



Four Day Workshop

LAUNCHER



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It is part of the larger initiative supported by Workplace Education Manitoba, Workplace Prior Learning Assessment & Recognition, and Essential Skills Manitoba to bring an Essential Skills and RPL lens to building and implementing skills recognition and development strategies, supports and resources to advance labour market outcomes for Manitobans.

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Start with the End in Mind

Manitoba employers need a skilled workforce that's efficient, effective, and adaptable, while workers need the skills required to perform successfully at work.

Being successful at work has three parts: technical skills, Personal Management Basics and Essential Skills. It's like a three-legged stool: if one leg is a little short the stool falls over. If all are good then the stool is solid.



the three-legged stool

It's important to have a clear picture of what successful workplace performance looks like for the type of employment you're looking for.

You need to be able to 'see' all the pieces to be able to identify, give employment value to, and communicate the skills, abilities, and characteristics you already have and put together a plan for gaining any you don't.

Essential Skills for Success @ Work

Manitoba Employers Say They Are Looking for Workers Who:

Communicate and Collaborate -

(Oral Communication, Writing, Working with Others)

- Speak clearly and directly, using language appropriate to the workplace
- Pass on information in ways that can be understood by others
- Observe to ensure others understand, making adjustments as necessary
- Display appropriate body language and appropriately interpret the body language of others
- Pay attention to and correctly interpret the meaning of another speaker's message
- Ask questions, repeat for understanding, and sum up the message to confirm what was said
- Are able to keep conversations moving forward in a positive and result-oriented way
- Communicate a clear and direct message in writing that is appropriate to the situation
- Use language, style, and structure appropriate to purpose and audience
- Use correct spelling, grammar, and punctuation
- Apply teamwork skills to a variety of situations as appropriate
- Follow through on commitments
- Interact with others in a way that is considerate, respectful of the roles of others and contributes to positive and productive outcomes
- Act in a way that demonstrates an openness to the ideas, opinions, and contributions of others
- Address inter-personal conflict positively and appropriately

Apply Thinking Skills -

(Job Task Planning and Organizing, Critical Thinking, Problem Solving, Decision Making, Finding Information, Significant Use of Memory)

- Manage their own time well and work within job expectations
- Take responsibility for making sure tasks are completed to the quality required and the timeline /deadline set
- Observe situations and conditions and manage any change in conditions
- Maintain focus and effectiveness in a busy work environment
- Listen and observe actively to decide how best to act on what has been heard and observed
- Observe, anticipate and take initiative to resolve potential problems
- Can analyze and use logic to think through situations to come up with an appropriate decision

- Recognize when additional support is required and appropriate
- Can explain their thinking to others clearly, accurately, logically, and completely
- Use effective strategies for finding and using needed information
- Consider the reliability of information to make sure it is appropriate, useful, and accurate.
- Remember and use information accurately

Use Digital Technology -

(Digital Technology)

- Have the basic skills to operate digital technology devices and software
- Use digital technology in a responsible manner
- Follow a practical thinking process for resolving issues with digital technology
- Adapt to the introduction of new digital technology and software

Learn for Work -

(Continuous Learning)

- Take responsibility for and be self-directed (when required) in their learning
- Choose and use the appropriate learning strategy for a particular situation
- Participate actively in training and skills development

Use Their Workplace Literacy and Numeracy Skills -

(Reading, Document Use, Numeracy)

- Understand written text to the level needed to complete the work tasks specific to the job
- Use the appropriate reading strategy for the task (skimming, scanning, reading for details)
- Use the structure and organization of a document (paper-based or electronic) to locate and use needed information accurately and efficiently
- Have the document use skills to the level needed to complete work tasks specific to the job
- Locate and determine if the information and numerical data is correct
- Record information and numerical data correctly
- Have the numeracy skills to the level needed to complete work tasks specific to the job

Adapted from *Skills for Success @ Work*, © Workplace Education Manitoba, 2015



How do you know when a worker has the needed Essential Skills? How might you know when a worker doesn't have the Essential Skills needed?

The 9 Essential Skills

<p>Oral Communication @ Work</p>	<p>Talking with others to give and exchange information and ideas, such as to provide explanations, ask and answer questions, clarify, coordinate, make requests, persuade, negotiate, etc.. This can be in person, by telephone and other communication devices.</p>
<p>Writing @ Work</p>	<p>Using the written word to create a clear message, whether it's a short note, a few paragraphs or a longer written piece.</p>
<p>Working with Others @ Work</p>	<p>Leading, coordinating, or collaborating with others on work activities.</p>
<p>Thinking @ Work</p>	<p>Thinking Skills include: problem solving, job task planning and organizing, finding information, critical thinking, significant use of memory and decision-making. Using a thinking process to solve problems, organize and plan, find needed information, be logical, remember things and make decisions.</p>
<p>Digital Technology @ Work</p>	<p>Using information and communication technology.</p>
<p>Continuous Learning @ Work</p>	<p>Applying strategies which support workplace learning and the ability to adapt to change.</p>
<p>Reading @ Work</p>	<p>Reading and understanding written information in the many different types of workplace documents, e.g., work instructions, emails, health and safety bulletins and policy and procedure manuals.</p>
<p>Document Use @ Work</p>	<p>Finding and using the information you need and putting in information where it is needed are called document use. Icons, labels, lists, tables, forms, graphs, signs, maps, gauges, images, schedules, touch screens and technical drawings are examples of documents or information displays used in a workplace.</p>
<p>Numeracy @ Work</p>	<p>Using numbers and thinking mathematically to measure and make calculations, to estimate, to work with money, to analyze trends and to create schedules and budgets.</p>

Essential Skills: Examples of Workplace Task Verbs

Accomplish	Count	Improve	Process
Achieve	Create	Inform	Produce
Add	Cut	Influence	Provide
Adapt	Decide	Initiate	Question
Administer	De-escalate	Inspect	Raise
Advise	Delegate	Inspire	Read
Aid	Demonstrate	Install	Recommend
Analyze	Design	Instruct	Record
Apply	Determine	Interpret	Recruit
Appraise	Develop	Interact	Regulate
Arrange	Devise	Invent	Repair
Assemble	Diagnose	Join	Replace
Assess	Differentiate	Judge	Reproduce
Assist	Discuss	Lead	Research
Audit	Display	Listen	Resolve
Budget	Distribute	Locate	Respond
Build	Document	Maintain	Revamp
Buy	Draw	Manage	Scan
Calculate	Educate	Map	Select
Calm	Encourage	Mentor	Sell
Care (for)	Enter	Measure	Serve
Change	Envision	Memorize	Share
Check	Estimate	Mend	Show
Choose	Evaluate	Mix	Sketch
Clarify	Exchange	Model	Solve
Coach	Explain	Monitor	Speak
Collect	Express	Motivate	Stabilize
Collaborate	Facilitate	Navigate	Supervise
Communicate	Fill (in)	Negotiate	Take
Complete	Forecast	Observe	Teach
Compose	Gather	Operate	Total
Conceptualize	Generate	Organize	Train
Conduct	Give	Participate	Update
Construct	Greet	Perform	Upgrade
Control	Guide	Persuade	Use
Convert	Help	Plan	Verify
Cooperate	Hire	Practice	Volunteer
Coordinate	Hunt	Predict	Weigh
Counsel	Identify	Prepare	Work
	Illustrate	Prioritize	Write



To get you thinking about your Essential Skills, circle the verbs that describe tasks you have done many times.

Personal Management Basics for Today's Workplace

The Personal Management Basics (PMBs) are the attributes – or qualities – employers say they're looking for. PMBs are the combination of attitudes, behaviours, and habits that employers say are critical to success in every workplace.

There are two parts to the PMBs: *Self-Management* and *Co-operating with Others*.

Self-Management is a person's ability to make considered and informed decisions that are in their own best, long-term interests. Self-management includes:

- Self-Awareness
- Responsible Behaviour
- Stress Management
- Positive Attitude
- Initiative
- Adaptability & Flexibility

Cooperating with Others is a person's ability to work with others productively and collaboratively. It may require them to work independently, with another worker or on a team. Cooperating with others includes:

- Interpersonal Skills
- Respect for Others
- Respect for Expectations
- Reliability
- Personal Presentation

Adapted from Personal Management Basics framework created by the Prior Learning Centre



What does it look like when a worker has these attributes at work? What might it look like when a worker does not?

Personal Management Basics: Examples of Attributes

Able to prioritize	Energetic	Persuasive
Accurate	Enjoy challenges	Positive
Adaptable	Expressive	Practical
Agreeable	Fair-minded	Problem-solver
Ambitious	Flexible	Productive
Appropriate	Friendly	Profit-oriented
Assertive	Genuine	Progressive
Careful	Goal-oriented	Prompt / Punctual
Cheerful	Good listener	Proven negotiator
Compassionate	Gracious	Quick learner
Competent	Hardworking	Resilient
Competitive	Helpful	Resourceful
Confident	Honest	Respectful
Conscientious	Imaginative	Responsible
Considerate	Instinctive	Self-starter
Consistent	Integrity	Sense of control
Constructive	Investigative	Sensitive
Cooperative	Logical	Sincere
Courteous	Loyal	Supportive
Creative	Meet deadlines	Tactful
Customer oriented	Motivated	Take initiative
Decisive	Optimistic	Team-player
Dedicated	Orderly	Thorough
Dependable	Outgoing	Trouble-shooter
Detail-oriented	People-oriented	Trustworthy
Diplomatic	Perceptive	Versatile
Dynamic	Persistent	Well-spoken
Eager	Personable /	
Efficient	Pleasant	



To get you thinking about your Personal Management Basics, circle the words that you feel describe you?

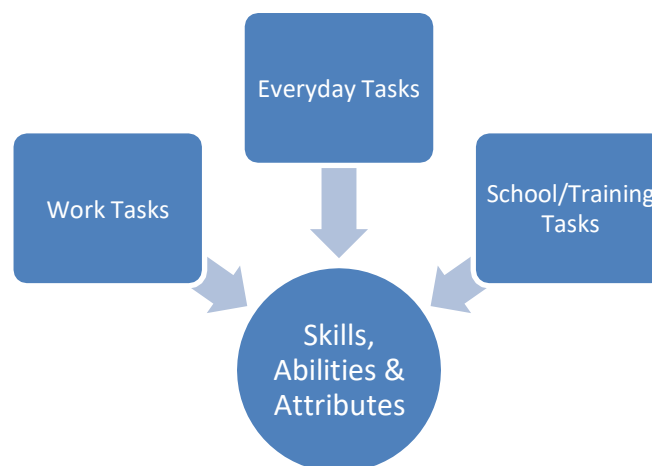
Through an Essential Skills and PMB Lens

Linda was a volunteer in her children's school. One of the volunteer jobs she had was being on the committee that organized hot lunches for students once a month. Each month, Linda would count up the orders, balance the accounts and speak to the food suppliers. She also planned and managed the work of other volunteers, solved problems when they came up and worked with the other members of the committee. On Volunteer Thank You Day, the school Principal talked about Linda's hard work, her cheerfulness, and how people felt they could always count on her. When she used the Essential Skills and PMB lenses she was able to see the many skills, abilities and attributes that made up what she did as a volunteer. She also realized that an employer would find value in them, too.

The Essential Skills and PMB lenses are a particular way of seeing things. Using the lenses is a useful way for understanding workplace expectations and for being able to see the different things that make up the workplace performance that employers say they're looking for.

For example, if the requirement is to share information with co-workers, the Essential Skills lens would reveal the need to be able to: customize the information for each co-worker (critical thinking and decision making) and deliver it in person (oral communication) or by phone (oral communication and digital technology) or by email (writing and digital technology).

Using the lenses are also important for 'unpacking' and giving meaning and purpose to the range of skills, abilities and attributes that you have learned and used through work, everyday life, school and community involvement.



Using the Essential Skills & PMB Lenses: Snapshot of a Parent / Caregiver

Task	Skills / Abilities / Attributes
Example: Taking kids to and from school	<ul style="list-style-type: none"> - Planning and organization - Patience - Negotiating - Figuring out timing (math skills) - Reading a bus schedule
Example: Making meals	



Is there anything that stands out for you as something that would highlight your skills, abilities, and attributes? What does it show?

RPL Reflection Activity #1: Beginning with ME

It is important for you to become a ‘conscious reflector, especially about the skills, abilities and attributes that employers say they are looking for and the type of work you want to do.

Through the experiences you have had in your life, you have learned, developed and practiced many kinds of skills and behaviours.

These skills and behaviours can be transferred to other situations – including work.

What this means is that, even if you have not had many jobs, you have developed skills, abilities, and attributes that employers are looking for.

Some of your experiences have not been ‘good’ ones. That’s okay – sometimes our best or strongest qualities come from hardship or difficult situations.

Look at the table on the next page. Identify all of the things that apply to you. If something important in your life is not on the list, add it. Use extra sheets of paper if you need to.

Home / Family Activity	Employment	Volunteer / Leisure Activity	Major Life Circumstances
<input type="checkbox"/> Taking care of self <input type="checkbox"/> Managing the house (finances, shopping, etc.) <input type="checkbox"/> Childcare <input type="checkbox"/> Childcare with special needs <input type="checkbox"/> Elder care <input type="checkbox"/> Elder care with special needs <input type="checkbox"/> Home repairs and maintenance <input type="checkbox"/> Pet care <input type="checkbox"/> Vehicle operation and maintenance	<p>Identify job title, employer, and number of years/months on job (List jobs only within the last 10 years.)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<input type="checkbox"/> Team or individual sports activities <input type="checkbox"/> Volunteering (school, community, church) <input type="checkbox"/> Performance activities (Music, drama, etc.) <input type="checkbox"/> Making/selling items (crafts, baking, etc.) <input type="checkbox"/> Fitness activities <input type="checkbox"/> Gardening/farming <input type="checkbox"/> Union activities	<input type="checkbox"/> Having children <input type="checkbox"/> Returning to school as an adult <input type="checkbox"/> Changing careers <input type="checkbox"/> Multiple moves <input type="checkbox"/> Immigrating <input type="checkbox"/> Experiencing a war <input type="checkbox"/> Serving in the military <input type="checkbox"/> Dealing with major illness/death of a loved one <input type="checkbox"/> Recovering from an illness/accident <input type="checkbox"/> Starting/running a business <input type="checkbox"/> Surviving a pandemic
<p><u>Other activities:</u></p>		<p><u>Other activities:</u></p>	<p><u>Other activities:</u></p>

I Was ... I am...

Activities & Experiences (What was done...)	I Was / I Am (Identified Role)
Example: Volunteered to do cooking at a kids' camp	<ul style="list-style-type: none"> - Volunteer - Menu planner - Cook



Is there anything that stands out for you as something that would highlight your skills, abilities, and attributes? What does it show?

RPL Reflection Activity #2: Thinking about my Skills, Abilities & Attributes



Thinking about my Essential Skills

Using the self-assessment below, read each statement, reflect on what this would *look like in a workplace* and then indicate whether this is something you can do easily and if in fact it is one of your strengths.

	I Can Do This	This is One of My Strengths
COMMUNICATE & COLLABORATE: <i>Oral Communication, Writing, Working with Others</i>		
Pass on information in ways that can be understood by others		
Check to ensure others understand and make adjustments as necessary		
Speak clearly and directly, using language appropriate to the workplace		
Pay attention to and correctly interpret the meaning of another speaker's message		
Use questioning, paraphrasing, and summarizing to clarify and confirm understanding of a message		
Display appropriate body language and appropriately interpret the body language of others		
Keep conversations moving forward in a positive and result-oriented way		
Communicate a clear and direct message in writing that is appropriate to the situation		
Use language, style, and structure appropriate to purpose and audience (writing tasks)		
Use correct spelling, grammar, and punctuation		

	I Can Do This	This is One of My Strengths
Apply teamwork skills to a variety of situations as appropriate		
Follow through on commitments		
Behave in a way that is considerate, respectful of the roles of others and contribute to positive, productive outcomes		
Act in a way that demonstrates an openness to the ideas, opinions, and contributions of others		
Address inter-personal conflict positively and appropriately		
APPLY THINKING SKILLS: <i>Job Task Planning and Organizing, Critical Thinking, Problem Solving, Decision Making, Finding Information, Significant Use of Memory</i>)		
Use a variety of methods for managing my own time and workload while respecting workplace expectations.		
Take responsibility for ensuring tasks are completed to the quality required and the timeline / deadline set		
Observe situations and conditions and manage any changes that arise changing conditions		
Maintain focus and effectiveness in a busy work environment		
Listen and observe actively in order to decide how best to act on what has been heard and observed		
Think logically through situations in order to come up with an appropriate decision		
Recognize when additional support is required and appropriate		
Explain my thinking to others in a way that is clear, accurate, logical and complete		
Use effective strategies for finding / accessing and using needed information		

	I Can Do This	This is One of My Strengths
Evaluate the credibility of information to ensure appropriateness, usefulness, and accuracy		
Remember and use information accurately		
USE DIGITAL TECHNOLOGY: <i>Digital Technology</i>		
Have the basic skills for operating digital technology devices and software		
Use digital technology in a responsible manner		
Follow a practical thinking process for resolving issues with digital technology		
Adapt to the introduction of new digital technology and software		
LEARN FOR WORK: <i>Continuous Learning</i>		
Take responsibility for and be self-directed (when required) in my learning		
Choose and use the appropriate learning plan for a particular situation		
Participate actively in training and skill development opportunities		
WORKPLACE LITERACY & NUMERACY: <i>Reading, Document Use, Numeracy</i>		
Comprehend written text to the level needed to complete the work tasks specific to the job		
Use reading methods appropriate to purpose (skimming, scanning, reading for details)		
Use the structure and organization of a document (paper-based or electronic) to locate and use needed information accurately and efficiently		
Have the document use skills to the level needed to complete work tasks specific to the job		
Locate and interpret information and numerical data correctly and accurately		

	I Can Do This	This is One of My Strengths
Record information and numerical data correctly and accurately		
Have the numeracy skills to the level needed to complete work tasks specific to the job		



Thinking about my Qualities

Using the self-assessment below, read through the description for each attribute, reflect on what this would look like in a workplace. Indicate whether this is like you, not like you, or if you are not sure. **NOTE: The bullets are not a checklist, but are descriptions of behaviours a person with this attribute would typically exhibit.**

SELF-MANAGEMENT
<p>1. SELF-AWARENESS</p> <p>Someone who <i>Is Self-Aware</i>:</p> <ul style="list-style-type: none"> ▪ Can identify their personal behaviours, values, and beliefs ▪ Can describe what motivates them, what makes them happy and what doesn't ▪ Recognizes their emotional triggers and feelings ▪ Describes themselves in terms of strengths, abilities, and limitations ▪ Is aware of the impact their behaviours and actions have on themselves and others ▪ Manage themselves effectively when under pressure
<p><i>Am I like this?</i> _____ YES _____ NO _____ NOT SURE</p>
<p>2. RESPONSIBLE BEHAVIOUR</p> <p>Someone who <i>Shows Responsible Behaviour</i>:</p> <ul style="list-style-type: none"> ▪ Takes ownership for their actions and decisions ▪ Accepts responsibility for themselves and for what they contribute to group activities ▪ Recognizes when they make mistakes and works to correct them and learn from them ▪ Considers the consequences before taking action ▪ Avoids unnecessary risks
<p><i>Am I like this?</i> _____ YES _____ NO _____ NOT SURE</p>

3. STRESS MANAGEMENT

Someone who *Manages Stress*:

- Can describe the things that raise their stress levels
- Actively works on things that cause them stress when they are within their control
- Uses stress management techniques or coping strategies
- Takes feedback from others in a positive way

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

4. POSITIVE ATTITUDE

Someone who *Shows a Positive Attitude*:

- Demonstrates confidence in their ability to do a job well
- Avoids blaming others for things that go wrong
- Displays optimism and a positive attitude - and expects positive results
- Demonstrates an approachable and pleasant attitude

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

5. INITIATIVE

Someone who *Shows Initiative*:

- Shows interest in the work and stays focused, even without supervision
- Strives to provide quality in the tasks and services they perform
- Takes advantage of opportunities to make improvements
- Looks for ways to overcome problems and get tasks done
- Shows pride in accomplishing new tasks

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

6. ADAPTABILITY & FLEXIBILITY

Someone who *Is Adaptable and Flexible*:

- Is open to new ideas and new ways of doing things
- Copes effectively with changing priorities and expectations
- Anticipates and adjusts positively to changing and uncertain situations
- Looks for workable ways to overcome difficulties
- Demonstrates resilience and persistence when unexpected challenges happen

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

COOPERATING WITH OTHERS

1. INTERPERSONAL SKILLS

Someone who *Interacts Well with Others*:

- Communicates in a professional and friendly manner
- Listens carefully
- Pays attention to body language
- Handles conflict or anger in an appropriate way
- Demonstrates social awareness and the ability to tune in to the emotions of others
- Accepts differences in opinion, lifestyle, culture, etc.

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

2. RESPECT FOR OTHERS

Someone who *Respects Others*:

- Observes personal boundaries
- Pays attention to the needs and feelings of others
- Shows respect for other people's ideas, opinions, and contributions
- Treats others the way they would like to be treated
- Shows politeness and courtesy to others
- Follows through on their commitments

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

3. RESPECT FOR EXPECTATIONS

Someone who *Respects Workplace Expectations*:

- Follows workplace rules and regulations (safety, procedures, expectation for dress, etc.)
- Is on time and prepared to work
- Meets deadlines
- Is able to understand their role in the workplace and act accordingly
- Is able to understand the role of the employer / supervisor
- Behaves in a way that demonstrates integrity and honesty
- Uses workplace equipment and resources responsibly

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

4. RELIABILITY

Someone who *Is Reliable*:

- Meets expectations for attendance and punctuality
- Consistently focuses on achieving quality work
- Is dependable and follows through on commitments
- Contributes to others being able to meet their commitments
- Takes responsibility for their actions

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**

5. PERSONAL PRESENTATION

Someone who *Pays Attention to Their Personal Presentation*:

- Presents themselves in a positive and professional way
- Practices appropriate grooming and hygiene habits
- Dresses neatly and appropriately
- Follows workplace policies for dress code, safety requirements, the use of scents, etc.

Am I like this? _____ **YES** _____ **NO** _____ **NOT SURE**



Think about your answers: what you can do, what your strengths are, and perhaps what might be more of a challenge for you. Ask yourself:

What patterns do I see in my answers?

What have I learned about myself and my workplace skills, abilities, and attributes? How does this fit in with what I already know about myself?

What does it get me thinking about for the type of work that would be the right fit for me?



Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

RPL Reflection Activity #3: Unpacking my Personal Management Basics

My Self-Management Skills Profile

I am self-aware	I exhibit responsible behaviour	I manage any stress in my life
My example:	My example:	My example:
I have a positive attitude	I take initiative	I am adaptable and flexible
My example:	My example:	My example:

My Cooperating with Others Skills Profile

I have interpersonal skills	I am respectful of others	I respect workplace expectations
My example:	My example:	My example:
I am reliable	I pay attention to personal presentation	
My example:	My example:	



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What patterns do I see in my answers?

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Pair – with a partner to discuss

Share – your ideas with the group

RPL Reflection Activity #3: Unpacking My Skills for Communicating and Collaborating

Employers need their workers to be able to:

- Work as part of a team and collaborate and co-operate with others
- Speak to be clearly understood by others
- Write to convey a clear and accurate message
- Participate and contribute to group discussions

Group Activity: Brainstorming Examples of Transferability

Work Tasks	Everyday Tasks – School/Training Tasks
<p>Oral Communication</p> <ul style="list-style-type: none"> - Speaking with co-workers to coordinate work tasks and negotiate equipment-sharing - Giving product information to a customer who is considering a purchase - Talking to a dissatisfied customer to learn about their problem and discuss a resolution - Talking through a troubleshooting process with co-workers to make a repair - Sharing information, providing feedback, and making suggestions at team meetings 	
<p>Writing</p> <ul style="list-style-type: none"> - Writing a list of supplies and equipment when taking inventory - Leaving a message for the next shift to let them know that supplies are running low and will need to be ordered - Writing simple instructions for others to follow 	

Work Tasks	Everyday Tasks – School/Training Tasks
<ul style="list-style-type: none"> - Writing an email to a supervisor asking for time off - Writing a short description of events in an incident report 	
<p>Working with Others</p> <ul style="list-style-type: none"> - Participating in a group discussion on how to improve a process - Working with a partner to stock shelves with product - Partner with a co-worker to carry a heavy load - Working as a member of a kitchen team to each prepare a portion of a food order - Sharing the workload to resolve an unexpected issue 	

Group Brainstorming: Examples of Workplace Application

Sector - Job	Skills & Abilities	The Worker Would Be...

Think About a Time:

Think about times when you had to work together with a group of people to get something done. Or think about times when you had to communicate with others – by speaking or in writing – as part of getting a job done.

Unpacking My Skills and Abilities

√	I had to...	I used this when...
	Speak clearly and directly, using language appropriate to the workplace.	
	Communicate with others to provide information and explanations, answer questions, make requests, coordinate tasks, etc.	
	Use strategies such as questioning, paraphrasing, and summarizing to determine someone's need or to clarify and confirm understanding and agreement.	
	Communicate to make a connection with someone and keep conversations moving forward in a positive and results-oriented manner.	
	Show appropriate body language and correctly interpret the body language of others.	
	Participate in group discussions to contribute ideas, opinions, suggestions, etc.	

√	I had to...	I used this when...
	Document – in writing – information that includes the required facts and details, observations, recommendations, etc.	
	Work together with co-workers and coordinate completion of work tasks with others.	
	Find ways to resolve interpersonal conflict positively and appropriately.	
	Follow through on commitments.	
	Interact with others in a way that was considerate, respectful and contributes to positive and productive outcomes.	

Adapted from *Skills for Success @ Work*, © Workplace Education Manitoba, 2015.



Think about your answers: what you can do, what your strengths are, and perhaps what might be more of a challenge for you. Ask yourself:

What patterns do I see in my answers?

What have I learned about myself and my workplace skills and abilities? How does this fit in with what I already know about myself?

What does it get me thinking about for the type of work that would be a right fit for me?



Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

RPL Reflection Activity #3: Unpacking the Thinking Skills I Use

Employers need their workers to be able to:

- Use planning and organizing to complete work in the most efficient and effective way
- Use a logical thinking process to solve problems and make appropriate and timely decisions
- Take initiative for finding needed information needed to complete workplace tasks.
- Listen and observe in order to respond safely and appropriately

Group Activity: Brainstorming Examples of Transferability

Work Tasks - Using thinking strategies for...	Everyday Tasks – School/Training Tasks
<p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> - Organizing a workstation to create efficiencies - Deciding the order of tasks and their priority in order to meet deadlines - Coordinating work tasks and the sharing of equipment with co-workers to be more efficient and meet time and work requirements 	
<p>Critical Thinking – Problem Solving – Decision Making</p> <ul style="list-style-type: none"> - Resolving conflict with co-workers and recognizing when it's appropriate to take the issue to a supervisor for assistance in resolving the problem - Listening to a customer to identify the best way to help them - Recognizing a potential safety hazard and taking action to resolve or report to a supervisor 	

Work Tasks - Using thinking strategies for...	Everyday Tasks – School/Training Tasks
<p>Finding Information</p> <ul style="list-style-type: none"> - Using the company intranet to locate HR information and forms - Speaking to a supervisor to find out the expectations for a task - Reading manuals and talking to a supervisor and co-workers to learn about how to troubleshoot equipment problems 	
<p>Significant Use of Memory</p> <ul style="list-style-type: none"> - Remembering the steps in a recipe - Remembering work instructions given by a supervisor - Remembering product codes when using a cash register 	

Group Brainstorming: Examples of Workplace Application

Sector - Job	Skills & Abilities	The Worker Would Be...

Think About a Time:

Think about times when you had to use your Thinking Skills. Think about how you used them to:

- plan and organize your time
- make decisions and solve problems
- make judgements about something
- find some information you needed
- use strategies to remember important things

Unpacking My Skills and Abilities:

√	I had to...	I used this when...
	Take responsibility for making sure tasks were completed to the quality required and to the deadline set	
	Check on a situation and take corrective actions when they were needed	
	Deal with interruptions when they came up and then return to working on my previous task	
	Logically think through something in order to come up with workable responses – on my own or with a group of people	
	Listen and observe actively so I could decide how to best act on what I heard or saw	

√	I had to...	I used this when...
	Follow a problem-solving process that results in a positive outcome	
	Observe work situations, anticipate potential problems, and take initiative to resolve them	
	Make decisions that lead to appropriate and timely outcomes	
	Organize and prioritize work tasks to use time more efficient	
	Respond when tasks went unexpectedly off-track and new situations suddenly came up	
	Take the initiative to find information needed to resolve an issue, learn something new or complete a task	
	Use strategies for remembering required information	

Adapted from *Skills for Success @ Work*, © Workplace Education Manitoba, 2015.



Think about your answers: what you can do, what your strengths are, and perhaps what might be more of a challenge for you. Ask yourself:

What patterns do I see in my answers?

What have I learned about myself and my workplace skills and abilities? How does this fit in with what I already know about myself?

What does it get me thinking about for the type of work that would be a right fit for me?



Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

RPL Reflection Activity #3: Unpacking My Skills for Using Digital Technology

Employers need their workers to be able to perform workplace tasks using digital technology.

Group Brainstorming: Examples of Workplace Application

Sector - Job	Skills & Abilities	The Worker Would Be...

Think About a Time:

Think about the times you used digital technology to complete a task.

Unpacking My Skills and Abilities:

I have used...	I used this digital technology to...
Example: a cellphone – Smart phone	<ul style="list-style-type: none">- Write and send texts- Make a phone call
Example: the touchscreen on a bank machine	<ul style="list-style-type: none">- Access my account to put money in or take some out

RPL Reflection Activity #3: Unpacking My Skills for Learning for Work

Employers need their workers to be able to:

- Ask a co-worker for help in operating a piece of equipment
- Use a job aid to learn how to change an email password
- Learn about the safe handling of materials by participating in WHMIS training
- Learn about safety rules from the company policy and procedure manual
- Seek out advice and feedback from more experienced co-workers and supervisors on the best approach to completing a task
- Look up HR policies on the company intranet to find out about vacation time

Think About a Time:

Think about times when you had to learn something new or when something new happened for you and there was a change. What did that look like?



Give an example of when you took responsibility for learning something new and explain how you went about learning it.

Describe a time you had to deal with a challenge where you didn't have all the answers. What did you do?

RPL Reflection Activity #3: Unpacking My Skills for Workplace Reading, Document Use and Math (Numeracy)

Workplace Reading

Employers need their workers to be able to:

- Read notes in logbook or workplace blogs to learn about what happened on a previous shift
- Read instructions and warnings on signs, labels, and packaging to identify directions for use
- Read safety bulletins to understand safety equipment requirements
- Read and follow step-by-step work instructions

Group Brainstorming: Examples of Workplace Application

Sector - Job	Skills & Abilities	The Worker Would Be...

Think About a Time:

Think about the times that you have done tasks that involve reading in some way. What did that look like?

Workplace Document Use:

Employers need their workers to be able to locate, interpret and use information and numerical data in a timely manner from a variety of sources including lists, tables, charts, templates, diagrams, etc. Employers need their workers to be able to record information and numerical data correctly, accurately and in a timely manner.

Employers need their workers to be able to:

- Scan a schedule to identify days and time for work
- Check and complete day-to-day paperwork such as quality control forms
- Scan a work order to determine required tasks
- Navigate through a series of touch screens to find needed information
- Interpret assembly drawings to identify steps for servicing equipment
- Compare statistical information given in a graph to company standards

Think About a Time:

Think about the times that you have done work and everyday tasks that include using visual displays of information. What did that look like?



I had to use, get information from or put information in...	I did this when...
Symbols, codes, and icons	
Lists	

I had to use, get information from or put information in...	I did this when...
Charts, tables, and schedules	
Graphs	
Maps	
Pictures, diagrams, and assembly drawings	
Forms	
Online templates	

Workplace Math (Numeracy):

Employers need their workers to have skills to the level required to complete workplace tasks that include math (numeracy).

Employers need their workers to be able to:

- Estimate the number of supplies needed before starting a task
- Measure the dimensions of a piece of material to be cut using a tape measure
- Compare measurements and instrument readings to specifications given on a work order
- Analyze numerical data to identify potential quality problems with production
- Convert between Imperial and metric when following a recipe
- Prepare customer bills including calculating taxes and discounts
- Make accurate estimates for the safe handling of weights

Think About a Time:

Think about the times you've used your math skills to do everyday tasks such as measuring, making calculations, estimating, using formulas, Observing numbers, or doing money math. What did that look like?



I had to...	I used this skill when...
Make simple mental math calculations and estimations	
Add, subtract, multiply or divide whole numbers	

I had to...	I used this skill when...
Add, subtract, multiply or divide fractions	
Add, subtract, multiply or divide decimals	
Calculate averages or percent	
Calculate rate and ratio	
Calculate conversions of units of measure, i.e., 100 cm = 1 m	
Calculate conversions between metric and Imperial	
Use formulas to complete calculations	
Use tools to measure amount, size, weight, angle, volume, temperature, speed, etc.	



Think about your answers for the RPL Reflection Activities #3. Ask yourself:

What patterns do I see in my answers?

What have I learned about myself and my workplace skills and abilities? How does this fit in with what I already know about myself?

What does it get me thinking about for the type of work that would be a right fit for me?



Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

Reflection Activity #4: My Story So Far...

Choose two situations that you feel can highlight some strengths of yours that an employer would be interested in.

For example, when I...

- worked collaboratively with others on a team
- planned an activity or an event
- used problem-solving strategies to solve a difficult problem
- made use of digital technology to complete a work task

Situation #1:

Situation #2:

Now, use these two situations to complete the STARS exercise on the next two pages.

STARS

Situation #1:

Situation – the context or background of your example

Task – the activities required of you

Actions: what you actually did

Results – the things that happened

Skills – the skills and attributes displayed in this experience

STARS

Situation #2:

Situation – the context or background of your example

Task – the activities required of you

Actions: what you actually did

Results – the things that happened

Skills – the skills and attributes displayed in this experience

RPL Activity #5: Connecting Evidence to Employment-Readiness – For Myself and For Others

So far you have worked to uncover the skills and learning you have used and gained through everyday life, work, and community activities. You have also identified your Essential Skills and PMB strengths and shown how they relate to what employers say they are looking for.

It's easier to speak with confidence about the skills, abilities, and attributes you say you have when you can “prove” it – to *yourself* and others. To do this you must have evidence.

Evidence is a collection of materials about your past experiences and accomplishments that show what you know and can do. What makes it RPL is that it doesn't matter where, when, or how you learned it.

Some Questions to ask Myself to Evaluate the Usefulness of My Evidence:

- ✓ What does this item or demonstration say about me?
- ✓ Did I do enough for others to agree I can use this as proof?
- ✓ What skills, abilities, and attributes does this show?
- ✓ Is this relevant to the skills, abilities, and attributes I need to highlight?
- ✓ Would an employer see what I see in this?
- ✓ Is this the best evidence I can use?
- ✓ Do I need to include other evidence together with this one?
- ✓ Would another piece of evidence be better? What would it be?
- ✓ Why would I include this?

Adapted from: A Journey of Self-Discovery Facilitator's Guide to Reflection and Portfolio Development

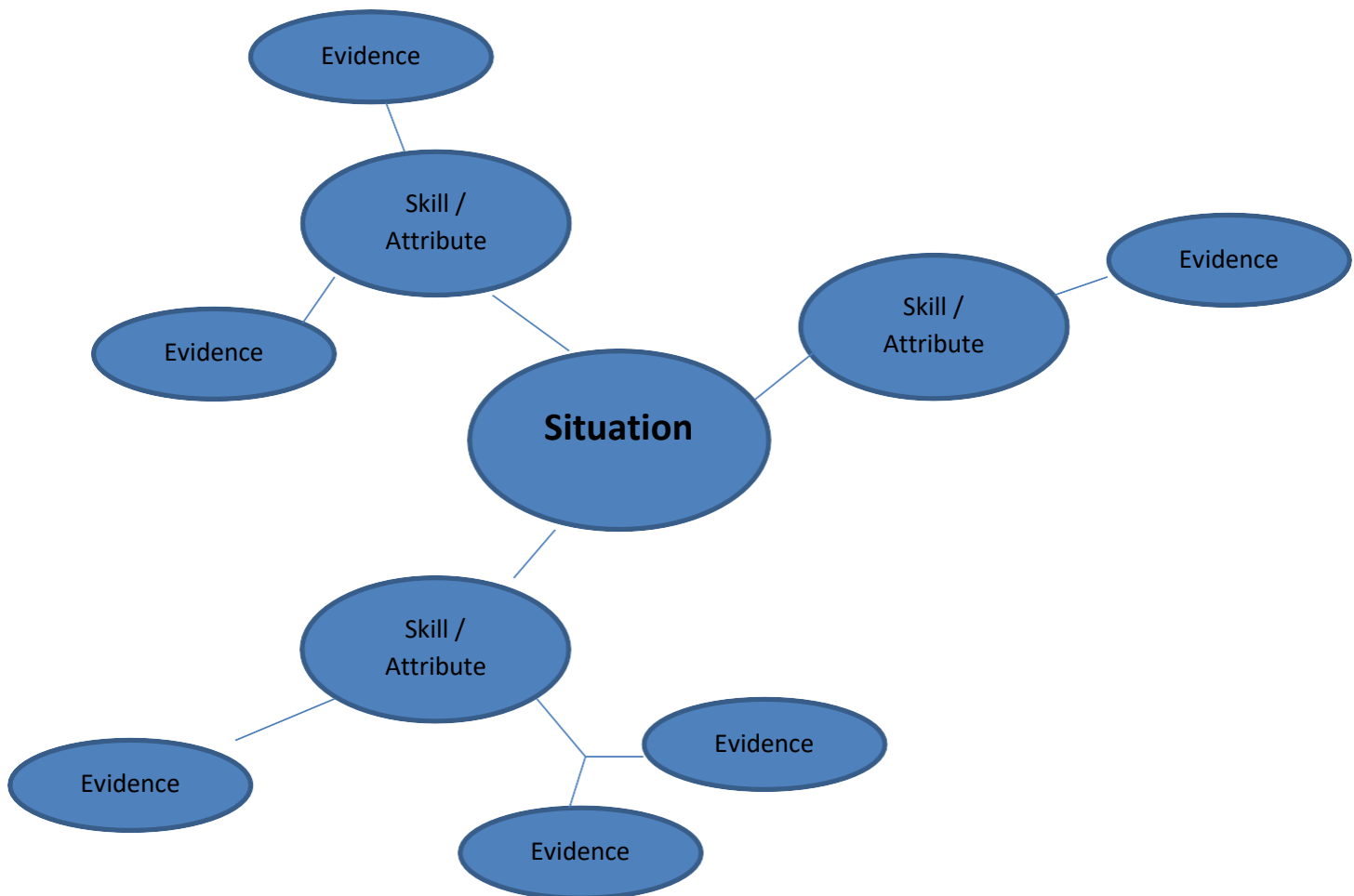
Group Activity: Brainstorming Examples

<p>Direct Evidence <i>What you can show: something you have created or a demonstration of something you can do</i></p>	<p>Example: Photos of things you built or created</p>	
<p>Self-Evidence <i>What you can say – a story, situation, etc. – as meaningful examples of your skills, abilities, and attributes</i></p>	<p>Example: Self-assessment documents where you assess yourself against specific skills or behaviours</p>	
<p>Indirect Evidence <i>What others say about you</i></p>	<p>Example: Letters from employers or community groups that talk about your skills, abilities, and attributes</p>	

Evidence Mapping

Use your two situations from the STARS exercise to create a mind map that shows possible evidence that you could use to prove you have these skills.

Remember to consider the different types of evidence that you could use – Direct, Self, and Indirect.



What I Have Observed about Myself

Observations about Myself in This Workshop	√
I interact with others in a way that is considerate and respectful	
I am comfortable contributing in group discussions and activities	
I am comfortable having one-on-one conversations with people	
I am able to stay on topic	
I am comfortable working on my own when I need to	
I listen to what others say and am open to their ideas	
I listen carefully and follow instructions accurately	
I ask questions if I don't understand something / I make sure I have all the needed information before starting something	
I use appropriate language	
I am able to write my ideas down in the workbook in a way that would make sense to others	
I pay attention to detail and am able to stay focused even when there are distractions	
I keep all my materials well organized	
I arrive on time and am prepared to work	
I am able to make efficient use of my time to complete everything I need to do	
I can explain my thinking to others in a way that is logical	
I am doing whatever I can to get the maximum value out of participating in this workshop	
I put a lot of thought into my responses in the workbook	
I have participated actively in all assessments and activities	

Comments:

What I Have Learned about Myself



I am good at:

I am not good at, or I do not like to:

Examples that would demonstrate to an employer what my skills and abilities are:

I would be able to use these skills and abilities when I work as...



Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

Talking About and Researching Work ...

“This guy came in for an interview and right off the bat tells me he’s never had a job before. Then he showed me a list of the skills he had and talked about how they would be important. He told me why he wanted the job and why I should hire him. Then he sat back and listened while I talked. He showed me that he was interested in what I was saying. And it was the way he listened that made me think I should give him a try. So, I hired him.” – Quote from Kevin, an employer talking about a Launcher / Reach Forward graduate

Thinking About the Type of Work I Would Like to Do



1. What do you think are the most important things you could bring to a job that an employer would say are important?
2. What skills would you like to use most in a future job? Why?
3. What type of job do I think would use those skills?
4. What would you not be interested in doing? Why?

Researching Work

To make smart employment decisions you need to find out as much as you can about what it takes to be successful in the particular sectors and/or jobs you are thinking about.

To do this, you would want to start by researching what the work looks like: the tasks, the responsibilities, job expectations, the hours, etc. Then you would also want to research things such as:

- Education / training requirements
- Desired skills, abilities, and attributes
- Experience needed
- Current jobs available and what sectors those jobs are in
- Other requirements (a driver's license, your own equipment, etc.)
- Employment path / opportunities for job advancement



What else might you want to learn more about?

Strategies for Finding and Using Employment Information

- ✓ Create a list of questions you would like to answer.
- ✓ Identify where you can find the information that will answer your question: websites, people who do this type of work, YouTube videos, job ads, information sheets and pamphlets, etc..
- ✓ Use the different sources to find the information you need. If you are not finding what you are looking for, keep trying but use different questions or different sources. Don't forget to evaluate the sources you use and the information you find for appropriateness, usefulness, accuracy, and completeness.
- ✓ Make connections between what you already know, what you are learning, and what you are looking for.
- ✓ Choose and organize/record the information you would like to keep track of (make notes, a chart, mind map, diagram, etc.).
- ✓ Finally, see if you can improve your process for finding information in the future by asking yourself: did the strategies I used help me find what I needed? What really worked and what didn't and what could I do differently next time?

Practicing Research

1. I would like to know more about:

2. Questions that I need to answer:

For example, what does a _____ do?

3. Where can I find the information I need?

The following chart is one example of a way to organize your information. It is called a **K-W-L** Chart. Fill it out as you do your research.

Know <i>What do you think you know about _____?</i>	What to Know <i>What do you want/need to learn?</i>	Learned <i>What did you learn? (summary/reflections)</i>



What have I learned from this research?

How can I use this information?

What more do I need to find out about and where can I find it?

What worked for the finding the information I needed and what did not work as well?

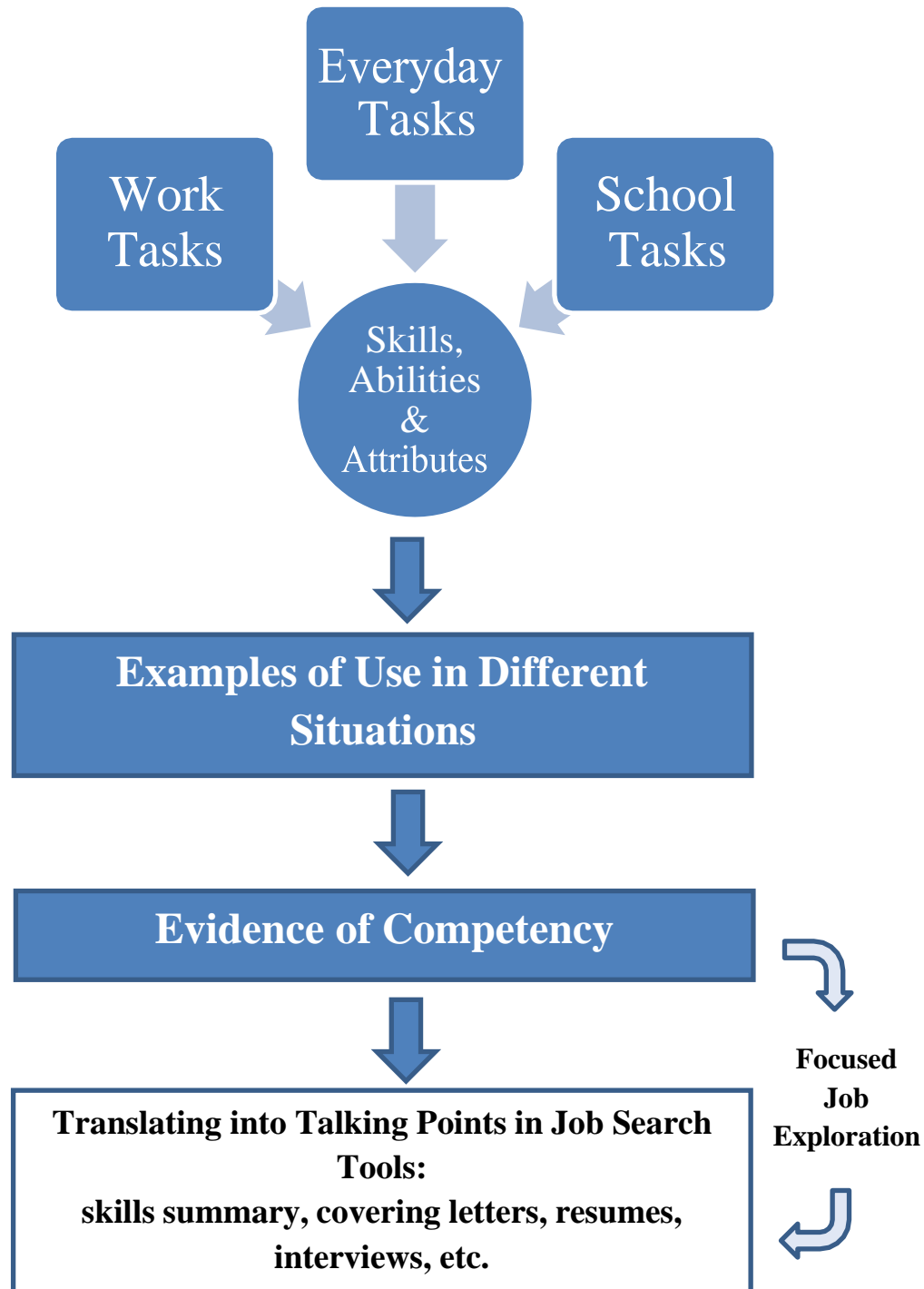


Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

RPL Reflection Activity #6: Communicating My Employment Readiness





My strengths are:

An employer would be interested to know about these strengths because:

The important things I want to communicate about myself are:

I can show that I have / am _____ by talking about _____.



Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

What? So What? Now What?

<p>What? <i>What do I now know and understand about myself?</i></p> <p><i>I can...</i></p> <p><i>I am...</i></p>	
<p>So What? <i>What have I learned about myself?</i></p> <p><i>What does it mean for me?</i></p> <p><i>What does it tell me about myself and the type of work I would like to do?</i></p>	
<p>Now What? <i>How can I use this information in career planning meetings with my advisor?</i></p> <p><i>How can I use this information to move forward towards employment?</i></p>	

My Two-Minute Sound Byte

1. Statement – This is who I am now.

Choose a skill that you know you have.

I can _____

I am good at this because _____

Why is it important for you to have this skill? _____

2. Amplify - I demonstrated _____ when I _____

I know that I am good at this because _____

3. A few examples of when I used this skill are when I _____

How are you going to develop this skill further?

I will _____

4. Wrap up – Link the closing remark to the first statement.

I will be able to use the skill _____ in employment areas such

as _____

I look forward to working on _____

2. Statement – This is who I am now.

*Choose a **second skill** that you know you have.*

I can _____

I am good at this because _____

Why is it important for you to have this skill? _____

1. Amplify - I demonstrated _____ **when I** _____

I know that I am good at this because _____

2. A few examples of when I used this skill are when I _____

How are you going to develop this skill further?

I will _____

3. Wrap up – Link the closing remark to the first statement.

I will be able to use the skill _____ in employment areas such

as _____

I look forward to working on _____

Adapted from: A Journey of Self-Discovery Facilitator's Guide to Reflection and Portfolio Development

A Letter to Myself

“The greatest thinking in this world is not so much where we are but in the direction we are moving.”

O.W. Holmes

Write a letter to yourself talking about how you are going to use what you have learned about your skills, abilities, and attributes – your strengths *and* the areas that need more skill development.

Think about:

- What are my strengths?
- What are my challenges?
- What would you like to start doing?
- What would you like to stop doing?
- What am I going do to move from reflection to action?
- What will tell me I am being successful in taking these next steps?

Only you will see what you have written. Seal and address your envelope.

Your letter will be mailed back to you in a few weeks. It will be a reminder of your thinking and your plans for yourself were on this day.

