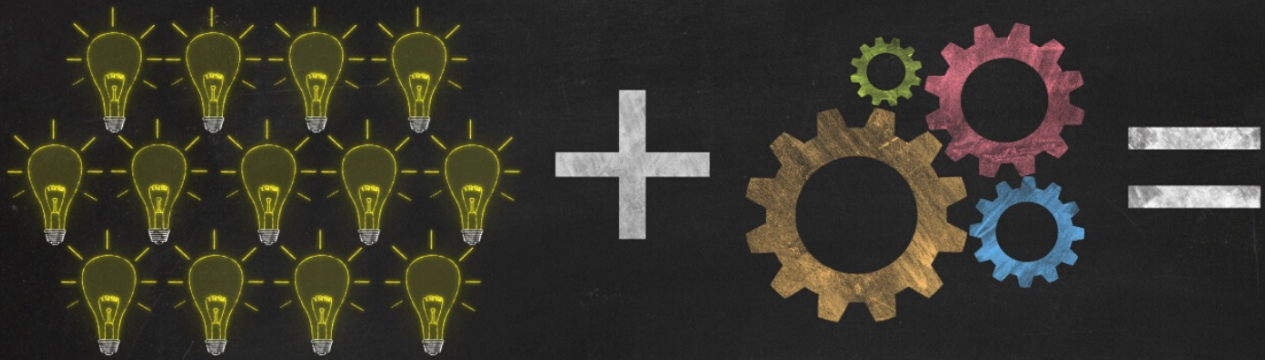


Speaking to the Skills I Have

WORKBOOK



**Being able to tell my story in a meaningful way
that employers will understand**

Acknowledgement

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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 in order to be able to identify and communicate the skills, abilities and attributes 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
- Convey information in ways that can be understood by others
- Monitor 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
- Use strategies such as questioning, paraphrasing and summarizing to clarify and confirm understanding of a message
- Apply strategies for keeping conversations moving forward in a positive and results-oriented way
- Communicate a clear and direct message in writing that is appropriate to the context and 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)

- Use a variety of strategies for managing their own time and work within job parameters
- Take responsibility for ensuring tasks are completed to the quality required and the timeline / deadline set
- Monitor situations and conditions and take steps to mitigate 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
- Monitor and anticipate and take initiative to resolve potential problems
- Use an analytical process to logically think through situations in order to come up with an appropriate decision
- Recognize when additional support is required and appropriate
- Can explain their thinking to others in a way that is clear, accurate, logical and complete

- Use effective strategies for finding / accessing and using needed information
- Evaluate the credibility of information to ensure appropriateness, usefulness and accuracy
- Remember and use information accurately

Use Digital Technology

(Digital Technology)

- 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

(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 opportunities

Use Their Workplace Literacy and Numeracy Skills

(Reading, Document Use, Numeracy)

- Comprehend written text to the level needed to complete the work tasks specific to the job
- Use reading strategies 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
- Record information and numerical data correctly and accurately
- 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 have you used your Essential Skills in the jobs (paid and unpaid) you have had? What were the most important Essential Skills to have?

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

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 and choices 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

Personal Management Basics: Examples of Attributes

Compatible	Competent	Cooperative
Courteous	Customer-oriented	Diplomatic
Friendly	Gracious	Helpful
Outgoing	People-oriented	Personable / Pleasant
Respectful	Supportive	Tactful
Team-player	Trustworthy	Cheerful
Common sense	Confident	Conscientious
Considerate	Consistent	Dependable
Genuine	Honest	Integrity
Loyal	Objective	Positive
Practical	Progressive	Responsible
Sense of humour	Sincere	Ambitious
Assertive	Competitive	Diligent
Dynamic	Eager	Energetic
Enjoy challenges	Goal-oriented	Meet deadlines
Motivated	Optimistic	Profit-oriented
Adaptable	Creative	Flexible
Resourceful	Resilient	Self-starter
Take initiative	Versatile	Thorough
Sense of control	Analytical	Articulate
Decisive	Empathetic	Conflict manager
Good listener	Imaginative	Intuitive
Investigative	Logical	Perceptive
Persuasive	Problem-solver	Proven negotiator
Quick learner	Trouble-shooter	Able to prioritize
Accurate	Constructive	Dedicated
Efficient	Hardworking	Methodical
Meticulous	Persistent	Productive
Prompt / Punctual	Appropriate	



To get you thinking about your Personal Management Basics, circle the words that you feel describe you. Star the 5 top attributes that you (or others) would say best describe you.

Becoming a ‘Conscious Reflector’ Using the Lens of Essential Skills and Personal Management Basics

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

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

When you reflect on past events, you are analyzing them and making judgements about what has happened. You’re reflecting on specific events or experiences to think consciously and deliberately about their meaning. To think deeply and carefully about them is what helps us to see our own learning and the meaning of that learning.

The value of conscious reflection:

- Gives meaning to experience
- Builds confidence through the recognition of skills, abilities and attributes gained
- Acts as a reality check
- Supports setting realistic goals and smart decision-making
- Enhances continuous learning

It is important to think about yourself the way an employer would.

Telling My Story: Steps to Follow as a Conscious Reflector

STEP #1:

Identify significant learning experiences that would have provided opportunities for learning and using skills

STEP #2:

Mine those experiences for their employability wealth (transferable skills, abilities and attributes)

STEP #3:

Determine the meaning and relevance of that wealth in relation to your employment goal

STEP #4:

Support your examples by providing evidence as proof of competency

STEP #5:

Translate into talking points that an employer would recognize

STEP #1: Identify significant learning experiences that would have provided opportunities for learning and using skills

Through the experiences you've had in your life, you've 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 haven't had many jobs, you have developed skills, abilities and attributes that employers are looking for.

Some of your experiences have not been particularly pleasant. 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 Activities	School / Employment	Volunteer / Leisure Activities	Major Life Circumstances
<ul style="list-style-type: none"> <input type="checkbox"/> Taking care of self <input type="checkbox"/> Managing the house (finances, shopping, etc.) <input type="checkbox"/> Child care <input type="checkbox"/> Child care 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><u>Other activities:</u></p>	<p>School: Identify the training and education programs taken and completed</p> <p>Employment: Identify job title, employer and number of years/months on job</p> <p>1.</p> <p>2.</p> <p>3.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Team or individual sports activities <input type="checkbox"/> Volunteering (school, community, etc.) <input type="checkbox"/> Performance activities (Music, drama, etc.) <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Fitness activities <input type="checkbox"/> Membership in an organization <p><u>Other activities:</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Changing careers <input type="checkbox"/> Returning to school as an adult <input type="checkbox"/> Marriage / divorce <input type="checkbox"/> Having children <input type="checkbox"/> Multiple moves <input type="checkbox"/> Immigrating <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 <p><u>Other activities:</u></p>

I Was ... I Am...

Activities & Experiences <i>(What was done...)</i>	I Was / I Am <i>(Identified Role...)</i>
Example: I was a cook at a fishing camp	<ul style="list-style-type: none"> - Cook - Purchaser - Supervisor - Record keeper
Example: I am / was a volunteer ...	-



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

STEP #2: Mine those experiences for their employability wealth (transferable skills, abilities and 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 or 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>		
Convey information in ways that can be understood by others		
Monitor 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 strategies such as questioning, paraphrasing and summarizing to clarify and confirm understanding of a message		
Display appropriate body language and appropriately interpret the body language of others		
Apply strategies for keeping conversations moving forward in a positive and results-oriented way		
Communicate a clear and direct message in writing that is appropriate to the context and situation		
Use language, style and structure appropriate to purpose and audience (writing tasks)		
Use correct spelling, grammar and punctuation		
Apply teamwork skills to a variety of situations as appropriate		
Follow through on commitments		

	I Can Do This	This is One of My Strengths
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: <i>Job Task Planning and Organizing, Critical Thinking, Problem Solving, Decision Making, Finding Information, Significant Use of Memory)</i>		
Use a variety of strategies for managing my own time and work within job parameters		
Take responsibility for ensuring tasks are completed to the quality required and the timeline / deadline set		
Monitor situations and conditions and take steps to mitigate 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		
Monitor and anticipate and take initiative to resolve potential problems		
Use an analytical process to logically think through situations in order to come up with an appropriate decision		
Recognize when additional support is required and appropriate		
Can 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		
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		

	I Can Do This	This is One of My Strengths
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 strategy for a particular situation		
Participate actively in training and PD opportunities		
WORKPLACE LITERACY & NUMERACY: <i>Reading, Document Use, Numeracy</i>		
Comprehend written text at the level needed to complete the work tasks specific to the job		
Use reading strategies 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		
Apply document use skills at the level needed to complete work tasks specific to the job		
Locate and interpret information and numerical data correctly and accurately		
Record information and numerical data correctly and accurately		
Apply numeracy skills at the level needed to complete work tasks specific to the job		



Thinking About My Personal Management Basics

Using the self-assessment below, read through the description for each attribute, reflect on what this would look like in a workplace and then indicate whether this is like you, not like or you are not sure. NOTE: the bullets are not a checklist but are the types of behaviours a person with this attribute would 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 ▪ Manages 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 a mistake 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>
<p>3. STRESS MANAGEMENT</p> <p>Someone who <i>Manages Stress</i>:</p> <ul style="list-style-type: none"> ▪ 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
<p><i>Am I like this?</i> _____ YES _____ NO _____ NOT SURE</p>
<p>4. POSITIVE ATTITUDE</p> <p>Someone who <i>Shows a Positive Attitude</i>:</p> <ul style="list-style-type: none"> ▪ 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
<p><i>Am I like this?</i> _____ YES _____ NO _____ NOT SURE</p>

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**

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



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 with what I already know about myself?

What does it get me thinking about for what I should be communicating to employers in my resume, in interviews, etc.?



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

STEP #3: Determine the meaning and relevance of that wealth in relation to your employment goal

Unpacking My Skills for *Communicating and Collaborating*

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...
	Communicate clearly and directly to provide information and explanations, answer questions, make requests, coordinate tasks, etc.	
	Communicate to make a connection with someone and keep conversations moving forward in a positive and results-oriented manner	
	Participate in group discussions to contribute ideas, opinions, suggestions, etc.	
	Document – in writing – information that included the required facts and details, observations, recommendations, etc.	
	Work together with co-workers and coordinate completion of work tasks with others	

√	I had to...	I used this when...
	Use strategies to resolve interpersonal conflict positively and appropriately	
	Follow through on commitments	
	Interact with others in a way that was considerate, respectful and contributed to positive and productive outcomes	

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

What communication devices have you had to use as part of your work (i.e., phone, PA system, etc.)?

What types of things did you have to write in any previous jobs (paid and unpaid)?

Describe a time when you had to work on a team at work. What were your responsibilities? How did you have to coordinate your work with the others on the team? What skills, abilities and attributes were important? (NOTE: It is important to talk about what **you** did and not what the team did.)

Unpacking My *Personal Management Basics*



My *Self-Management* Skills Profile:

I am self-aware	I exhibit responsible behaviour	I manage 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:	

Unpacking the Thinking Skills I Use

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	
	Monitor 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	
	Follow a problem-solving process that resulted in a positive outcome	

√	I had to...	I used this when...
	Monitor work situations and anticipate and take initiative to resolve potential problems	
	Use decision-making strategies that lead to appropriate and timely decisions	
	Organize and prioritize work tasks to use time effectively and be 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, 2017*



What types of problems have you had to solve in past jobs (paid and unpaid)? Pick one type of problem:

P: PROBLEM – What was the issue, problem or challenge?

A: ACTION – What were the actions taken to overcome the problem?

R: RESULT – What was the positive outcome from the action taken?

Skills, Abilities and Attributes Used:

Unpacking My Skills for Using Digital Technology

Think About a Time:

Think about times when you used digital technology to complete an everyday or work task. What did that look like?



Unpacking My Skills and Abilities

Brainstorm a list of all the digital technology devices that you use / have used.

I use / have used...	I use / have used this digital technology to...
Example: a cellphone / smartphone	<ul style="list-style-type: none">- write and send texts- make a phone call- take a picture to document something for future reference- look up information on the internet-

What types of tasks did you do in any previous jobs (paid and unpaid) that involved using digital technology? What type of digital security measures did you need to use (for example, setting and changing a password)?

How comfortable are you using the internet?

Can you describe a time when you encountered a problem on a digital technology device and you were able to solve it?

How comfortable are you using unfamiliar digital technology?

Unpacking My Skills for Learning for Work

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?



Unpacking My Skills and Abilities

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 at work where you didn't have all the answers. What did you do?

Unpacking My Skills for Workplace Reading, Document Use and Math (Numeracy)

Workplace Reading:

Think about a Time:

Think about times when you have done everyday or work tasks that involved reading in some way. What did that look like?



Unpacking My Skills and Abilities

What types of things did you have to read in any previous jobs (paid or unpaid)? For what purpose (for example, read a label to follow step-by-step instructions)?

Document Use:

Think about a Time:

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



Unpacking My Skills and Abilities

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

Workplace Math (Numeracy):

Think about a Time:

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



Unpacking My Skills and Abilities

√	I had to...	I used this when...
	Make simple mental math calculations and estimations	
	Add, subtract, multiply or divide whole numbers	
	Add, subtract, multiply or divide fractions	
	Add, subtract, multiply or divide decimals	
	Calculate averages or percentages	

√	I had to...	I used this when...
	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.	

What types of tasks did you do in any previous jobs (paid and unpaid) that involved using math (numeracy) skills?



Think about your answers for unpacking *Communicating & Collaborating, Personal Management Basics, Applying Thinking Skills, Using Digital Technology, Learning for Work and Workplace Reading, Document Use and Math*. 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 with what I already know about myself?

What does it get me thinking about for what I should be communicating to employers in my resume, in interviews, etc.?



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

My Story So Far...

A way to tell your story effectively is to organize your thinking using STARS, using examples from experiences where you have demonstrated the important skills, abilities and attributes that employers are looking for when hiring.



Brainstorm situations that you feel can highlight some of your strengths that an employer would be interested in.

For example, when I...

- worked collaboratively with others on a team
- took initiative to improve a process
- planned an event
- used problem solving strategies to resolve a difficult problem
- made use of digital technology to complete a work task

My examples:

Pick something you would like to highlight (for example, collaborator / team player skills, flexibility and adaptability skills, critical thinker / problem solver skills, etc.). Complete the STARS exercise using a situation that you feel would best demonstrate to an employer your ability to perform successfully at work.

STARS: Tell Me About a Time When...

S: SITUATION – What was the situation?

T: TASK – What process had to be followed / tasks had to be completed?

A: ACTIONS – What actions did you take?

R: RESULTS – What were the results of the action taken?

S: SKILLS – What were all the skills, abilities and attributes needed?

STEP #4: Support your examples by providing evidence as proof of competency

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 or proof points that support and give deeper meaning to what you say about yourself. For example, highlighting a special workplace recognition, a promotion or special assignment, a skills demonstration as part of the interview process, etc.

There are three types of evidence:

Direct Evidence – What you can show: something you have created or a demonstration of something you can do

Self-Evidence – What you can say – a story, situation, etc. – as meaningful examples of your skills, abilities and attributes

Indirect Evidence – What others say about you

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

- ✓ 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 along with this?
- ✓ 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

Evidence Mapping

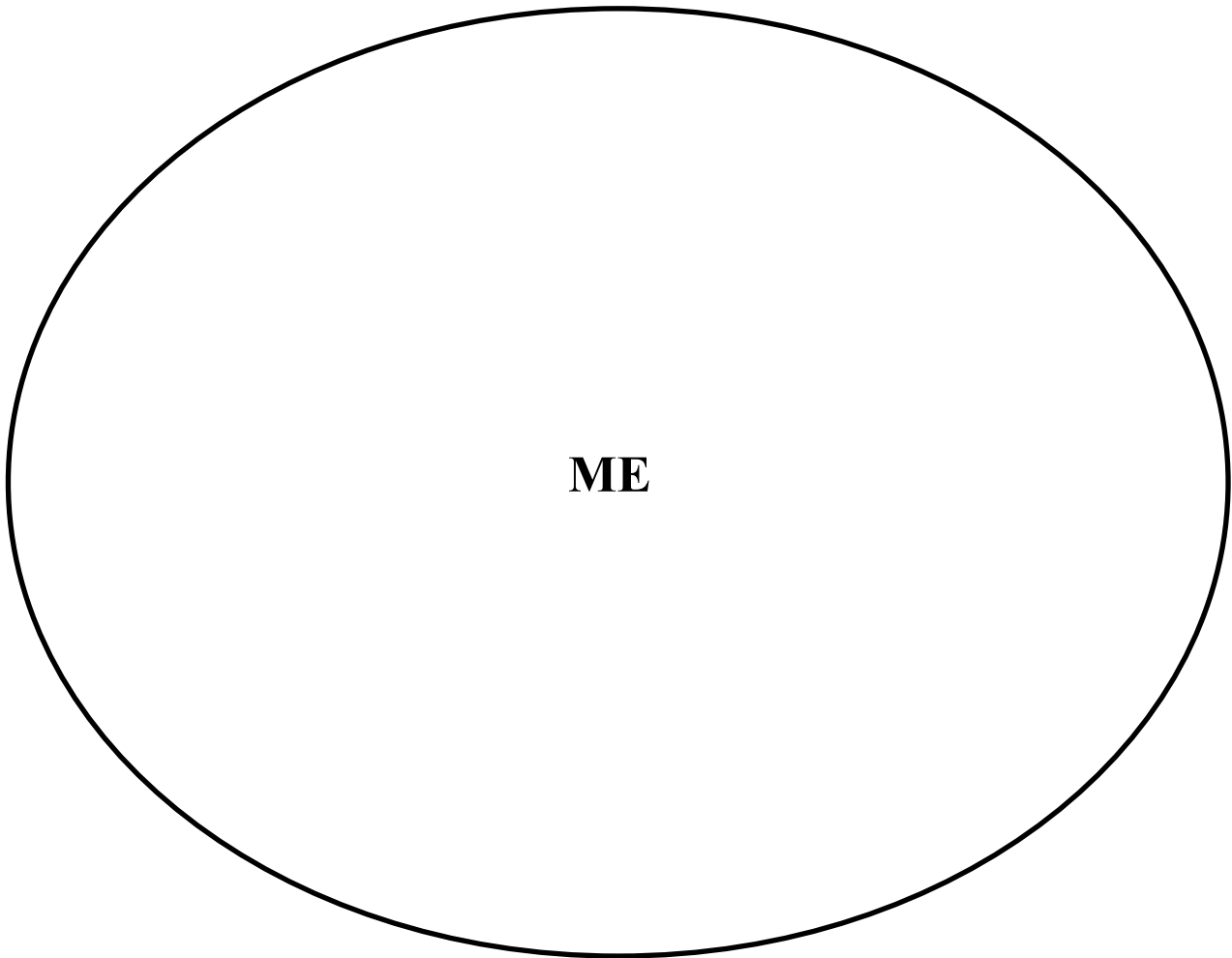
Using the STARS exercise, think about possible evidence or proof points that you could use to show you have these skills, abilities and attributes.

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





Fill in words and phrases that would represent your work experience and your current skills, abilities and attributes.

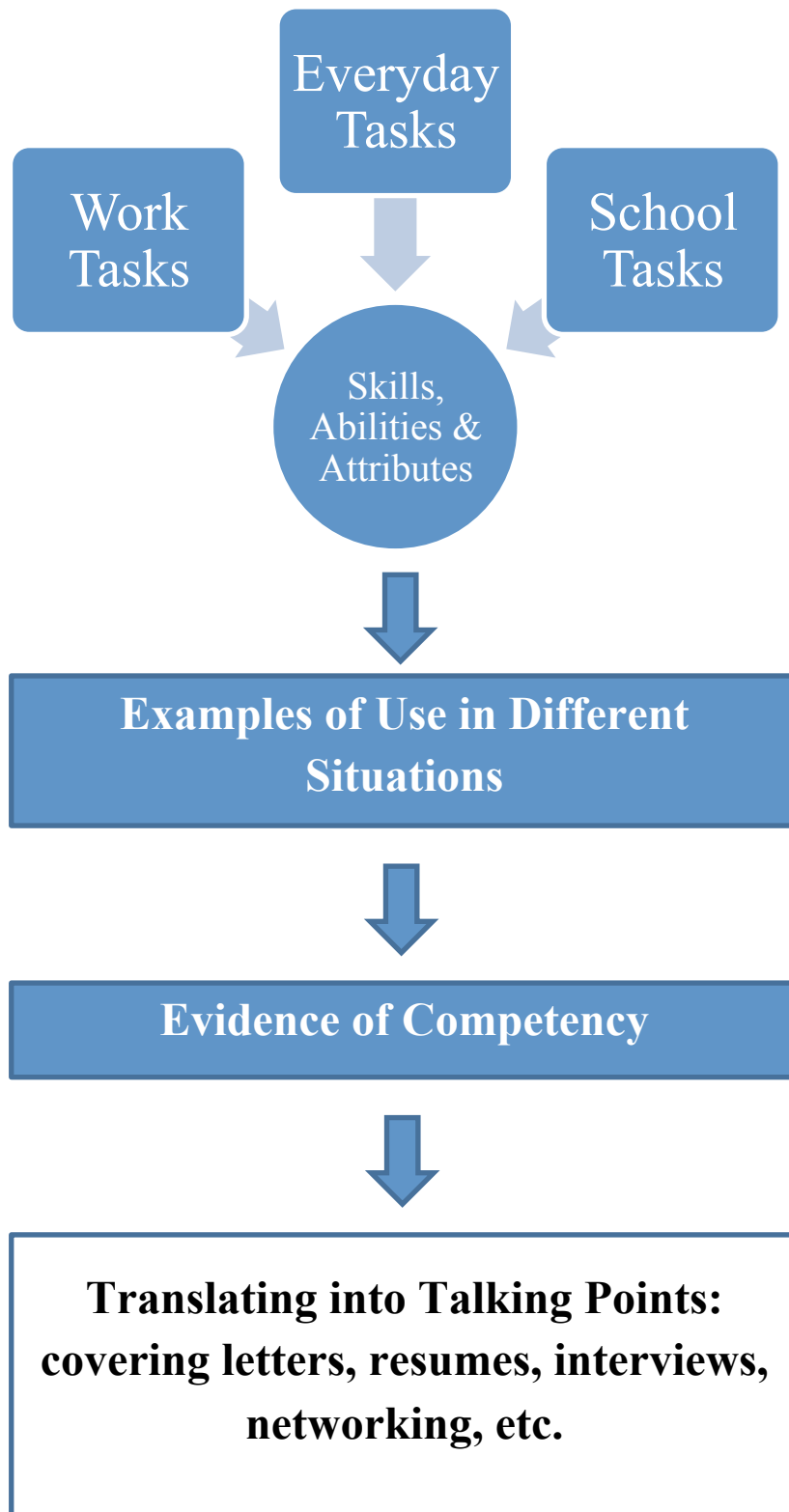


Think – on your own, and write down or create a picture of your thinking

Pair – with a partner to discuss

Share – your ideas with the group

STEP #5: Translate into talking points that an employer would recognize



Communicating My Ability to Perform at Work



My strengths are:

An employer would be interested in knowing about these strengths because:

The important things I want to communicate about myself are:



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

Building My Talking Points

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

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

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

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

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

Creating My Elevator Speech

An elevator speech is your opportunity to communicate to others who you are, your skills abilities and attributes and the value you can bring to a workplace. Only 30 to 60 seconds in length, it is your own personal marketing sound bite.

Write your elevator speech using the following template: **E** – your work experience, **S** – your skills, abilities and attributes you would like to highlight, and **V** – the value you will bring to a particular job or workplace.

Tell me about yourself...

My name is _____ and I...

