars in order to become a certified user of their products.
(level 2)
- Construction electricians are expected to continue to learn and become familiar with changing code requirements. They must also keep up-to-date with changes in technology, such as computer controls or programmable logic controllers (PLCs). They enroll in scheduled classes offered by the union, employers, wholesalers, manufacturers or distributors and may also take continuing education classes at their own expense.
(continuous learning level 3)
- Chefs engage in self-directed learning by integrating information from trades articles, magazines, observation of other restaurants, surveys of customer tastes and preferences, discussions with co-workers, etc.
(continuous learning level 4)

To Learn More

Skills/Compétences Canada (SCC)

<http://skillscompetencescanada.com/en/essential-skills/>

Skills Canada was founded in 1989 as a national, not-for-profit organization that works with employers, educators, labour groups and governments to promote skilled trades and technology careers among Canadian youth. Its unique position among private and public sector partners enables it to work toward securing Canada's future skilled labour needs while helping young people discover rewarding careers. Skills Canada offers experiential learning opportunities including skilled trades and technology competitions for hundreds of thousands of young Canadians through regional, provincial/territorial, national and international events, as well as skilled trades awareness programs. Headquartered in Ottawa, Ontario, Skills Canada is the Canadian Member organization of WorldSkills.

Employment and Social Development Canada, Office of Literacy and Essential Skills

<https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

According to the Office of Literacy and Essential Skills, literacy and essential skills:

- are needed for work, learning and life
- are the foundation for learning all other skills
- help people evolve with their jobs and adapt to workplace change

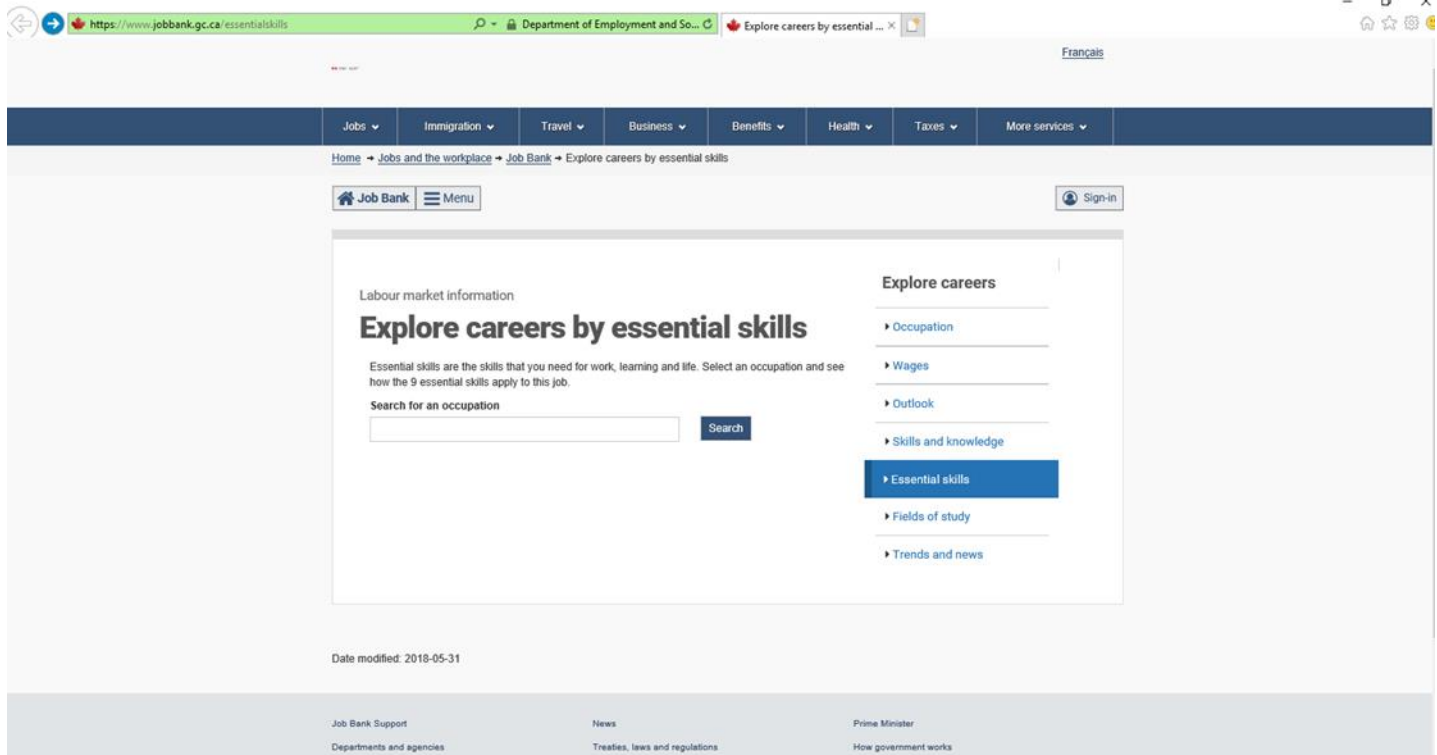
At their site you can find information on the history of essential skills in Canada, details on the skills, the profiles, tools and resources for learners, instructors and employers, useful videos and webinars and useful links to additional information.

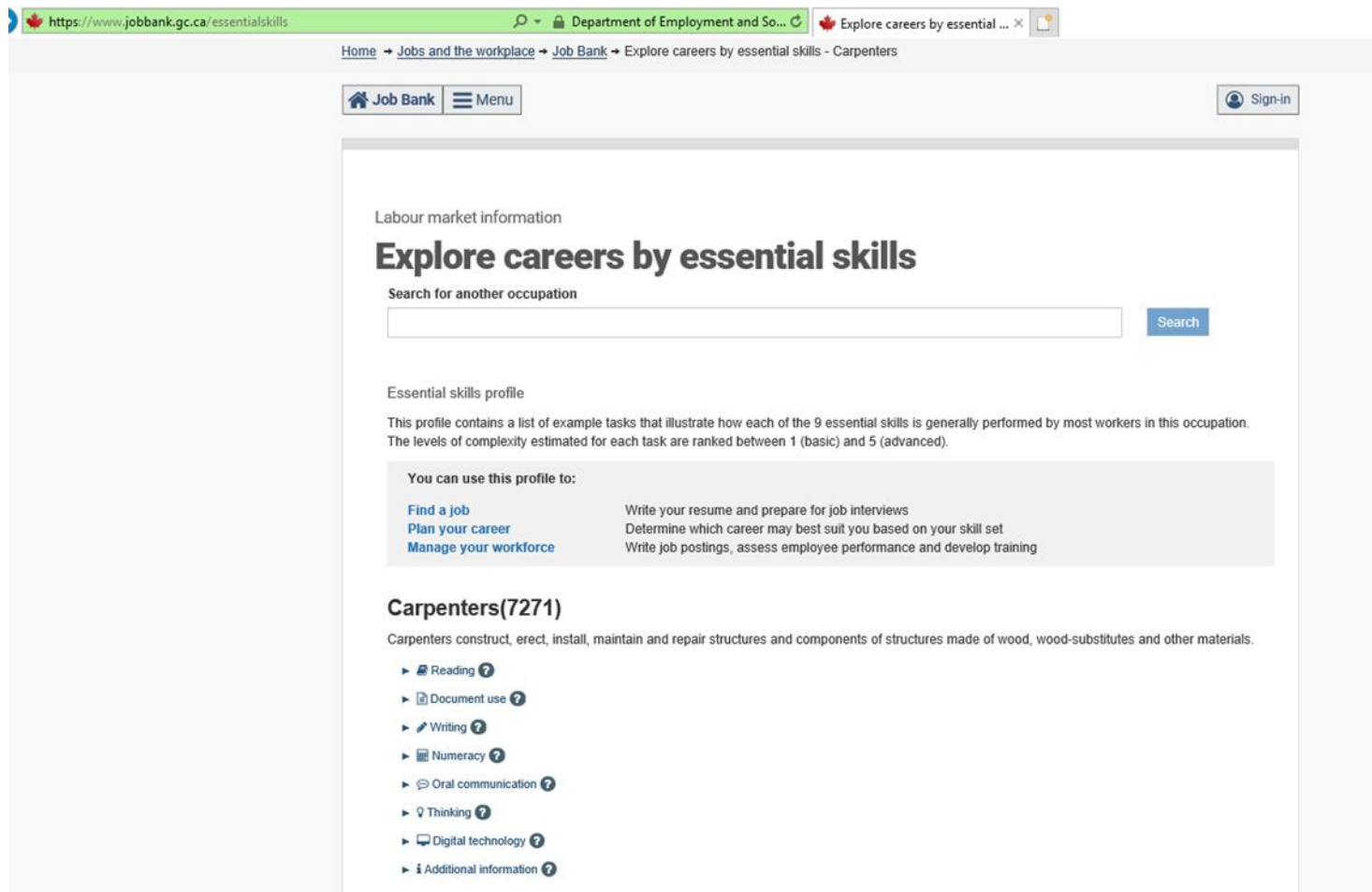
The Job Bank

<https://www.jobbank.gc.ca/essentialskills>

At the link above you can access information in the Canada Job Bank related to essential skills for a large number of Canadian occupations.

1. Click on or enter the link into your browser.
2. Type the name of an occupation into the search bar and click "search".
3. When the profile appears, click on the arrows to the left of each skill to expand the field and review the information on how the chosen occupation uses the essential skills, contained in the profile.





The screenshot shows the Job Bank website interface. At the top, there's a navigation bar with the URL <https://www.jobbank.gc.ca/essentialskills> and the Department of Employment and Social Development Canada logo. Below the navigation bar, there's a breadcrumb trail: Home → Jobs and the workplace → Job Bank → Explore careers by essential skills - Carpenters. The main content area is titled 'Labour market information' and 'Explore careers by essential skills'. It includes a search bar for another occupation and a search button. Below this, there's an 'Essential skills profile' section for Carpenters (7271). This section 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 tasks are ranked between 1 (basic) and 5 (advanced). The tasks listed are: Find a job, Plan your career, Manage your workforce, Write your resume and prepare for job interviews, Determine which career may best suit you based on your skill set, Write job postings, assess employee performance and develop training, Reading, Document use, Writing, Numeracy, Oral communication, Thinking, Digital technology, and Additional information.