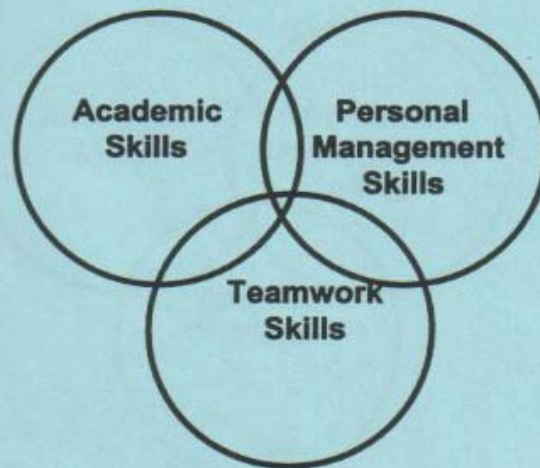


**EMPLOYABILITY SKILLS
TEACHER HANDBOOK**

K - 12



**Department of Education
Student Services
1999**

EMPLOYABILITY SKILLS: TEACHER HANDBOOK

TABLE OF CONTENTS

Introduction	1
Rationale.....	2
Employability Skills	4
Curriculum Connections - Elementary	6
Curriculum Connections - Middle Level	15
Curriculum Connections - High School	32
<i>Appendix A “The Conference Board of Canada; Employability Skills Profile”</i>	<i>38</i>
<i>Appendix B “Portfolio”</i>	<i>41</i>
Appendix C “Assessing Yourself”	47
<i>Appendix D Web Sites</i>	<i>51</i>
Conference Board of Canada Case Studies	55
Glossary.....	64

ACKNOWLEDGEMENTS

The Department of Education acknowledges, with appreciation, the contributions of the following educators who contributed to the development of the Employability Skills Teacher Handbook. Their time, effort and expertise is highly valued.

David Fleiger	School District #10
Dianne Kay	School District #10
Robin Crain	School District #12
Kathy Irvine	School District #12
Jeff Landine	School District #17
Donna Dawkins	School District #18
Margaret Layden-Oreto	Department of Education

INTRODUCTION:

The **Conference Board of Canada** (an organization that focuses on issues that are of interest to employers, including improvement of the work force) recently did a study to find out what kinds of basic skills employers look for in the people they hire, regardless of the kind of work to be done. That study resulted in an “**Employability Skills Profile**”, describing the most important skills for employability. Naturally, employers would like their employees to already have these skills when they start work so a lot of new programs have focused on helping people to develop them. More and more schools are expected to be helping students develop these skills to prepare them for the world of work.

The Employability Skills Profile divides skills for success into three categories. In terms of **Academic Skills**, successful workers need to have a firm grasp on the basics of communicating, thinking and learning skills.

Personal Management Skills are a combination of attitudes and behaviours that are needed to get, keep and succeed at a job. Personal Management Skills fall into three groups: Positive Attitude and Behaviours, Responsibility, and Adaptability.

The final category of Employability Skills is **Teamwork Skills**. These are the skills you need to work well with others and achieve the best results both on and off the job.

Employability Skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities. Employability skills are developed in school and through a variety of life experiences outside school. The student, the family and the educational system, supported and enhanced by the rest of society, share this responsibility.

The skills listed in this handbook are fundamental to all curricular outcomes. This document supports the New Brunswick Department of Education Personal Development and Career Planning Guidance Outcomes, the National Blueprint for Lifework Designs, *Linking to the Future: Career and Educational Portfolio*, as well as being easily integrated with Language Arts, Social Studies, etc. This handbook will outline various programs, activities, and units which will provide teachers with ideas on how to successfully prepare students for the workplace.

RATIONALE:

The Conference Board of Canada has identified skills that are generally accepted as required of the Canadian workforce. These skills are organized into three critical areas:

- Academic Skills
- Personal Management Skills
- Teamwork Skills

The skills identified are considered *generic* skills, attitudes and behaviours that employers seek in employees. *Generic* means they are important to any job or career. Employers need people who have strong academic skills - the ability to communicate, think and continue to learn. They want people who have well developed personal management skills - people who display positive attitudes and behaviours, show responsibility and adapt to changing situations. Employers also require people who have developed teamwork skills, as they must work effectively with others.

Employability Skills: Why Are They Important?

It is often said that today's work life has changed from the "good old days" when you could expect jobs to last a long time and there were lots of opportunities to be promoted and to "move up" in your organization. While this may not have been the reality for everyone, it is how people tend to remember and talk about "these good old days". The truth is, things **have changed**. Long term work with the same organization **is** mostly a thing of the past and it is difficult to predict exactly how work lives will unfold.

The new "world of work" is different and constantly changing. New ways are needed to prepare for these changes, and that is where **employability skills** become necessary. Employability is actually two words in one:

Employability = employ + ability

Literally, that is the ability to be employed – potentially in lots of different jobs and workplaces.

And if we put "employability" together with "skills" we have:

Employability skills = the basic skills needed to function effectively at work, no matter what kind of work you're doing.

More About the Changing World of Work.

The world of work has changed enormously in recent years and it is expected to continue to do so in the future. Yet many people maintain outdated beliefs or myths about jobs and careers.

The concept of a single occupation for life is no longer the norm.

- Most people will go through 6 - 10 changes of occupation during their lifetimes.
- Canadians, on average, change jobs every 3 years.
- The average Canadian changes occupations every 5 years.

Jobs are changing.

- More people are working part-time, part of the year.
- More workers are making a living through a combination of different types of work.
- The services industry is growing and keeping customers happy is becoming more important.
- There will be fewer opportunities for workers with lower educational skills.
- There will be greater emphasis on trades and technology.

More training will be required.

- By the year 2000:
 - 50% of the jobs will require some education after high school;
 - 64% will require high school graduation.

Companies will continue to downsize. The remaining workers will have more and different responsibilities. Those leaving will need to be flexible and use their skills in new ways.

Developments in technology will continue to have a huge impact, with more people doing business globally.

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

HANDOUT: SKILLS FOR WORKERS (ELEMENTARY)

What do workers need to know to get, keep and do well on a job?

This information outlines employability skills which are the skills, attitudes and behaviours employers are looking for in the workplace. These skills are encouraged and taught not only in the workplace but in schools through the regular curriculum and in everyday life.

SKILLS FROM SCHOOL	SKILLS FROM ME	SKILLS WITH OTHERS
<p>Workers who can:</p> <p>Listen, Speak, Read and Write</p> <ul style="list-style-type: none"> • Listen to understand and learn • Speak to explain and be understood • Read and understand writing, charts, diagrams, and graphs • Write to explain or describe so that others understand <p>Think</p> <ul style="list-style-type: none"> • Think about problems, find solutions and make decisions • Understand and solve problems using mathematics • Use computers, tools and equipment • Apply knowledge from science, social studies and other subjects <p>Learn</p> <ul style="list-style-type: none"> • Continue to learn for life 	<p>Workers who show:</p> <p>Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> • Confidence and feel good about who they are • Honesty and know right from wrong • Good attitudes toward learning and personal health • Energy and are willing to work hard to get the job done <p>Responsibility</p> <ul style="list-style-type: none"> • Abilities to set goals for work and for their life • Skills to plan and manage their time and money • Abilities to take responsibility for their actions <p>Adaptability</p> <ul style="list-style-type: none"> • Positive attitudes toward change • Respect for people who are different • Abilities to be creative and share their ideas 	<p>Workers who can:</p> <p>Work With Others</p> <ul style="list-style-type: none"> • Work with others as a team member • Contribute to the work of the team • Plan and make decisions with team members • Respect the ideas and opinions of others • Look for and support a group decision • Be a leader when necessary to support the team's work

Handout: Employability Skills Profile: What Are Employers Looking For?
(Conference Board of Canada)

Employability skills are the generic skills, attitudes, and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce		
Academic Skills Those skills which provide the basic foundation to get, keep, and progress on a job to achieve the best results	Personal Management Skills The combination of skills, attitudes, and behaviours required to get, keep, and progress on a job and to achieve the best results	Teamwork Skills Those skills needed to work with others on a job and to achieve the best results
<p>Canadian employers need a person who can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • Understand and speak the languages in which business is conducted • Listen to understand and learn • Read, comprehend, and use written materials, including graphs, charts, and displays • Write effectively in the languages in which business is conducted <p>Think</p> <ul style="list-style-type: none"> • Think critically and act logically to evaluate situations, solve problems and make decisions • Understand and solve problems including mathematics and use the results • Use technology, instruments, tools, and information systems effectively • Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts, and social sciences) <p>Learn</p> <ul style="list-style-type: none"> • Continue to learn for life 	<p>Canadian employers need a person who can demonstrate:</p> <p>Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> • Self-esteem and confidence • Honesty, integrity, and personal ethics • A positive attitude toward learning, growth, and personal health • Initiative, energy, and persistence to get the job done <p>Responsibility</p> <ul style="list-style-type: none"> • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money, and other resources to achieve goals • Accountability for actions taken <p>Adaptability</p> <ul style="list-style-type: none"> • A positive attitude toward change • Respect for people's diversity and individual differences • The ability to identify and suggest new ideas to get the job done - creatively 	<p>Canadian employers need a person who can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • Understand and contribute to the organization's goals • Understand and work within the culture of the group • Plan and make decisions with others and support the outcomes • Respect the thoughts and opinions of others in the group • Exercise "give and take" to achieve group results • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance



EMPLOYABILITY

SKILLS

ELEMENTARY CURRICULUM CONNECTIONS

CURRICULUM CONNECTIONS OF EMPLOYABILITY SKILLS

To young children learning is a natural process. Children do not categorize subject areas or wonder why we learn the things we do. When they begin attending school they are exposed to teaching and learning experiences which are often separated into subject areas. By the time they reach adolescence, children are asking, "Why do we have to learn this?", and "What's the point?" Their motivation for learning is sparked by interest, excitement and the ability to understand the relevance of the material to their lives. The Conference Board of Canada has identified the basic skills employers look for in the people they hire. These skills are not ones to be taught independently of other materials. The Employability Skills Profile is designed to be utilized with all aspects of school life and to indicate the connection between the curriculum and the world of work. The following examples include each particular skill area, how it is connected to the New Brunswick Department of Education Curriculum, teaching ideas and sample lesson plans which are indications of ways in which these skills could be integrated into every curriculum area.

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Communication Skills

Skills from School:

- Listen, Speak, Read and Write

- listen to understand and learn
- speak to explain and be understood
- read and understand writing, charts, diagrams, and graphs
- write to explain or describe so that others understand

Strategies for Teaching:

Communication skills are included in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 12-13, 26-27; the Language Arts Curriculum Guide, p.16-17; Social Studies Curriculum Guide - Self Awareness Unit; Health Curriculum - Personal Safety Program.

Some additional ideas to include when teaching these skills in any subject area:

- inviting guest speakers to share information on a topic the class is studying
- organizing reading partners between upper and lower grade levels
- encouraging speech writing and presentations by students
- having students rephrase physical education activities to small groups, peer coaches
- writing journals on activities such as science experiments or responding to novels
- developing pen pals with students in other schools
- implementing Peer Mediation Programs
- establishing Peer Tutoring Programs
- participating in drama exercises and presentations
- facilitating "Show and Tell" type activities
- utilizing circle time discussions
- providing opportunities where students organize and lead in class/school events.

Sample Lesson Plan:

Title: Active Listening Subject: Guidance / Language Arts Grade level: one

Competency: listen to understand and learn; speak to explain and be understood

Outcome: The student will understand and utilize the active listening process.

Instructional Objective: The student will look at the speaker and repeat the message given.

Activity: Read Alexander and the Horrible, Terrible, No Good, Very Bad Day by Judith Viorst.

Discuss the way people listened to each other in the story and how it might have been different if they had listened more closely to each other's feelings. Model the active listening skills: look at the speaker; nod to show understanding; remain quiet in voice and body; repeat at the end what has been said in their own words. In pairs have students explain to their partner how they would feel if they were Alexander and have the partner practice the active listening skills. Have partners reverse the process. Discuss results with the whole class.

Standard: Each student will participate in the activity.

Resources: Alexander and the Horrible, Terrible, No Good, Very Bad Day by Judith Viorst

Time Required: 2 twenty minute class periods

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Problem Solving Process

Skills from School:

- Think
- think about problems, find solutions and make decisions
- understand and solve problems using mathematics
- use computers, tools and equipment
- apply knowledge from science, social studies and other subjects

Strategies for Teaching:

Thinking skills are included in the New Brunswick Department Of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 8-9, 28-29; the Language Arts Curriculum Guide, pp.17-18; Elementary Social Studies Curriculum Guide, p. 5; Health Curriculum - Personal Safety Program; Elementary School Science Curriculum Guide, p. 14.

Some additional ideas to include when teaching these skills in any subject area:

- utilizing classroom meetings to discuss group problems and brainstorm possible solutions
- establishing classroom rules as a class group decision
- creating opportunities through cooperative grouping
- offering Peer Mediation Programs to assist students in resolving conflicts
- after viewing a Personal Safety video, role playing situations to process choices to various situations
- applying life problems to Math processes (cooking, rearranging classroom, taking a trip)
- growing plants and using problem solving processes to discover answers to difficulties encountered
- teaching conflict resolution programs in class and modeling the process daily
- inviting guest speakers from a broad spectrum of careers to talk about the importance of problem solving and provide practical examples of usage
- studying a number of inventions in the world and exploring the effect they have had in our lives
- constructing an interpretation of a piece of music with a variety of art materials

Sample Lesson Plan:

Title: Problem Solving Process

Subject: Guidance

Grade level: two

Competency: think about problems, find solutions and make decisions

Outcome: The student will utilize appropriate steps to identify, brainstorm options and choose a solution for a given problem.

Instructional Objective: The student will successfully solve a real life problem.

Activity: View video "We Can Work It Out".

Stop the video at appropriate intervals before solutions are given to brainstorm various ways of solving the particular problem being viewed. At the conclusion of the video, teach the Problem Solving Process.

1. Identify the problem.
2. Brainstorm possible solutions.
3. Assess possible outcomes for each solution.
4. Choose a solution.
5. Evaluate the effectiveness of this solution.
6. Choose another solution, if necessary.

Model the process with the class. Role play different situations in triads. Place the printed steps on a poster in the classroom to refer to on a daily basis. Transfer these steps to all subject area problems.

Standard: Each student will be able to identify the problem solving steps.

Resources: Sunburst Video, "We Can Work It Out" # 704558, available from Instructional Resources; poster with Problem Solving Steps outlined

Time Required: 2 - 3 thirty minute class periods

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Identify Connection Between Interests and School Subjects

Skills from School:

- Learn
-continue to learn for life

Strategies for Teaching:

The importance of life-long learning is emphasized in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 12-18, 32-38.

Some additional ideas to include when teaching these skills in any subject area:

- inviting speakers and arranging community visits to emphasize the connection between subject area and the world
- encouraging students to bring in their own music to use as a base in identifying concepts being taught (metre, dynamics, pitch, etc.)
- making connections between skills taught in physical education classes to healthy lifestyle choices
- comparing the classroom dynamics to those of the community and the world
- using computers to access the Internet to make connections with students in other parts of the world
- teaching personal safety skills through a babysitting course
- organizing a hobby fair where interests are classified under occupational clusters
- involving students in rotating special interest groups

Sample Lesson Plan:

Title: Interests and School

Subject: all subjects

Grade level: three

Competency: continue to learn for life

Outcome: The student will recognize the connection between material learned at school and areas of personal interest outside of school.

Instructional Objective: The student will complete an interest inventory and find links between this and school subject matter.

Activity: Have a class discussion on interests and hobbies. Ask students to complete the Interest Inventory. Show a personal example on the board. The teacher will choose one major interest and complete a web showing how this relates to subject matter in specific academic areas. Students then complete a personal web of one of their major interests.

Interest Inventory:

1. What do you like to read?
2. What are three things you like best about school?
3. What are your favourite interests or hobbies?
4. If you could spend time doing anything, what would you choose?
5. Who is your favourite person?

Standard: Each student will complete an interest inventory and relationship web.

Resources: Interest Inventory

Time Required: 1 - 2 thirty minute class periods

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Personal Portfolio

Skills from Me:

- Positive Attitudes and Behaviours
 - confidence and feel good about who they are
 - honesty and know right from wrong
 - good attitudes toward learning and personal health
 - energy and are willing to work hard to get the job done

Strategies for Teaching:

Self esteem training is included in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 4-5 & 22-23, 24-25 & 44-45; the Language Arts Curriculum Guide pp.16-18; Elementary Social Studies Curriculum Guide; Health Curriculum - Personal Safety Program; Physical Education Curriculum.

Some additional ideas to include when teaching these skills in any subject area:

- identifying positive personal traits
- celebrating a Student of the Week with family visits, bulletin board about the child, etc.
- initiating a peer appreciation program where students identify other students for caring behaviour
- incorporating class projects involving volunteerism with community groups (senior's homes, recreational, etc.)
- researching other cultures and presenting a Heritage Fair for other classes
- organizing class projects where each student has a role to play
- examining personal learning styles and discussing how groups of people are made up of many different types of learners
- inviting high school leadership students to discuss what influences them to produce quality work
- constructing an art collage about themselves
- compiling a list of leisure time activities, and discussing the advantages of healthy lifestyles

Sample Lesson Plan:

Title: Personal Portfolio

Subject: Social Studies

Grade level: four

Competency: develop confidence and a positive self-concept

Outcome: The student will understand the concept of a portfolio.

Instructional Objective: The student will organize a personal portfolio to be maintained throughout the year.

Activity: Invite a community member to demonstrate and speak to the class about the importance of portfolios. Choose an individual the students will relate to and admire. Brainstorm and list areas which may be included in their portfolio.

Have students organize their portfolio using a spiral bound scrapbook. The first page may be one on which students could record their thoughts and ideas for the portfolio. Some sample areas are:

- * personal history - birth, developmental stages, family, friends
- * goals and achievements
- * academic and art samples
- * interest inventories, hobbies, sports
- * unusual experiences and stories
- * report cards

Standard: Each student will organize a personal portfolio.

Resources: Spiral bound scrapbooks and guest speaker to share personal portfolio

Time Required: 1 - 2 thirty minute class periods

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Goal Setting

Skills from Me:

- Responsibility
 - abilities to set goals for work and for their lives
 - skills to plan and manage their time and money
 - abilities to take responsibility for their actions

Strategies for Teaching:

Skills needed to develop responsible behaviour are included in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 10-11, 14-15, 30-31; Elementary Social Studies Curriculum Guide, pp.10, 49-50; Health Curriculum - Personal Safety Program; Elementary School Science Curriculum Guide, p. 14, Physical Education Curriculum.

Some additional ideas to include when teaching these skills in any subject area:

- teaching conflict resolution skills in the classroom
- involving students in rotating classroom jobs
- facilitating Peer Mediation, Peer Tutoring, Peer Mentoring Programs
- involving students in the development of rules and consequences
- encouraging student leadership roles
- teaching students to assist in the maintenance of the art room, gym storage room, music room
- setting class goals for a class trip, planning and working to achieve this
- teaching time management and allowing students to plan segments of their school day in order to achieve the necessary work
- monitoring class fundraising activities in which the students take responsibility for money management

Sample Lesson Plan:

Title: Goal Setting

Subject: Science

Grade level: five

Competency: * abilities to set goals for work and for their lives
* skills to plan and manage their time and money
* abilities to take responsibility for their actions have confidence and feel good about who they are

Outcome: The student will understand and utilize goal setting strategies.

Instructional Objective: The student will demonstrate the ability to develop a personalized plan for short term goal achievement.

Activity: Take the class on a walk in the woods without clarifying the purpose of the trip. After returning, ask students to record their responses to the experience. Ask students to share their entries. Discuss the variety in responses. Explain to the class that the goal had been to have students identify the number of different types of trees and their specific habitat. Due to lack of planning and communication the students were unaware of the goal; therefore, many did not achieve it. Teach the Goal Setting Strategies on p. 107 in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide. Plan another outing for the next week to the same area. Ask students to formulate their own personal goals for learning more about this wooded habitat.

Standard: Each student will write a short term goal for learning.

Resources: Wooded area for a walk

Time Required: 3 - 4 thirty minute class periods

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Positive Change

Skills from Me:

- Adaptability
- positive attitudes toward change
- respect for people who are different
- abilities to be creative and share their ideas

Strategies for Teaching:

Skills to encourage adaptability are included in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 4-5, 24-25; the Language Arts Curriculum Guide, p. 16,17-18; Elementary Social Studies Curriculum Guide - pp.10-11, 49-50; Health Curriculum; Primary Social Studies, p. 12-13; Elementary School Science Curriculum Guide, p. 14.

Some additional ideas to include when teaching these skills in any subject area:

- involving students in planning changes in the setup of the classroom
- organizing a Multicultural Fair
- drawing a lifeline for a child in another country and comparing it to their own
- matching pen pals via the Internet with children in other countries
- encouraging speakers from varying age and cultural groups
- discussing the need to change a method or hypothesis during science experiments
- utilizing cooperative groups to value other students' abilities, while contributing their own skills
- discussing the concept of inclusion, racial discrimination and equal opportunity
- modeling adaptability when changes occur in the classroom routine
- teaching compromise through conflict resolution programs
- allowing students room to be creative and diverse in their methods of completing assignments
- sharing work with the rest of the class and receiving feedback

Sample Lesson Plan:

Title: Adaptability

Subject: Language Arts/Writing

Grade level: five

Competency: * positive attitudes toward change
* respect for people who are different

Outcome: The student will identify positive aspects of change.

Instructional Objective: The student will recognize that challenges can be a catalyst for positive change.

Activity: View an excerpt from the movie "Superman", starring Christopher Reeves. Read the following article about Christopher Reeves. Discuss how events in a person's life can open new doors previously unexplored. Brainstorm situations where this has happened. Students will then write a report about a person whose life has been positively changed. Upon completion students will share their reports with the rest of the class.

Standard: Each student will complete research, then write a report about the positive effects of change.

Resources: Video of "Superman" starring Christopher Reeves; My Hero article from <http://archives.gsn.org/newsday-1/Fall1996/news1/0156.html>

Time Required: 3 - 4 thirty minute class periods

Activity: Positive Change

My Hero

by Laura Foshee

Christopher Reeves flew off his horse as was jumping over a bar. He hit the ground so hard that it crushed his vertebrae and broke his neck. He was rushed to the hospital and awhile later they found out and told him that he was paralyzed. He would be paralyzed for the rest of his life. This was about a year ago. Now they think that with research he may be able to walk.

Christopher Reeves is my hero because he has been so happy throughout this past year. He has worked so hard and helped so many other paralyzed people. It is so amazing to me that someone can find out they might not be able to walk or talk again and, still be happy and uplifted enough to get up every day and let people do tests and lots of therapy on them.

When Christopher first went to the hospital he couldn't talk walk or breathe on his own. Now he is able to talk though. If all that happened to me I don't know if I could be strong as him. I will always look up to someone like him whenever I think I can't go on or my life stinks. I'll just say to myself my life doesn't stink and I can go on, what about all those paralyzed people. I hope that in any situation I can be as strong as him, and as cheerful. That's why Christopher Reeves is my hero.

"Dance like nobody's watching. Love like you'll never get hurt."
Harry R. Noden

<http://archives.gsn.org/newsday-1/Fall1996/news1/0156.html>

EMPLOYABILITY SKILLS - ELEMENTARY CURRICULUM CONNECTIONS

Activity: Working Together

Skills with Others:

- Work with others
 - work with others as a team member
 - contribute to the work of the team
 - plan and make decisions with team members
 - respect the ideas and opinions of others
 - look for and support a group decision
 - be a leader when necessary to support the team's work

Strategies for Teaching:

Skills for working with others are included in the New Brunswick Department of Education Personal Development and Career Planning Guidance Curriculum Guide on pp. 4-5, 8-9, 24-25, 28-29; the Language Arts Curriculum Guide, pp. 16,17-18; Elementary Social Studies Curriculum Guide, p.10-11, 49-50; Health Curriculum; Elementary School Science Curriculum Guide, p. 1-2, Physical Education Curriculum

Some additional ideas to include when teaching these skills in any subject area:

- utilizing cooperative groups
- coordinating peer buddies within the class
- scheduling classroom meetings on a regular basis
- maintaining a class newsletter published by the students
- organizing intramurals within the school
- involving students in organizing and running school interest clubs
- encouraging students to work together on projects

Sample Lesson Plan:

Title: Working Together Subject: all subjects Grade level: kindergarten

Competency: * work with others as a team member
* contribute to the work of the team

Outcome: The student will recognize skills necessary for working effectively together.

Instructional Objective: The student will learn the song "If You're Happy and You Know It" adapted for learning team skills.

Activity: Teach the song, "If You're Happy and You Know It" adapted for learning team skills.

If You're Going To Work Together:

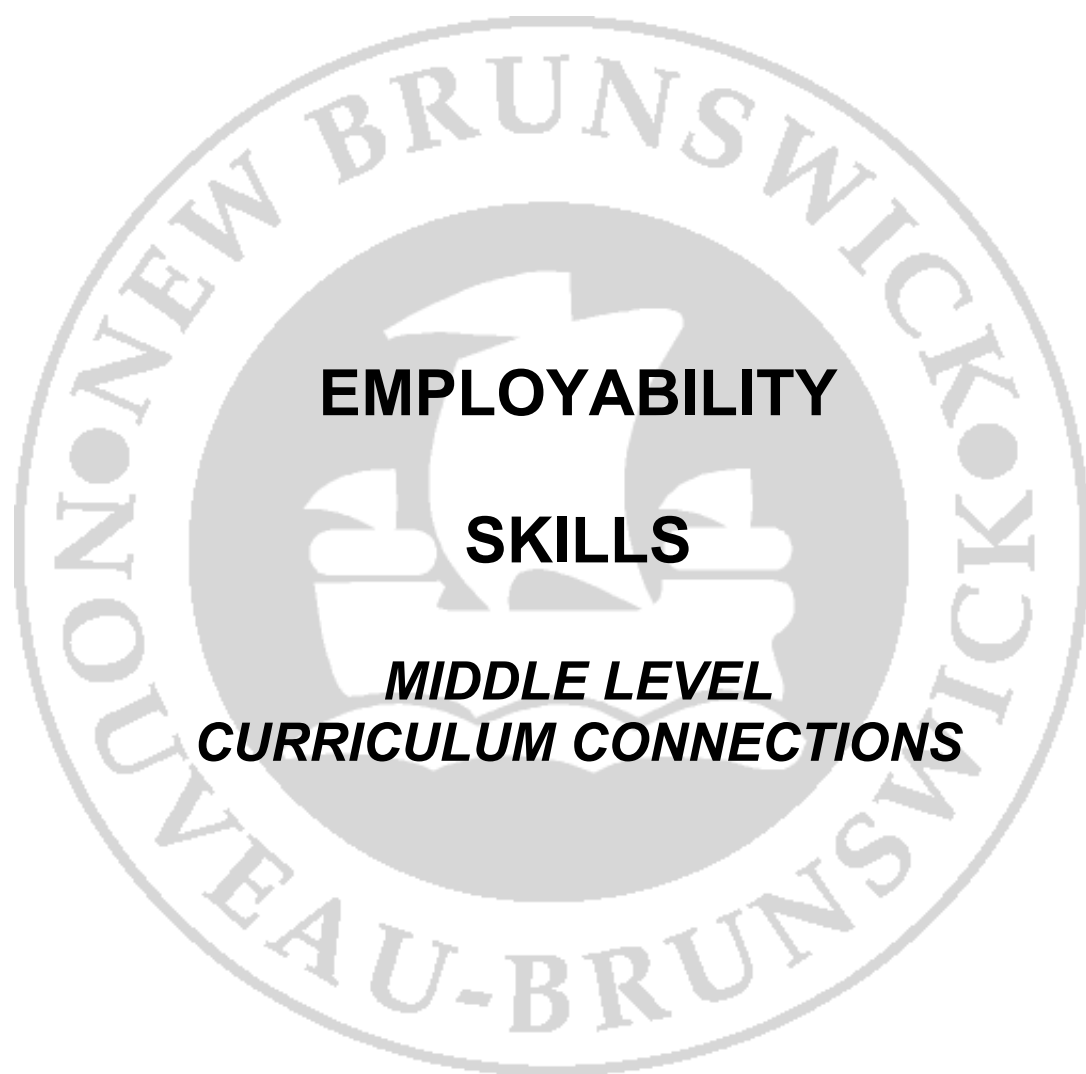
1. Wait your turn
2. Share with others
3. Help each other
4. Be kind to others
5. Wear a smile

Explain each of the verses and what they mean. Model a short scene to illustrate each skill. Have students role-play each skill. Discuss times in the day when we work together. How will these skills help us?

Standard: Each student will sing the song in the group and participate in a role-play.

Resources: song, "If You're Happy and You Know It"

Time Required: 1 twenty minute class period to teach, but can be sung many additional times as a review.



EMPLOYABILITY

SKILLS

***MIDDLE LEVEL
CURRICULUM CONNECTIONS***

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

CURRICULUM CONNECTIONS OF EMPLOYABILITY SKILLS

During adolescence, middle level students will need opportunities to learn more about themselves, and their future possibilities for education and for work. By attempting to connect the Conference Board of Canada's Employability Skills Profile with curriculum in a variety of subject areas, students can more quickly see the relevance between the issues that they are studying in their classrooms, and what they will face in the world of work. Teachers can assist students to be better prepared for employment by illustrating when possible that school and work are closely linked. Many of the skills required by today's employers are also necessary for success in school.

The chart below offers a variety of connections that teachers can use in their middle level classrooms.

ACADEMIC SKILLS

COMMUNICATE

*** Understand and speak the languages in which business is conducted.**

<i>Teaching Strategies</i>	<i>Linking to the World of Work</i>
Dedicate a class at the beginning of a unit to look at words peculiar to a particular area of the world of work; e.g. finance, medicine, automotive technology.	Employers want employees who can communicate with colleagues using job specific terms.
Have students tape an oral presentation to be included in their <i>Linking to the Future: Career and Educational Portfolios</i> .	Employers want employees who can explain how something works or give instructions.
Have daily or weekly "reflections" during which the students have an opportunity to orally share a recent event or experience with their classmates, (use newspapers, TV news, etc.).	Employers want employees who attend weekly meetings, provide updates on projects, review action plans and investigate and follow-up business plans.
Use the dictionary to enhance vocabulary - provide a recipe with underlined words such as sauté, simmer, etc., and ask for meanings.	Employers want employees who utilize reference dictionaries regarding the letters sent to colleagues, clients and customers.
Use words that relate to business, e.g., dollar value, inflation, and use business terms in assigned writing.	Employers want employees who can deliver presentations regarding budgets using appropriate language terms.

*** Listen to understand and learn.**

Require students to take notes on video or auditory presentations.	
Have students do oral presentations and require students to ask or answer questions based on the material provided by their classmates.	Employers want employees who can listen to and understand instructions.

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Assign oral reading in class and ask comprehension questions to the rest of the class.	Employers want employees who can get information from a lecture or multimedia presentation.
Set up a scavenger hunt that requires students to follow oral instructions that are only given after the previous instructions have been followed. Instructions are only given once and the first student to follow all the instructions correctly, wins.	Employers want employees who can monitor and supervise what is going on at a work site, sometimes based on verbal feedback.
Do a lesson on listening and note-taking skills.	Employers want employees who can listen to a client's problem/complaint and get necessary information to resolve the issue.
Invite guest speakers from the business community to talk about their jobs, companies, the importance of teamwork, being a good worker, etc.	Employers want employees who can attend and understand training sessions and presentations by customers and suppliers.
Invite guest speakers to share information on a topic that you are studying.	
Invite community representatives to teach a craft or skill or share a talent with your students.	
Invite local authors, poets, etc. to read/present their original works.	Employers want employees who are open to new ideas and directions.
Invite people of other nationalities to come and share information about the culture of their native country. Include recipes that can be prepared and research the country ahead of time.	Employers want employees who have an appreciation for various cultures.
Design a week of listening to radio newscasts, sportscasts, interviews, etc. At the end of the week, have the students tell what they have learned from listening to the programs.	Employers want employees who can understand by listening and communicating to fellow employees (union and management).
Interview a parent, neighbour or relative about their job or hobby on audio or video tape. View or listen to the tapes at school. After each interview, have a discussion during which students are able to share with the student interviewer, what they learned from the interview.	Employers want employees who continually gather information from all sources for projects and new programs for employees.
Complete an oral presentation. Student teaches the class how to do something using clear, specific instructions, visual aids and/or video. Examples include how to prepare certain foods, how to use a bank card, how to conduct a science experiment.	Employers want employees who can make clear and concise presentations to customers and colleagues.
Have the class take responsibility for sharing scientific trivia with the rest of the school.	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Have the class share facts about special days, e.g., Remembrance Day, Yom Kippur, Good Friday, prior to that day.	
Share a piece of a Canadian author's writing orally during Canadian Book Week.	
After a performance or assembly, ask each student to write a paragraph reflecting on the purpose of the assembly.	
Use morning messages. The teacher highlights the day's events, upcoming happenings, comments or observations.	Employers want employees who can highlight day to day and week to week activities.
Write a question on the board to be considered by the class during that period or during the school day. During the last five minutes of class, students provide and discuss answers. Questions might include: How did you show you are a kind person today? What did you learn? What is your favourite part of the school day?	
Show a videotape and provide an opportunity to critique it individually or in groups.	Employers want employees who can attend and understand training and information sessions.
Using an audio tape have students record a passage of writing. Have other students listen to the tape and critique it or answer questions.	
Have students write out public address announcements for sports, committees or fund-raising. Read the announcement paying attention to enunciation and timing.	Employers want employees who can prepare notices for customers, employees, etc.

***Read, comprehend, and use written materials, including charts, graphs, and displays.**

Have students use posters as visual aids for presentations. Encourage the use of charts and graphs on the posters.	Employers want employees who can read reports, manuals, instructions, etc.
Use dioramas or small scale models for displays or visual aids.	Employers want employees who can gather information from charts and graphs.
Use different types of charts or graphs to tabulate information on a weekly basis. Topics might include: grades, money spent, food eaten, clothing worn, weather, movies watched, etc.	Employers want employees who can research a given topic from a variety of sources.
Use newspapers as a source of information.	Employers want employees who read to remain current on information and innovations in their field of work.

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Have students make posters on large paper on assigned topics. Students can use the poster as a visual aid to share information about the topic with the class or small groups.	Employers want employees who promote new programs and market products.
Discuss a novel or poem currently being read referring to plot, characters, setting, etc.	
Graph class marks after tests.	
Use a message board in the classroom to notify students of announcements, lost and found, "wanted" notices, schedules, etc.	
Use display charts to track: classroom duties, computer times, completed homework, etc.	Employers want employees who understand and use interoffice memos and mail.

*** Write effectively in the languages in which business is conducted.**

Include examples of reports, papers, letters, etc., students have written in their <i>Linking to the Future: Career and Educational Portfolios</i> . Use a wide spectrum of samples demonstrating ability to write in a variety of forms.	Employers want employees who can write a technical report.
Write letters to request information or materials for topics being studied.	Employers want employees who can write to promote products and programs.
Send thank you notes to guests of the school.	
Provide authentic job application forms for students to complete and discuss.	Employers want employees who can fill out necessary forms.
Have students prepare a student manual to assist new students in adjusting to the school's environment.	

THINK

*** Think critically and act logically to evaluate situations, solve problems and make decisions.**

Assign students a logic based question of the day or week. Math problems, mysteries, unsolved crimes, serve as good problems requiring logical thinking.	Employers want employees who can solve personal problems and assist in finding solutions to problems in the work place.
Create or buy a murder mystery and allow students to solve it. This works well with a meal or during special occasions such as a class party.	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Compile a list of problems around the school or community and come up with potential solutions. Decide on solutions that could work. Implement these if possible.	Employers want employees who continually solve product service and employee issues, coming up with a format for problem resolution.
Allow students to choose topics and medium for projects after a discussion on personal interests and abilities.	
During home room have students lead a discussion on what has been happening at school. Identify at least one improvement along with suggestions for accomplishing it.	
During the first class, have students develop a short list of classroom rules. Display these and refer to them frequently.	Employers want employees who follow business and industry guidelines for operational procedures and the necessary processes for using products (i.e. safety issues).
Promote verbalization by encouraging oral discussion/debate on a school-based event, activity, etc., e.g., smoking on school grounds, “no hats” rule, corridor behaviour, cafeteria food.	
Provide an opportunity to identify and interpret the use of body language - the position of arms, feet, spatial distance, etc., and relate to a given activity e.g., job interview.	
Use graphing to depict divorce rates, changes in the law, unemployment rates, etc., compare and relate to the future for youth employment.	

*** Understand and solve problems involving mathematics and use the results.**

Award math certificates for problem solving.	Employers want employees who can handle finances and complete budget plans.
Have students include samples of charts, graphs, spreadsheets, etc., in their Linking To The Future: Career and Educational Portfolios .	Employers want employees who can use support materials to promote ideas both externally and internally.
Use the family budget as a problem solving exercise to identify regular and irregular expenses.	Employers want employees who understand banking procedures.
Contrast the cost of setting up and maintaining an apartment on a 40 hour week minimum wage and compare this with living at home.	Employers want employees who can continually plan and monitor a budget.

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Use the stock market, mutual funds, production costs, etc., to reinforce mathematical instruction.	Employers want employees who continually track costs and products.
--	--

*** Use technology, instrument tools, and information systems effectively.**

Have students use a video camera for class or individual projects.	
Have students demonstrate how a stereo, computer, VCR, answering machine, etc., works.	Employers want employees who can use tools specific to a trade.
Have students disassemble and reassemble a small engine or appliance.	Employers want employees who can troubleshoot.
Make use of computer games.	Employers want employees who can use computer applications specific to a job.
Have students list in their <i>Linking to the Future: Career and Educational Portfolios</i> , any tools, instruments, or technology that they have been trained on, and include any letters or certificates to support this.	Employers want employees who can determine the most effective way to design and construct a project.
Discuss technologies and techniques that help students improve performance.	Employers want employees who can use tools and other available resources to solve a problem.
Do a lesson on library/research skills.	
Use a local telephone representative to address the students on proper telephone techniques and telephone courtesy.	
Use computers to send e-mail and correspond with students in other schools. Students could share information about course work, their school, activities, etc.	Employers want employees who are technologically literate and continuously look for ways to improve functions and communications.
Use the Internet for research on a given topic.	
Use basic word processing programs to prepare an assignment in report form with a cover page, reference notes, bibliography, etc.	Employers want employees who can present reports in a format that is clear, concise and easy to follow.
Use the computer to prepare graphs and charts.	
Use software to prepare presentation materials for class projects, fund-raising, etc.	
Develop a school web site and update it frequently.	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Use computer labs to encourage composition, e.g., newsletters, newspaper articles.	
Provide basic formatting skills for students, e.g., margins, tabs, centering, bolding, etc.	
Reinforce pride and satisfaction in well prepared assignments.	
Use computers to prepare business correspondence, e.g., covering letters, résumés, etc.	Employers want employees who can use word processing software.
Conduct surveys and use computers to communicate results, e.g., written format, graphs, charts, etc.	

*** Access and apply specialized knowledge from various fields, (e.g., skilled trades, technology, physical sciences, arts, and social sciences).**

Provide students with problems from the real world of work. Have students determine what information they need and how they can get it and then attempt to solve the problem.	
Have students write a description for their <i>Linking to the Future: Career and Educational Portfolios</i> of any specialized knowledge they have in a given field.	Employers want employees who are already skilled in certain areas that apply to a job, in order to reduce training time.
Have students research an occupation and include information about any specialized knowledge and skills that are required.	
Have students write a job description for the different duties and jobs represented within the school. Have them also prepare a job description for an occupation outside the school.	Employers need employees who understand their job description and the expected results, and who know the function of each job and how it fits into the big picture.
Provide an opportunity to read authentic documents, e.g., a newspaper, real business correspondence, scientific journals, instructional pamphlets, travel brochures, and relate their findings to a given assignment.	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Have students write, read and recognize unclear instructions in a manual.	
Have students interview a parent, friend or community leader in a second language and be prepared to give a report of the interview to classmates.	
Prepare and distribute a greeting card in a second language for each member of the class, another class, or the school staff.	

LEARN

* Continue to learn for life.

Compile, with the students, an exhaustive list of situations where people (outside of public school) have to learn something new.	Employers want employees who are willing to upgrade or do additional training for their job.
Have students record every new thing they learn for a week.	Employers want employees who can learn to use new technology.
Have students prepare a list of manuals, books and articles, they have read in the past year.	
Research “want ads” and classify them according to the educational level required to fill the position.	Employers want employees who learn new skills and behaviours that are more useful to them.

PERSONAL MANAGEMENT SKILLS

POSITIVE ATTITUDES AND BEHAVIOURS

* Self Esteem and Confidence

Provide an assignment, for credit, that all students can do well.	
Do a Multiple Intelligence or Learning Styles Inventory and point out that all students have strengths.	Employers want employees who have confidence in themselves and in their abilities.
Have students list their positive attributes on one sheet and their negative attributes on another. Tape the positive list to the inside of their lockers. Have a ceremonial burning of the negative list.	Employers want employees who believe in themselves enough to take on new responsibilities, duties, and positions on a job.
Work on a list of skills the student has developed to be included in his/her <i>Linking to the Future: Career and Educational Portfolio.</i>	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Have students write a commercial about themselves outlining their skills and attributes. Videotape it.	Employers want employees who can market themselves and their skills as well as sell the company for which they work.
Have students make a "wanted" poster that gives the attributes of a good friend.	
Have students brainstorm positive character traits. Select several people (doctor, politician, business person, etc.). Have students list traits they feel a person should have. Prioritize the list for each person.	
Develop a job "Description" for a good student, as a class activity and display the completed description.	

* Honesty, Integrity and Personal Ethics

Have students bring in or draw a picture of themselves. After discussing personal ethics, ask them to surround their pictures with what they stand for.	Employers want employees who demonstrate good business ethics.
Look for examples of honesty, integrity, and ethics in the news. Look for examples of a lack of these attributes. What are the consequences?	
Reward students who show proof (in real situations) of what they say they stand for.	Employers want employees whom they can trust.
As a class, identify various community groups that require volunteers and prepare a database on the computer for them.	Employers want employees who have integrity and ethics that they are willing to defend.
Role play situations to illustrate right decisions and wrong decisions. Have students predict possible consequences for each of the decisions made, and discuss.	
Discuss current events from an ethical point of view.	

* A positive attitude toward learning, growth, and personal health.

Include students in the planning and preparation of what they learn.	
Discuss growth and personal health and the effects they have on our lives.	Employers want employees who are concerned with working safely.
Keep track of attendance and reward those students who have good attendance.	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Discuss the possible problems associated with sick days.	
Discuss the importance of mental health, including methods for staying mentally healthy, causes of poor mental health, and the consequences associated with both.	Employers want employees who will be on the job regularly because good health helps their productivity.
Invite guidance counsellors, school nurses, dieticians, dental hygienists, physical fitness trainers, and other health care professionals to speak about and promote personal health.	Employers want employees who are mentally healthy, who are prepared to learn, and can work with others.
Complete an interest inventory and discuss how these types of assessments may affect the choice of subjects, future education and careers.	

*** Initiative, energy and persistence to get the job done.**

Give bonus marks on projects for early completion (remind students not to rush to the point of affecting quality).	Employers want employees who go the extra mile.
Encourage student voluntarism by including this as a component of a student's mark (evidence must be provided such as a short summary report signed by the person supervising or the recipient). Include summary report in <i>Linking to the Future: Career and Educational Portfolio</i> .	Employers want employees who can finish a project on time or meet a deadline because when they don't it costs the employers money.
Have students ask employers to provide a written performance evaluation and include it in their <i>Linking to the Future: Career and Educational Portfolios</i> .	Employers want employees who can rate job performance to their success.
Give credit for work done around school and outside of the school community, e.g. work done at home for parents. Make sure students have proof of work done. Include evidence in <i>Linking to the Future: Career and Educational Portfolio</i> .	
Create a chart to illustrate the relationship between effort and achievement.	
Involve students in assemblies, special events, etc.	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Have students perform jobs for service clubs, e.g. labelling envelopes, preparing pamphlets, packaging materials, etc. Include documentation in <i>Linking to the Future: Career and Educational Portfolio.</i>	
Have students adopt an area of the school grounds and be personally responsible for its appearance.	

RESPONSIBILITY

*** the ability to set goals and priorities in work and personal life**

<i>Teaching Strategies</i>	<i>Linking to World of Work</i>
Have students draw what they will be doing in 10 years. Describe their career, their personal goals and what action steps they took to get there, p. 41, <u>Exploring Your Horizons.</u>	Employers want employees who can focus on results and who know where they want to be. Goals help you determine how to get there.
Teach “Begin with the end in mind”, Habit #2, Steven Covey’s, <u>Habits of Highly Effective People.</u>	Employers want employees who can visualize the future and imagine themselves achieving personal and professional goals.
Have each student set 2 goals for improving their school performance, after each reporting period. Team will monitor progress.	Employers want employees who share a vision, set objectives and action plans for long term success.
See chapter 3, “Setting Personal Goals,” <u>Exploring Your Horizons.</u>	
Have students interview one another, teachers or community members about goals they have achieved.	

*** the ability to plan and manage time, money and other resources to achieve goals**

“Where is Your Time Going?”, activity chart p. 171, <u>Exploring Your Horizons,</u> Blackline master, p.178 Teacher’s Guide.	Employers want employees who take responsibility for forming good work habits.
Have students draw a plan of their ideal private study space at home. What do they need to make it happen?	Employers want employees who are organized because they will be able to accomplish more.
Familiarize students with “Skill Areas for Classroom Success”, p.168, <u>Exploring Your Horizons.</u> They can assess their performance, and set goals for improvement.	Employers want employees who are not rushing to meet a deadline.

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

<p>The Homework Game is a good graphic checklist which teaches students steps necessary for developing good work habits, p.177, <u>Exploring Your Horizons</u>.</p>	
<p>Have the class make timelines illustrating when large projects and reports are due. Keep these up to date.</p>	<p>Employers want employees who are giving careful thought to the big project.</p>
<p>Embed the use of student agendas into as many classes as possible. Students should have them in front of them in every class, and should be encouraged to use them for personal time planning.</p>	<p>Employers want employees who are focused and purposeful in their work.</p>
<p>Have students prepare a daily “to do” list.</p>	<p>Employers want employees who can prioritize demands in the work place and at home.</p>

* **accountability for actions taken**

<p>Design an assignment with students (in any subject). Show or demonstrate what the finished product should be like, set clear expectations for what is satisfactory work, explain how the project will be evaluated, and what standards they must meet in order to obtain a good mark. Failure is not an option. Students will improve the project until they obtain the mark they sought.</p>	<p>Employers want:</p> <ul style="list-style-type: none"> • employees who will work until a project is completed to everyone’s satisfaction; • employees who are not satisfied with shoddy work; • employees who take initiative to complete a task without direct supervision.
<p>Teach students to take personal responsibility for their success in school. Have students examine how they work in a classroom, Classroom Success Checklist, <u>Exploring Your Horizons</u>, p.169, Blackline Master, p. 176.</p>	<p>Employers want employees who can assess their own performance realistically, and set goals for improvement.</p>
<p>Have students set weekly goals and allow them to self assess their performance.</p>	<p>Employers want employees who work toward the company’s vision and action plans in order to meet long term success.</p>

ADAPTABILITY

* **a positive attitude toward change**

<p>Teach students that change occurs from the inside out. People who are comfortable with themselves, who understand their values and goals react more favourably to change. Introduce the class to “The Real Game”.</p>	<p>Employers want employees who are not threatened by change, but who see it as an opportunity.</p>
---	---

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

<p>Introduce students to a problem solving model. Have them work cooperatively to solve a problem. Introduce new information which “changes” the situation. Have them problem solve again.</p>	<p>Employers want employees who can adapt solutions quickly to meet new needs. Employees need to re-visit action plans, and if necessary, be prepared to modify them.</p>
<p>Introduce the concept of “emotional intelligence”, (EQ). People with strong EQ are adaptable and handle change very well, p. 20, <u>Exploring Your Horizons</u>.</p>	

*** recognition of and respect for people’s diversity and individual differences**

<p>Administer multiple intelligences self assessment and learning style inventories from chapter 1, <u>Exploring Your Horizons</u>. Include results in <i>Linking to the Future: Career and Educational Portfolio</i>. Arrange students homogeneously by strength to share their commonalities. Brainstorm with class the value of working with students who have strengths different from each other.</p>	<p>Employers want employees who recognize and value the contributions of other team members.</p>
<p>Have students organize a heritage fair or a multicultural celebration to illustrate the ethnic diversity of the school. Use a multiple intelligence focus and showcase different foods, dances, games, customs, costumes, arts and crafts.</p>	<p>Employers want employees who can celebrate their roots and the strengths they draw from their families.</p>
<p>Discuss current events from the point of view of particular populations, (e.g. seal hunt, native logging, fishing quotas).</p>	<p>Employers want employees who can walk in someone else’s shoes.</p>
<p>Develop a service learning project with students that connects them to people in the community that they might otherwise not know, (e.g. a toy lending library, planning a community garden, visiting and planning activities with seniors or persons with disabilities). Include documentation of service learning projects in <i>Linking to the Future: Career and Educational Portfolios</i>.</p>	<p>Employers want employees who connect with helping agencies in the community.</p>
<p>Invite exchange students to speak to classes about life in their homeland.</p>	

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

* the ability to identify and suggest new ideas to get the job done - creativity

<p>Teach students the win/win concept so that the needs of all participants are met. Have the class choose a controversial issue (dress codes, skateboarding). Have each side present their "wants" and their "don't wants". Negotiate for a third alternative.</p>	<p>Employers want employees who can see things from other points of view. Employers want employees who have good imaginations and will take risks to resolve a problem.</p>
<p>Have students determine what is their strongest intelligence and ask them to solve a problem creatively using that skill, (e.g. teach the class about fractions -musically, spatially, bodily kinaesthetically, etc.).</p>	<p>Employers want employees who are aware of their strengths and realize that a problem can have several different solutions.</p>
<p>Teach students the process and the value of brainstorming to develop some creative ideas to solve a problem. To encourage shy students to participate, do a kindling exercise -sharing an idea with one person first, then widening the circle to include more participants.</p>	
<p>Teach students the concept of synergy - the whole is greater than the sum of its parts.</p>	<p>Employers want employees who can open their minds and hearts to new possibilities, new alternatives.</p>

TEAMWORK SKILLS

Those skills needed to work with others on a job and to achieve the best results

WORK WITH OTHERS

*understand and contribute to the organization's goals

<p>Use surveys to gather opinions from other students, parents and community members. Students will need to work cooperatively to design the survey, administer it, collate results.</p>	
<p>Have students interview community members who run successful organizations and report their findings.</p>	<p>Employers want employees who understand and support the goals of the company.</p>
<p>Have students organize guest speakers to come and speak to the class about the value of teamwork and the importance it plays in the world of work.</p>	
<p>Involve the school in efforts which contribute to the community such as food drives, Christmas baskets, etc.</p>	<p>Employers want employees who are willing to share with community members who find themselves in difficult circumstances.</p>

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

*understand and work within the culture of the group

<p>Have students choose a career in which they are interested, and arrange a job shadowing experience. Have students keep a journal of perceptions and observations they have about being an effective employee. Record experiences in <i>Linking to the Future: Career and Educational Portfolios</i>.</p>	<p>Employers want employees who work well with others despite different backgrounds and experiences.</p>
<p>Borrow the idea of the “talking circle” from the First Nations people to build understanding (only the person holding the eagle feather may speak, and the feather is then passed to the next person).</p>	<p>Employers want employees who respect the views of others and will listen to understand.</p>
<p>Have students design a collage which highlights the differences and the similarities facing adolescents. What are their dreams, their fears, their passions?</p>	

* plan and make decisions with others and support the outcomes

<p>See chapter 10, <u>Exploring Your Horizons</u>. There are many good activities on becoming a team player, and what roles are necessary for a team to function effectively.</p>	<p>Employers want employees who are team players. Businesses have a need for various roles in their organizations. Each role is vital to the success and growth of the business. These roles may change depending on the project.</p>
<p>Have students complete teamwork puzzle, p 163, Teacher’s Guide, <u>Exploring Your Horizons</u>.</p>	
<p>Have students complete Teamwork self evaluation questionnaire to include in their <i>Linking to the Future: Career and Educational Portfolios</i>, p.132, Teacher’s Guide, <u>Exploring Your Horizons</u>.</p>	<p>Employers want employees who understand the need for various roles in their organization, the overall team and the team leaders.</p>

* respect the thoughts and opinions of others in the group

<p>Teach students effective listening skills and use role playing as a vehicle to demonstrate this skill. Have students analyze effective and ineffective examples.</p>	<p>Employers want employees who are empathic listeners in order to understand their customers.</p>
<p>Teach students the concept of “no put downs” from “Skills for Adolescence”, (Lions Quest).</p>	<p>Employers want employees who value the opinions of co-workers.</p>

* exercise “give and take” to achieve group results

<p>Teach students conflict resolution skills so they can resolve differences of opinion within the group. (Lions Quest has posters and manuals available.)</p>	<p>Employers want employees who can respectfully find a solution to a problem.</p>
---	--

EMPLOYABILITY SKILLS - MIDDLE LEVEL CURRICULUM CONNECTIONS

Use a peer mediation program to help team members resolve disputes or differences of opinion.	Employers want employees who can resolve their problems without involving the supervisor.
---	---

***seek a team approach as appropriate**

Work with students to draft class rules that reflect the values and the goals which will be pursued.	Employers want employees who are committed to the goal of the organization.
Teach students to participate in cooperative learning activities. Start with pairs and as skills improve, move to larger heterogeneous groups. See Blackline Masters for evaluating group work, p. 12-22, <u>Exploring Your Horizons, Teacher's Guide</u> .	Employers want employees who can draw strength from group membership. (Synergy)
Use "jigsaw" activities in the classroom. Each student has a piece of information which they must share with others before the problem can be solved.	
Build trust among team members by doing some of the icebreaker activities available through " Skills for Adolescence ". Outdoor pursuit teachers can give some suggestions.	Employers want employees who can count on others.

*** lead when appropriate, mobilizing the group for high performance**

Have the senior class prepare a "how to" manual to leave for students entering the first year of middle school. Fill it with advice and tips about how to get the most benefit from your time here.	Employers want employees who can anticipate events and who can learn from the mistakes of others.
Encourage school wide leadership by having students assume responsibility for assemblies, morning announcements, school beautification, library helpers, recycling program, intramurals, career day, etc. Assign roles based on students' strengths.	Employers want employees who can be mobilized to produce an event for the good of the organization.
Make use of the idea of "student as worker". Students who ordinarily would not be considered leaders can be assigned tasks which underline their strengths, (e.g. wiring the gym for assemblies, setting up computer labs, building sets, etc.).	Employers want employees who recognize their areas of strength and capitalize on them for the good of the group.



EMPLOYABILITY

SKILLS

***HIGH SCHOOL
CURRICULUM CONNECTIONS***

EMPLOYABILITY SKILLS - HIGH SCHOOL CURRICULUM CONNECTIONS
--

CURRICULUM CONNECTIONS OF EMPLOYABILITY SKILLS

Employability Skills are designed to provide for a more comprehensive delivery of instruction and are intended to be integrated into all curricular areas, the Comprehensive and Developmental Guidance Program, and the life of the school and community. They represent knowledge, skills, and behaviors that will help students move successfully into the world of work and/or continuing education in order to pursue their career goals.

Teachers should create opportunities to build “Employability Skills” into their lesson plans. There needs to be an integration of employability skills instruction with content instruction. For example, math teachers can incorporate topics such as vectors and translations to the world of work by showing how important these topics are to paid occupations, ranging from fashion design to architectural technology and making the pertinent connections to careers, course material and employability skills. Equipped with this awareness, students will be better prepared for the world of work.

The following table will provide examples of existing activities to assist teachers to incorporate employability skills into their lesson plans:

SCHOOL SUBJECT (Activities)	SKILLS LEARNED	EMPLOYABILITY SKILL CATEGORY
<i>Business Education</i>		
• Accounting	Recording Business Transactions Ledgers Preparation and interpretation of financial statements	Academic Academic Academic
• Keyboarding	Finger Dexterity Eye-Hand coordination Computer Skills Development of Speed & Accuracy	Academic Academic Academic Academic
• Finance	Ability to plan and manage money	Personal Management
• Computers -programming, Internet, etc.	Curiosity, analyze information Data Processing	Academic Academic
• Co-op Education	Time Management Discussion Communication Skills Active Listening Goal Setting Interpersonal Skills	Personal Management Teamwork Academic Academic Academic Academic

EMPLOYABILITY SKILLS - HIGH SCHOOL CURRICULUM CONNECTIONS

English

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Public Speaking
Debating | <p>Self Expression</p> | <p>Academic</p> |
| <ul style="list-style-type: none"> • Essay Writing • Journal Writing, Projects | <p>Creativity, Formulating Ideas
Planning, Organization, Time
Management</p> | <p>Academic
Personal Management</p> |
| <ul style="list-style-type: none"> • Drama, Role Playing • Reading | <p>Improvisation, Adaptability
Comprehension and use of
written material</p> | <p>Teamwork
Academic</p> |
| <ul style="list-style-type: none"> • Class Discussions • Note Taking | <p>Respecting the thoughts of others
Communication Skills</p> | <p>Teamwork
Academic</p> |

Fine Arts

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Visual Arts | <p>Self expression
Appreciation of different cultures
To pay attention to detail
Abstract thinking skills
Critic/review work
Creativity</p> | <p>Personal Management
Personal Management
Academic
Academic
Teamwork
Personal Management</p> |
| <ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> -play a musical instrument - instrumental ensemble | <p>Rhythm and timing
Working within a group
Following instructions</p> | <p>Academic
Teamwork
Teamwork</p> |
| <ul style="list-style-type: none"> • Theater Arts <ul style="list-style-type: none"> - acting and interpretation | <p>Memorizing
Leading a group
Self-esteem and confidence</p> | <p>Academic
Teamwork
Personal Management</p> |

French

(English Program and Immersion)

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Novel Studies | <p>Learning about another culture
Reading and writing</p> | <p>Personal Management
Academic</p> |
| <ul style="list-style-type: none"> • Projects | <p>Imagination
Formulating ideas
Working within a group
Meeting deadlines</p> | <p>Academic
Academic
Teamwork
Personal Management</p> |
| <ul style="list-style-type: none"> • Creative Writing | <p>Communication Skills
(grammar, writing)</p> | <p>Academic</p> |

Guidance

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Agenda Books | <p>Set goals and priorities
Manage time
Study Skills</p> | <p>Personal Management
Personal Management
Academic</p> |
| <ul style="list-style-type: none"> • Volunteerism
& Service Learning | <p>Responsibility</p> | <p>Personal Management</p> |
| <ul style="list-style-type: none"> • Portfolios | <p>Self-discovery
Goal setting
Responsibility
Life long learning</p> | <p>Academic
Personal Management
Personal Management
Academic</p> |

EMPLOYABILITY SKILLS - HIGH SCHOOL CURRICULUM CONNECTIONS

<ul style="list-style-type: none"> • Peer Tutoring/Helping 	Set Goals Help Others	Personal Management Personal Management
<ul style="list-style-type: none"> • Career Fair 	Résumé Preparation Interview skills	Academic Personal Management (self-esteem and confidence, accountable for actions, positive attitude toward change)
<ul style="list-style-type: none"> • Post-Secondary Expo 	Accepting Criticism Positive attitude toward learning and growth	Teamwork Personal Management
<ul style="list-style-type: none"> • Health Fair 	To maintain a healthy lifestyle Self evaluate Problem Solving	Personal Management Academic (problem solve) Academic (learning for life)
<ul style="list-style-type: none"> • Financial Planning • Career Education 	Responsibility Technological Skills Presentation skills Analyzing Self-analysis (learning style, personality traits) Goal setting Group presentations Job readiness skills	Personal Management Academic Academic Academic Personal Management Personal Management Teamwork Academic
<i>Health and Physical Education</i>		
<ul style="list-style-type: none"> • Physical Activities (Individual & Team) 	Hand/eye coordination Strength & Endurance Sportsmanship Participation Co-operation Teamwork Assessing situations Following rules and instructions	Personal Management Personal Management Teamwork Teamwork/Personal Management Teamwork Teamwork Academic Teamwork
<ul style="list-style-type: none"> • Health Awareness 	Gathering information Developing positive attitudes toward personal health Reading and writing Communication Stress Management	Academic Personal Management Academic Academic Personal Management
<i>Home Economics/Family Studies</i>		
<ul style="list-style-type: none"> • Food Preparation 	Responsibility Culinary Skills Budgeting Etiquette and manners Scheduling Reading skills Assigning duties Group work	Personal Management Academic Personal Management Personal Management Personal Management Academic Teamwork Teamwork

EMPLOYABILITY SKILLS - HIGH SCHOOL CURRICULUM CONNECTIONS

<ul style="list-style-type: none"> • Fabric / Construction 	Imagination Creativity Exploring Possibilities Manual Dexterity Ability to visualize ideas	Personal Management Personal Management Academic Academic Academic
<ul style="list-style-type: none"> • Teaching a Class 	Organization Able to prepare and plan Public Speaking Critic or review work	Academic Academic Academic Academic
<ul style="list-style-type: none"> • Projects 	Responsibility Organization Social Interaction	Teamwork Personal Management (honesty, integrity, personal ethics) Personal Management Teamwork
Industrial Education		
<ul style="list-style-type: none"> • Design and Technology 	Operate tools Able to do precision work Creativity Manual Dexterity Organize/Prepare/Make things Group work Resourcefulness Accuracy Project Planning	Academic Academic Personal Management Academic Academic Teamwork Personal Management Academic Personal Management
Mathematics		
<ul style="list-style-type: none"> • Problem Solving 	Analyzing data Thinking abstractly Perseverance Gathering information Estimating, predicting, checking and validating calculations Analyze written materials	Academic Academic Personal Management Academic Academic Academic
<ul style="list-style-type: none"> • Group work 	Assess situations Plan and organize Communication skills	Teamwork Teamwork Academic
<ul style="list-style-type: none"> • Puzzles / Mind Teasers 	Motivation, perseverance	Personal Management
<ul style="list-style-type: none"> • Geometry <ul style="list-style-type: none"> - construction - measurement 	Analyze data Paying attention to detail Precision	Academic Academic Academic
<ul style="list-style-type: none"> • Consumerism 	Plan and manage money Estimation, budgeting, planning, decision-making	Academic Academic
<ul style="list-style-type: none"> • Independent Study 	Increase technical skills Independent work habits Document work adequately	Academic Personal Management Academic

EMPLOYABILITY SKILLS - HIGH SCHOOL CURRICULUM CONNECTIONS

Science

<ul style="list-style-type: none"> • Experiments 	Paying attention to details Following directions Reading and writing Group work Persistence Decision making	Academic Academic Academic Teamwork Personal Management Academic
<ul style="list-style-type: none"> • Research 	Compare information or data Chart and graph information Plan and organize	Academic Academic Academic
<ul style="list-style-type: none"> • Projects 	Locate, plan and organize information Plan and make decisions with others Presentation skills Following time lines Setting goals	Academic Teamwork Personal Management Personal Management Personal Management
<ul style="list-style-type: none"> • Problem solving 	Analyze data Thinking abstractly Perseverance Gathering information Estimating, predicting, checking and validating calculations Analyze written material	Academic Academic Personal Management Academic Academic Academic (Think Critically)

Social Studies/History

<ul style="list-style-type: none"> • Reading 	Critical thinking Attention to details Respect for people's diversity	Academic Academic Personal Management
<ul style="list-style-type: none"> • Projects 	Research skills Communication skills Developing ideas Deliver project on time Group work	Academic Academic Academic Personal Management Teamwork
<ul style="list-style-type: none"> • Videos 	Develop cultural awareness	Personal Management
<ul style="list-style-type: none"> • Mapping 	Locate information Chart or Graph information	Academic Academic
<ul style="list-style-type: none"> • Posters 	Paying attention to detail Creativity	Academic Personal Management
<ul style="list-style-type: none"> • Heritage day/week 	Respect for people's diversity and individual differences	Personal Management



EMPLOYABILITY

SKILLS

APPENDIX "A"

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

- Communicate**
- Understand and speak the languages in which business is conducted
 - Listen to understand and learn
 - Read, comprehend and use written materials, including graphs, charts and displays
 - Write effectively in the languages in which business is conducted
- Think**
- Think critically and act logically to evaluate situations, solve problems and make decisions
 - Understand and solve problems involving mathematics and use the results
 - Use technology, instruments, tools and information systems effectively
 - Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

- Positive Attitudes and Behaviours**
- Self-esteem and confidence
 - Honesty, integrity and personal ethics
 - A positive attitude toward learning, growth and personal health
 - Initiative, energy and persistence to get the job done
- Responsibility**
- The ability to set goals and priorities in work and personal life
 - The ability to plan and manage time, money and other resources to achieve goals
 - Accountability for actions taken
- Adaptability**
- A positive attitude toward change
 - Recognition of and respect for people's diversity and individual differences
 - The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

- Work with Others**
- Understand and contribute to the organization's goals
 - Understand and work within the culture of the group
 - Plan and make decisions with others and support the outcomes
 - Respect the thoughts and opinions of others in the group
 - Exercise "give and take" to achieve group results
 - Seek a team approach as appropriate
 - Lead when appropriate, mobilizing the group for high performance



The Conference Board of Canada
 255 Smyth Road, Ottawa, Ontario K1H 8M7
 Canada
 Telephone: (613) 526-3280
 Fax: (613) 526-4857
Information for Sound Decisions Since 1954

This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre The Conference Board of Canada.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

Employability Skills Are Critical

Employability skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities.

The Council recognizes the need for employers to accommodate individual differences and to provide equal opportunities for women, native people, visible minorities and people with disabilities.

How Are Employability Skills Developed?

Employability skills are developed in school and through a variety of life experiences outside school. The student, the family and the education system, supported and enhanced by the rest of society, share this responsibility.

How Does This Profile Fit with the Goals of Education?

All the skills listed in this profile are already either explicit or implicit in general educational goal statements of the provinces and territories. Drawing attention to skills necessary for employability is compatible with and can enhance a school's efforts to meet its other goals and objectives.

Corporate Council on Education Core Purpose:

We are a catalyst to engage business and education in partnerships that foster learning excellence to ensure that Canada is competitive and successful in the global economy.

Member companies 1990-96

AGT Limited
Air Canada
Atlantic Canada Telephone Companies
Island Tel
Maritime Tel & Tel
NB Tel
Newfoundland Telephone
Atomic Energy of Canada
Bank of Montreal
Bell Canada
BP Canada Inc./Talisman Energy Inc.
British Columbia Hydro & Power Authority
British Columbia Telephone Company
Canada Post Corporation
Canadian Microelectronics Corporation
Canadian Occidental Petroleum Ltd.
CP Rail System
Dofasco Inc.
General Electric Canada Inc.
General Motors of Canada Limited
IBM Canada Ltd.
Imasco Limited/Pharmaprix
Imperial Oil Limited
Inco Limited
Laurentian Financial
National Defence
Noranda Forest Inc.
Norcen Energy Resources Limited
Northern Telecom Limited/Bell-Northern Research Ltd.
Power Corporation of Canada
Royal Bank of Canada
Shell Canada Limited
Syncrude Canada Ltd.
Teleglobe Canada Inc.
TransAlta Utilities Corporation
TransCanada PipeLines Limited
Xerox Canada Ltd.

Égalemeut disponible en français.

01/96

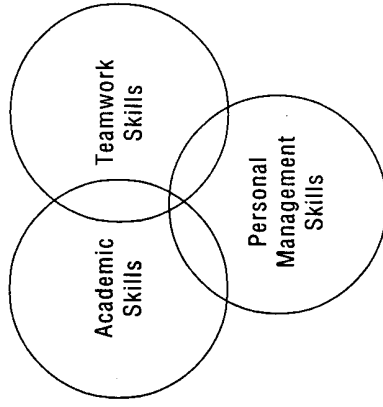


The Conference Board of Canada
255 Smyth Road, Ottawa, Ontario K1H 8M7
Canada
Telephone: (613) 526-3280
Fax: (613) 526-4857

Information for Sound Decisions Since 1954

Employability Skills Profile

What Are Employers Looking For?



The academic, personal management and teamwork skills outlined in this profile form the foundation of a high-quality Canadian workforce both today and tomorrow.

The Corporate Council on Education invites and encourages students, parents, teachers, employers, labour, community leaders and governments to use the profile as a framework for dialogue and action.



The Conference Board of Canada



EMPLOYABILITY

SKILLS

APPENDIX "B"

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

THESE DOCUMENTS MAY BE USED WITH “**LINKING TO THE FUTURE: CAREER AND EDUCATIONAL PORTFOLIO**”, or to assist students in their Career Planning process.

MY PORTFOLIO

Collection of Evidence of “Employability Skills”:

Suggestions for illustrating the various skills

ACADEMIC SKILLS: COMMUNICATE, THINK, LEARN

Choose documents that illustrate your best writing, speaking, listening, reading and explaining skills.

Documents that illustrate your Academic Skills include:

- Transcripts
- Certificates of Achievement
- Essays, reports, research papers, letters, articles you wrote using a word processor
- Charts or graphs you created or interpreted using a spreadsheet
- An audio or videotape of a speech you gave
- A license to operate certain machinery
- A picture or videotape of a project with an explanation of what skill is being demonstrated
- Letters of recommendation from a teacher, past or present employer, counsellor, principal, group leader
- Academic, Vocational or Business awards
- A prepared list of books, magazines and technical manuals you have read recently

PERSONAL MANAGEMENT SKILLS: POSITIVE ATTITUDE AND BEHAVIOUR, RESPONSIBILITY, ADAPTABILITY

Personal Management Skills may also include:

efficiency - producing results with little waste or effort
persistence - continuing work until the task is complete
punctuality - arriving and doing things on time
enthusiasm - displaying an interest in something
dependability - reliable
drive - displaying energy and persistence
integrity - honesty and ethical behaviour

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

Documents that illustrate your Personal Management Skills include:

- Aptitude and Interest Inventories
- Performance Evaluations from work
- Attendance Record from work or school, including club meetings, volunteer work, team practices
- A description of an activity that required a personal management skill
- Your personal Career Plan
- Your personal weekly schedule - how you organize your life
- A highlight of a job you've had. Include the name and address of the employer, a picture of you at work, your work title, the duties you perform, special accomplishments, and include the employer's signature
- A description of an activity where you have exercised responsible behaviour, include babysitting, handling money, looking after pets or valuable equipment
- Volunteer community service

TEAMWORK SKILLS: WORKING WITH OTHERS

Include evidence that you have developed skills in cooperating, advising/counselling, teaching/training, respecting opinions of others.

Documents that illustrate your Teamwork Skills are:

- A description of a job/activity or project that required a teamwork skill
- Certificates, awards, letters of appreciation, indicating a teamwork skill
- Documentation of a leadership position in an organization
- Documentation of participation in a team sport, drama or musical, band, choir
- Yearbook or Grad Committee, Student Council, peer tutoring, peer coaching, etc.
- Performance evaluation from work indicating excellent teamwork skills
- Letters of recommendation from teachers, counsellors, employers, etc., documenting teamwork skills
- Participation in an ethnic or cultural organization

REMEMBER THESE ARE JUST SUGGESTIONS - BE CREATIVE!

PORTFOLIO PLANNING

Curriculum Areas or Coursework That Demonstrate Employability Skills:

<u>Academic Skills:</u>	<u>Curriculum</u>	<u>Personal</u>	
<u>Communicate</u>	<u>Area</u>	<u>Evidence</u>	<u>Date</u>
<input type="checkbox"/> Understand and speak the language in which business is conducted	_____	_____	_____
<input type="checkbox"/> Listen to understand and learn	_____	_____	_____
<input type="checkbox"/> Read, comprehend and use written materials, including graphs, charts and displays	_____	_____	_____
<input type="checkbox"/> Write effectively in the languages in which business is conducted	_____	_____	_____
<u>Think</u>			
<input type="checkbox"/> Think critically and act logically to evaluate situations, solve problems and make decisions	_____	_____	_____
<input type="checkbox"/> Understand and solve problems involving mathematics and use the results	_____	_____	_____
<input type="checkbox"/> Use technology, instruments, tools and information systems effectively	_____	_____	_____
<input type="checkbox"/> Access and apply specialized knowledge from various fields (e.g. Skilled trades, technology, physical sciences, arts and social sciences)	_____	_____	_____
<u>Learn</u>			
<input type="checkbox"/> Continue to learn for life	_____	_____	_____

EMPLOYABILITY SKILLS - TEACHER HANDBOOK
--

<u>Personal Management Skills:</u> <u>Positive Attitudes and Behaviors</u>	<u>Curriculum</u> <u>Area</u>	<u>Personal</u> <u>Evidence</u>	<u>Date</u>
<input type="checkbox"/> Self-Esteem and Confidence	_____	_____	_____
<input type="checkbox"/> Honesty, integrity and personal ethics	_____	_____	_____
<input type="checkbox"/> A positive attitude toward learning, growth and personal health	_____	_____	_____
<input type="checkbox"/> Initiative, energy and persistence to get the job done	_____	_____	_____
 <u>Responsibility</u>			
<input type="checkbox"/> The ability to set goals and priorities in work and personal life	_____	_____	_____
<input type="checkbox"/> The ability to plan and manage time, money and other resources to achieve goals	_____	_____	_____
<input type="checkbox"/> Accountability for actions taken	_____	_____	_____
 <u>Adaptability</u>			
<input type="checkbox"/> A positive attitude toward change	_____	_____	_____
<input type="checkbox"/> Recognition of and respect for people's diversity and individual differences	_____	_____	_____
<input type="checkbox"/> The ability to identify and suggest new ideas to get the job done - creativity	_____	_____	_____

EMPLOYABILITY SKILLS - TEACHER HANDBOOK
--

Teamwork Skills: Work With Others

	<u>Curriculum Area</u>	<u>Personal Evidence</u>	<u>Date</u>
<input type="checkbox"/> Understand and contribute to the organization's goals	_____	_____	_____
<input type="checkbox"/> Understand and work within the culture of the group	_____	_____	_____
<input type="checkbox"/> Plan and make decisions with others and support the outcomes	_____	_____	_____
<input type="checkbox"/> Respect the thoughts and opinions of others in the group	_____	_____	_____
<input type="checkbox"/> Exercise "give and take" to achieve group results	_____	_____	_____
<input type="checkbox"/> Seek a team approach as appropriate	_____	_____	_____
<input type="checkbox"/> Lead when appropriate, mobilizing the group for high performance	_____	_____	_____



EMPLOYABILITY

SKILLS

APPENDIX "C"

Employability Skills: Assessing Yourself (Student Handout)

You've made an excellent choice! By deciding to assess your employability skills, you're already demonstrating one of them! Can you identify which one it might be? It's under Personal Management Skills: **Knowing your strengths and weaknesses and always trying to improve.**

There are three checklists below (one for each group of employability skills) where you're asked to rate yourself on a scale of 1 to 5:

- 5 means **needs the LEAST improvement** - you're already quite good at this skill
- 1 means **needs the MOST improvement** - work is needed to get you where you'd like to be

Remember, be honest with yourself in your ratings. The higher the rating, the better you are at the skill. For each skill, check the rating that applies to you.

Academic Skills Checklist	Rating				
	5 = already quite good 1 = needs most work				
	1	2	3	4	5
Communication					
• I speak clearly and concisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I listen to others to understand and learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I read, understand and use written materials, including graphs, charts and displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I write effectively in the languages in which I expect to conduct business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Skills					
• I can solve math problems and apply the results to everyday life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can use instruments, tools, technology and formulas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I know how to apply a variety of specialized knowledge to help me solve problems in one or more fields (such as skilled trades, technology, arts, physical sciences and/or social sciences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I know how to do research and use the library effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can think critically and act logically when problem-solving, evaluating situations or making decisions (rather than being "swept away" by my emotions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Literacy					
• I can work on a computer using a variety of software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

Personal Management Skills Checklist	Rating
	5 = already quite good 1 = needs most work
	1 2 3 4 5
Responsibility	
<ul style="list-style-type: none"> • I am honest, ethical, respect others and I accept responsibility for my actions 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I attend school/work on a daily basis and I arrive on time 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I have a positive attitude and show it through my behaviours, initiatives and energy 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Organization	
<ul style="list-style-type: none"> • I set priorities and goals for myself in work and my personal life 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I plan and manage my time, money and other resources to achieve my goals 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Flexibility	
<ul style="list-style-type: none"> • I am always willing to try something new 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I respect people for their differences and diversity and expect that they will respect me for mine 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I think of new and creative ideas to get the job done 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Career Development	
<ul style="list-style-type: none"> • I know my strengths and weaknesses and always try to improve 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I have started making plans for my career future 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Teamwork Skills Checklist	Rating
	5 = already quite good 1 = needs most work
	1 2 3 4 5
Communicating	
<ul style="list-style-type: none"> • I make a point of understanding the goals of the group when working in a team and contribute to achieving these goals 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I listen and I am heard when I work in a team 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Responsiveness	
<ul style="list-style-type: none"> • I plan and make decisions with others and then support the outcomes of those decisions 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • I respect the opinions and ideas of others in my group 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

Leadership	1	2	3	4	5
<ul style="list-style-type: none"><li data-bbox="191 281 1187 344">• I know when I should lead and when I should follow in order for the group to best accomplish its goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You'll probably be relieved to know that this isn't a standard test. There is no passing or failing grade. Now that you've completed it though, you no doubt have a much clearer picture of your strengths and areas needing improvement. How does it feel as you look it over? Have you been too hard or too easy on yourself? If you really want to challenge yourself, you could ask someone you trust to fill it out for you and you could compare results! It could make for a very interesting discussion. You might be surprised how others see you –perhaps they see more of your strengths than you do!

A logical next step would be to look at some examples of things you might do to build strength in each of the three main areas of Employability Skills.



EMPLOYABILITY

SKILLS

APPENDIX "D"

WEB SITES

Center for Applied Academics

<http://www.est.gov.bc.ca/cfaa/>

This site has integrated workplace skills and academic curriculum in a problem solving context. In “New Applied Lessons” there are real world problems for math and reading skills.

This site is also developing a methodology and guidebook (in print, electronic and on-line versions) for teachers and students to use in collecting workplace essential skills information, in a variety of occupational areas. The project methodology will engage teachers and students in interviewing employers and employees at their work site. The objective of these interviews is to expose students and teachers as to how these essential skills are utilized in the workplace.

Essential Skills Research Project

<http://www.globalx.net/hrd/skills/essentie.html>

Human Resources Development Canada is conducting research on Essential Skills, skills that are used in all kinds of jobs. The objective is to produce an Essential Skills Profile for each lower-skill entry-level occupation, reflecting the actual requirements of the Canadian workplace.

The Essential skills being studied are: reading text, use of documents, writing, numeracy, oral communication, thinking skills (problem solving, decision making, planning/organizing of own job tasks, use of memory and finding information), working with others, computer use and continuous learning.

Learning Opportunities

<http://www.nb.hrhc-drhc.gc.ca/common/learn.shtml>

This is a Human Resources Development Canada site. It contains connections to resources supporting learning opportunities for the client. Subheadings found on this page are: Learning and Training Resources, Financial Assistance, Self-Assessment/Aptitude Testing, Career Planning Tools and Resources, Entrepreneurship and Additional Resources.

Occupational and Career Development Division

<http://www.globalx.net/ocd/>

This is a Human Resources Development Canada site. This web site contains resources to select and plan for a career. It contains direct links to interactive quizzes, publications, videos, reference books and software. It also contains the latest OCD information.

Skills Canada

www.skillscanada.com

Skills Canada began operations as a small pilot project in Simco County, Ontario in 1989. Since then Skills Canada's membership has grown rapidly across the province and the country. This year (1998) Vancouver will host the first international competition where participants from all provinces and territories will compete.

Skills Canada has several initiatives and programs such as:

- on-line competency based résumés for all competition participants linked to industry employers;
- job, scholarships and apprenticeship programs for national medals winners;
- gender equity program to increase the number of women participating in technical and trade programs;
- virtual competitions to increase the number of youth participating in Skills Canada programming from 35 000 to 225 000 youth per year over five years;
- creation of a national Skills Canada Foundation to raise funds to ensure youth skills development and employment initiatives remain front and center of industry, government and educators for the next generation.

Work-based Learning Resource Center

<http://www.wa-wbl.com/faq/index.html>

Work-based learning refers to a variety instructional strategies that involve learning experiences that occur outside the classroom in a community setting. Apprenticeship and internships are probably the best forms of work-based learning, but there are many others including field trips, job shadowing, structured work experience, cooperative education, service learning, school-based enterprises and mentoring.

Youth Link

www.youth.gc.ca

This site was created to provide youth with help in preparing for and finding work. Youth Link provides information about study or work experience opportunities in Canada or abroad, getting a student loan, finding training programs and summer job programs. It is a collection of over 200 Government of Canada youth programs, services and resources. It is also published in hard copy by Human Resources Development Canada. To order call 1-800-935-5555.



**CONFERENCE BOARD OF
CANADA**

CASE STUDIES



The Conference Board
of Canada

CASE STUDY 7

*A core product of the
Employability Skills
Forum, National
Business and
Education Centre*

Program

*Business-education-
government
partnership*

Date Established
1993

Contact

*Mr. Joseph Brennan
New Brunswick
Department of
Education
440 King St., 3rd Floor
Kings Place
P.O. Box 6000
Fredericton,
New Brunswick
E3B 5H1
Tel: (506) 453-2668
Fax: (506) 453-3325
joeb@gov.nb.ca*

Name of Program

*New Brunswick
Department of
Education's Youth
Apprenticeship
Program*

Skills Developed

- Academic
- Personal Management
- Teamwork

Developing secondary school students' employability skills

NEW BRUNSWICK YOUTH APPRENTICESHIP PROGRAM

Balancing Academic Aspirations with Labour Force Requirements

BY KURTIS KITAGAWA

August 1998

The New Brunswick Department of Education is facilitating the school-to-work and/or school-to-postsecondary transition of secondary students by developing their generic employability skills.

Overview

The New Brunswick Department of Education recognizes that a well-educated and technically skilled workforce is central to the productivity and competitiveness of New Brunswick's businesses and industries in the global economy. The Department also acknowledges the critical shortage of such workers. Accordingly, they have developed the Youth Apprenticeship Program to meet the demand for educated and skilled workers and to facilitate the successful school-to-postsecondary education and/or school-to-work transition of secondary students.

Objectives

- Make careers in high-skilled occupations more appealing and more accessible to youth.

- Encourage co-operation between New Brunswick's business community and educational system, both secondary and postsecondary.
- Harmonize academic aspirations with labour force requirements.
- Give students an opportunity to gain knowledge and work experience in a viable career area of their choice.
- Facilitate the school-to-work transition for secondary school students.
- Provide employers with a talent pool of well-motivated, academically prepared potential employees who possess up-to-date skills and have relevant work experience.

Groups Served

- Students, employers, parents, schools, community colleges and universities.

Activities

The program is a four-phase process that helps develop employability skills, supports the career aspirations of secondary school students, and provides employers with opportunities to participate in the educational process and contribute to training the workforce of the future. The program allows

**National Business and
Education Centre (NBEC)**

Director: MaryAnn McLaughlin

Research Associates:
Michael Bloom
Kurtis Kitagawa
Joanne Mahoney
Douglas Watt

Awards Co-ordinator:
Linda Scott

Program and Research Assistant:
Jean Smith

NBEC Mission

We help business and education leaders work collaboratively to promote the development of a learning society that will prepare Canada's young people for a changing world.

Visit us on the Web:
www.conferenceboard.ca/nbec

students to participate in a regular secondary school program of their choice, and to develop employability and occupational skills by participating in 360 hours of outcome-based instruction and by gaining a minimum of 360 hours of paid work experience.

Students embark on their apprenticeship program in the summer following Grade 10 and move through three progressively more specialized phases of work and study, each consisting of 120 hours of instruction and 120 hours or more of paid work experience. The instruction in each phase is delivered outside school hours largely at evening, weekend and summer workshop and workplace venues (or at a combination of workshop and workplace venues) and through self-directed learning activities. Students fulfil the work experience portion of each phase over the summer months of their Grade 10, 11 and 12 years and at other times outside school hours by mutual arrangement with their employers.

Initially, secondary school students become aware of the Youth Apprenticeship Program through career development and transition planning activities during Grades 9 and 10. Interested students gain access to program details through information meetings in Grade 10. Those wishing to participate are screened to determine whether they have identified an occupational/career area by examining their own interests and aptitudes and by participating in other career development activities. They are also sounded out to assess their willingness to commit themselves to all of the program requirements over a 28-month period. Students whose career interests match with job descriptions communicated to district program co-ordinators by sponsoring employers—which are subsequently posted in all the schools in participating districts—submit résumés and covering letters to the relevant employers. Employers then shortlist candidates for interviews and make their final selections just as they do when hiring for conventional positions.

Phase 1

Successful candidates—defined as those who have been hired by employers—enter Phase 1 and participate in a four-day intensive residential workshop in the summer following their Grade 10 year. At this workshop, students learn about the New Brunswick economy, practise their communications skills, develop workplace health and safety consciousness and are trained to a state of employment readiness that will enable them to thrive in their job placements, which they take up later that summer. Also during Phase 1, which lasts until the following May, students learn about employer-employee responsibilities, receive first aid (including CPR) training, develop their interpersonal skills, and are introduced to workplace computing applications and business/technical writing.

Phase 2

Students start Phase 2 with a workshop in the summer after Grade 11, continue at the workplace through the summer and finish by the spring of Grade 12. In this phase, students devote two-thirds of their instructional time to improving the academic, personal management and teamwork skills emphasized in Phase 1 and using communications equipment. One-third of their time is devoted to developing occupational/career specific skills.

Phase 3

Students move into Phase 3 in April/May of their Grade 12 year with a weekend workshop. They work following their graduation, completing all program requirements in August. During this phase, students devote one-third of their instructional time to further building the generic employability skills learned in phases 1 and 2, and to using computer communications applications. Two-thirds of their time is spent building occupational/career specific skills.

Phase 4

In Phase 4, students who have successfully completed the curricular and work

The Employability Skills Forum Mission

We are committed to improving the productivity and quality of life for individuals, organizations and society by enhancing the employability skills of the current and future workforce of Canada.

This study was made possible through funding by members of the Employability Skills Forum.

Forum Members

Alberta Advanced Education and Career Development
Alberta Education
Alberta Vocational College
Association of Canadian Community Colleges
Bank of Montreal
Canada Post Corporation
Canadian Labour Force Development Board
CQRCAN
Department of National Defence
Dotasco Inc.
Dufferin-Peel Roman Catholic Separate School Board (Ontario)
Human Resources Development Canada
Imperial Oil
McGraw-Hill Ryerson Limited
Mount Royal College
New Brunswick Department of Education
Noranda Forest Inc.
Ontario Ministry of Education and Training
Royal Bank of Canada
Seneca College of Applied Arts and Technology
Simon Fraser University
Southwest Regional School Board (Nova Scotia)
Statistics Canada
Syncrude Canada Ltd.
Treasury Board of Canada Secretariat
University of Alberta
University of Guelph

Forum Manager: Michael R. Bloom

experience phases enter the workforce or embark on a course of postsecondary training or education. Through formally negotiated articulation agreements, graduates of the program are guaranteed placement in related programs offered by the New Brunswick Community College and have preferred admission status to the University of New Brunswick and the University of Moncton.

Resources Required

Start-up

A \$1.25 million cash investment was required for the three-year pilot project, which delivers 360 hours of instruction to each participating student. This works out to approximately \$55 per student per day (or less than 1.5 times the cost of delivering regular classroom instruction). The primary funders were the New Brunswick Department of Education and Human Resources Development Canada. Other monies were made available under a Co-operation Agreement on Entrepreneurship and Human Resources Development. In-kind contributions of human resources and services were provided by the New Brunswick Department of Advanced Education and Labour and the New Brunswick Chamber of Commerce.

Human Resources

Twelve school district co-ordinators were hired on a full- or part-time basis for a total of \$300,000 per annum.

Material

Material costs included those for 10,000 promotional pamphlets and a promotional video. Costs were cut by reducing the duration of residential workshops from five days to four. Computer- and Internet-based training delivery models are being investigated to further cut the cost of delivering the curriculum. The Youth Apprenticeship Program also relies on in-kind contributions from sponsoring employers, partners and interested groups such as

St. John Ambulance, the Department of Advanced Education and Labour and the Workplace Health and Safety Commission, which undertake some instructional responsibilities.

Achievements/Outcomes

- A survey of the first and second graduating classes of youth apprentices, parents, and employers in 1995 indicated high levels of satisfaction among all three groups.
- A total of 918 private sector organizations have actively participated in the program.
- Sixty per cent of program graduates were offered admission and were admitted into postsecondary training courses.
- Eighty per cent of those who did not opt for postsecondary training were employed.
- The program integrated more closely the world of education and the world of work, which is vitally important to enhancing productivity and increasing competitiveness in a global economy.

Benefits

The Youth Apprenticeship Program directly benefits students and employers.

Students

- Improve their employability skills, become more aware of career opportunities, enhance their career focus and think more concretely and systematically about choosing and working toward a career and developing a sophisticated occupational skills base.
- Earn money during their formative high school years without closing down avenues to postsecondary education.
- Take ownership of their education, training and job experience in important ways by linking substantial time commitments on their part with the acquisition of valuable skills.

The Conference Board of Canada
 255 Smyth Road
 Ottawa, Ontario K1H 8M7
 Canada
 Tel: (613) 526-3280
 Fax: (613) 526-4857
 Internet:
<http://www.conferenceboard.ca>

The Conference Board, Inc.
 845 Third Avenue
 New York, N.Y. 10022 U.S.A.
 Tel: (212) 759-0900
 Fax: (212) 980-7014
 Internet:
<http://www.conference-board.org>

The Conference Board Europe
 Chaussée de La Hulpe 130, bte 11
 B-1000 Brussels, Belgium
 Tel: (32) 2.675 54 05
 Fax: (32) 2.675 03 95

*Our grateful thanks to our interviewee:
 Joseph Brennan*

- Learn workplace responsibility since it is up to them to ensure that their competence in all curricular areas is signed off by appropriate people.

Employers

- Benefit from an arrangement that draws them into closer involvement in the educational system.
- Profit from the information technology strengths of the students they sponsor.
- Have the advantage of continuity of service from their youth apprentices over three summers.
- Contribute to the development of the workforce of the future.

Innovation

The single most innovative feature of the program is that it complements *any* secondary school program, enabling *all* students, regardless of their academic course load, to participate in an earning and learning apprenticeship program. For students who do not pursue formal postsecondary education or training, the Youth Apprenticeship Program provides effective school-to-work transition. For those who do embark on formal postsecondary training or education, it is a stepping stone to admission into community college or university courses; it also prepares them to finance their education or training through work. More generally, the generic employability skills and the sophisticated occupational skills base all students develop provide them with a marketable work history, a definite advantage in today's labour market.

Other innovations include the articulation of secondary education, workplace training and postsecondary education:

graduates of the Youth Apprenticeship Program are guaranteed placement in related programs at New Brunswick Community College and have preferred admission status at the University of New Brunswick and the University of Moncton.

Keys to Success

To get the most out of the Youth Apprenticeship Program, prospective students should already have:

- obtained the competencies of the Department of Education's comprehensive guidance and counselling program and participated in career development activities for Grades 6 to 10,
- made an informed career decision, and
- demonstrated that they are interested in, capable of and willing to undertake the required additional training and development activities.

Greatest Challenge

The greatest challenge in ensuring the success of a program like this is to increase the number of employers participating in the program and to maintain the support of those who subscribe to it (for other examples of how employability skills development programs build community capacity, see case studies 14 and 15). Employers must be made aware of the benefits they gain from participating, especially of the value of the longer term investment that they make in developing the workforce of the future when they maintain their support for the program over several years. This can be difficult where the economic base of the community is weak and youth apprentices are seen as competing for already scarce jobs.

©1998 **The Conference Board of Canada***
 Printed in Canada
 All rights reserved
 ISSN 1205-1675
 *Incorporated as AERIC Inc.



Recycled paper

NBEC Publications Relating to Employability Skills Development and Assessment

Employability Skills Profile

Science Literacy for the World of Work

Best Practices in Assessing and Developing Employability Skills—20 Case Studies (Sept. 98)

The Economic Benefits of Improving Literacy in the Workplace, 206-97 Report.

Enhancing Employability Skills: Innovative Partnerships, Projects and Programs, 118-94 Report.

Linking Teachers, Science, Technology and Research: Business and Education Collaborations That Work, 144-95 Report.

1998 100-Best Partnerships IdeaBook

1997 100-Best Partnerships IdeaBook

1996 100-Best Partnerships IdeaBook



The Conference Board
of Canada

CASE STUDY 8

*A core product of the
Employability Skills
Forum, National
Business and
Education Centre*

Program

*Business-education-
government
partnership*

Date Established

1993

Contact

*Ms. Heather Stilwell
School Districts 6 & 8
Youth Apprenticeship
Co-ordinator
Woodlawn Centre
55 West Moreland Road
Saint John,
New Brunswick
E2J 2E3
Tel: (506) 643-6884
Fax: (506) 643-6883
stilwel@nbnet.nb.ca*

Name of Program

*New Brunswick
Department of
Education's Hampton
High School and Irving
Pulp & Paper
Partnership in
Education*

Skills Developed

- Academic
- Personal Management
- Teamwork

Developing secondary school students' employability skills

HAMPTON HIGH SCHOOL AND IRVING PULP & PAPER PARTNERSHIP IN EDUCATION

The Benefits of Teaching and Learning Employability Skills

BY KURTIS KITAGAWA

August 1998

Hampton High School and Irving are co-operating to make secondary school technical education programming more relevant by using it as a vehicle to enhance secondary students' generic employability skills.

Overview

In 1993, Hampton High School and Irving Pulp & Paper developed an innovative new partnership to build on their mutual interests in developing the employability skills of youth.

The Irving pulp mill was then undergoing a \$200 million modernization and making environmental improvements to its systems. At the same time, Hampton High School was endeavoring to make its technical education program more relevant to students. Their joint mission was to enrich the students' learning experience by connecting the high school's curriculum more closely with the world of work and developing students' employability skills.

The partnership sprang out of an earlier regional initiative to refocus

education at the school in order to meet students' employment needs. Recognizing that fully 70 per cent of students enter the workplace directly after graduating from secondary school, while comparatively few attend community colleges, private institutions or university, the board of education in School District 6, Rothesay, New Brunswick, had set up an ad hoc committee to study the issue in more detail. After conducting surveys in its own schools, School District 6 established an Industrial-Technical Education Committee (ITEC) composed of educators, employers and parents, to raise awareness of the importance of technical education in rapidly changing workplace environments and promote its technical education program.

Specifically, against the background of assisting the educational community to market education programs as a career enhancement product, ITEC's purpose was (1) to create an awareness of the needs of industry into the 21st century; (2) to create a profile of the kind of worker that can meet these needs; (3) to create an awareness within the local school system, among parents and in the public at large

National Business and Education Centre (NBEC)

Director: MaryAnn McLaughlin

Research Associates:
Michael Bloom
Kurtis Kitagawa
Joanne Mahoney
Douglas Watt

Awards Co-ordinator:
Linda Scott

Program and Research Assistant:
Jean Smith

NBEC Mission

We help business and education leaders work collaboratively to promote the development of a learning society that will prepare Canada's young people for a changing world.

Visit us on the Web:
www.conferenceboard.ca/nbec

both of the long-term needs of industry and the type of employees they will need; and (4) to co-operate with each other to develop innovative new business–education partnerships in the Saint John area.

Participating in ITEC resulted in a shift in consciousness on the part of both business and education. For its part, Irving Pulp & Paper adopted the Conference Board's Employability Skills Profile, incorporating it into its five-year vision to encourage the growth and well-being of its employees. It also took the message out to local middle and secondary schools, encouraging students to consciously strive to develop their employability skills. Irving regarded it as good for its workers' development to get involved in educating young people and saw itself as adding value to middle and secondary students' education.

For his part, Ken Kincade, Head of the Technical Program at Hampton High School in School District 6, believed that students would benefit greatly from seeing real life applications of the skills they were learning in their technical courses. His mission was also social: starting three or four years ago, tremendous changes had been occurring in the workplace—workers (in many cases his students' own parents) were being laid off or retrained and families were under a good deal of stress. Kincade felt that by exposing his students to employees coping with the challenges of sitting behind computers for the first time, by speaking frankly with them about what they do on a day-to-day basis and what it means to them, and by showing them the link between what they learn in the classroom and real life applications in the workplace, his students would become sensitized to the demands of the modern workplace and redouble their efforts the classroom.

Context

Hampton's heightened awareness of the new realities of the workplace and the changing nature of the classroom was the culmination of a long soul-searching process that began in 1991, when the Canadian School Boards' Association (CSBA) criticized provincial departments of education for playing down the human resources development role of elementary–secondary programs and curricula.¹ The CSBA observed that the education community has generally seen itself as completely separate from the work world and that its programs and curricula have had a distinct university bias, focusing on the desirability of professional careers over jobs in the trades.²

Program Goals

- Raise students' awareness of the practical applications of their technical education courses.
- Raise the profile of career opportunities in the local pulp and paper industry.
- Develop, in the context of a technical education course, generic employability skills that can be transferred to a modern industrial workplace setting.
- Underline modern industry's commitment to promoting lifelong learning—a crucial generic employability skill in Canada's rapidly changing economy—and to continuously developing technical job skills.
- Encourage students to choose technical postsecondary training to prepare themselves to work in a modern industrial workplace experiencing shortages of skilled workers.

Groups Served

- Students, employers, parents, schools, community.

¹ Towards a Level Playing Field (Ottawa: Canadian School Boards' Association, 1991).

² For a university perception of its role in developing students' employability skills, see Case Study 6, University of Alberta Faculty of Arts Employability Skills Initiative).

The Employability Skills Forum Mission

We are committed to improving the productivity and quality of life for individuals, organizations and society by enhancing the employability skills of the current and future workforce of Canada.

This study was made possible through funding by members of the Employability Skills Forum.

Forum Members

Alberta Advanced Education and Career Development
Alberta Education
Alberta Vocational College
Association of Canadian Community Colleges
Bank of Montreal
Canada Post Corporation
Canadian Labour Force Development Board
CORCAN
Department of National Defence
Dofasco Inc.
Dufferin-Peel Roman Catholic Separate School Board (Ontario)
Human Resources Development Canada
Imperial Oil
McGraw-Hill Ryerson Limited
Mount Royal College
New Brunswick Department of Education
Noranda Forest Inc.
Ontario Ministry of Education and Training
Royal Bank of Canada
Seneca College of Applied Arts and Technology
Simon Fraser University
Southwest Regional School Board (Nova Scotia)
Statistics Canada
Syncrude Canada Ltd.
Treasury Board of Canada Secretariat
University of Alberta
University of Guelph

Forum Manager: Michael R. Bloom

Activities

The Hampton-Irving partnership has engaged students in the following three major activities.

1. Original Mill Model

- Building a scale model of the exterior of the mill and constructing operational models of mill processes.
- Learning skills in important areas such as computer-aided design and manufacturing, and in electronics and programmable logistics control technology.
- Taking measurements of the mill's exterior and participating in problem-solving sessions with mill employees (including engineers, tradespeople and operators) about mill processes.
- Demonstrating mill processes using their model at community venues.

Making technical education more relevant stimulates cross-curricular improvement: students involved in designing the scale model realized they needed math skills to do scale conversions and physics and chemistry principles to develop operational models of mill processes.

2. Job Fest '97

- Participating in Job Fest '97, in which students learned about writing a résumé, completing an application and preparing for a job interview.

3. Digester Project

- Forming project management teams (consisting of project manager, accounting manager, human resources manager, services manager and operations manager) on the basis of an actual company-conducted selection process.
- Taking ownership of their work and developing the employability skills featured in the Conference Board's Employability Skills Profile.
- Preparing and presenting the digester proposal (including a budget and a timeline for its completion) to the mill manager and the school principal.
- Constructing scale models of the new mill digesters and other operational models.

Resources Required

Human Resources

- (Project Entrepreneurship Project) PEP Mount Allison University facilitator.
- Two person-years annually of Irving employees' time.
- One-half person-year annually of volunteered time from Hampton's technical, math and science teachers.

Material

- \$50,000 to date from Irving Pulp & Paper.
- PEP Mount Allison provided transportation for students to get from Hampton High across town to the Irving mill.
- Shop space, computers, drafting equipment, power tools.
- Model construction materials.

Achievements/Outcomes

- Enhanced the relevance of technical education and core curricula.
- Raised the profile of careers in the pulp and paper industry.
- Enhanced the attractiveness of technical postsecondary education.
- Developed Conference Board employability skills in students.
- Provided students with a job-seeking experience.

Benefits

The Hampton-Irving partnership benefits students, secondary schools, teachers, parents, employers and employees.

Students

- Develop their communications and problem-solving skills, self-confidence and time management and teamwork skills by building working models, consulting with mill employees and making presentations to mill and school personnel and to the public at large.
- Learn to assume responsibility by having it impressed upon them that their models are real products that represent real resource commitments not only by students but also by teachers and employers, who intend

The Conference Board of Canada

255 Smyth Road
Ottawa, Ontario K1H 8M7
Canada
Tel: (613) 526-3280
Fax: (613) 526-4857
Internet:
http://www.conferenceboard.ca

The Conference Board, Inc.

845 Third Avenue
New York, N.Y. 10022 U.S.A.
Tel: (212) 759-0900
Fax: (212) 980-7014
Internet:
http://www.conference-board.org

The Conference Board Europe

Chaussée de La Hulpe 130, bte 11
B-1000 Brussels, Belgium
Tel: (32) 2.675 54 05
Fax: (32) 2.675 03 95

Our grateful thanks to our interviewees and to others who provided comment, including:

*Ken Kincade
Heather Stilwell
Doug Walker*

to use their models in their work with future generations of students.

- Learn the meaning of showing initiative—increasingly employees are expected to find their own direction and take initiative in delivering product.
- Enhance their job-seeking skills by being involved in a job selection process.
- Learn the virtue of adaptability by being immersed in a culture of lifelong learning.

Teachers

- Learn about the needs of a rapidly changing modern industrial workplace.
- Receive support from business to improve and promote technical education and develop students' employability skills.
- Reap cross-curricular benefits from increased attention focused on math and science courses.

Employers

- Cultivate new employees drawn from the local community by mentoring students.
- Improve relations with employees by enhancing recognition for their jobs.
- Enhance the employability skills of their employees by supporting their mentoring activities.

Innovation

The Hampton-Irving partnership encourages active student participation at every stage, from hiring and team building, through planning and consulting, to building and demonstrating their own

product. Students learn valuable employability skills by doing and explaining what they are doing, which reinforces the message about employability skills that they have learned at school.

Keys to Success

- Having fully committed supporters in the school and workplace who have clear expectations of what they hope to get out of the program and are genuinely interested in developing the employability skills of the students.
- Finding imaginative ways to refocus teenagers' energies. For example, one teacher accommodated the romantic interest of a student who was having trouble managing his time commitment to his project by inviting his girlfriend to assist with the project. In another example, the teacher built up the confidence and social acceptability of a socially backward Grade 10 outsider by encouraging him to join in with a largely Grade 12 project team.
- Standing back and letting the students take leadership roles on their own initiative and solve problems spontaneously, offering resource support only.

Greatest Challenge

The greatest challenge facing would-be developers of a partnership like this lies in ensuring that there is keen interest, energy and commitment at both ends; without it, an ambitious program like this cannot be sustained.

©1998 **The Conference Board of Canada***

Printed in Canada
All rights reserved
ISSN 1205-1675

*Incorporated as AERIC Inc.



Recycled paper

NBEC Publications Relating to Employability Skills Development and Assessment

Employability Skills Profile

Science Literacy for the World of Work

Best Practices in Assessing and Developing Employability Skills—20 Case Studies (Sept. 98)

The Economic Benefits of Improving Literacy in the Workplace, 206-97 Report.

Enhancing Employability Skills: Innovative Partnerships, Projects and Programs, 118-94 Report.

Linking Teachers, Science, Technology and Research: Business and Education Collaborations That Work, 144-95 Report.

1998 100-Best Partnerships IdeaBook

1997 100-Best Partnerships IdeaBook

1996 100-Best Partnerships IdeaBook



GLOSSARY

GLOSSARY OF TERMS:

Ability: the quality of being able to do something; a natural or acquired skill or talent

Academic: relating to or characteristic of a school

Academic Skills: those skills which provide the basic foundation to get, keep and progress on a job to achieve the best results

Apprenticeship: a training program that is required for particular occupations, which involves education (usually at a community college) plus on-the-job training

Aptitudes: natural talents and abilities

Attitude: the beliefs and feelings that cause a person to behave in a certain way

Budgeting: planning what to do with money

Career: the sum total of jobs, occupations, learning and experiences—both leisure and volunteer—that make up a person’s life, i.e., Sara White’s career is that of a health care professional

Career Cluster: career categories used to identify career information (i.e. Business, Finance and Administration, Natural and Applied Sciences, Health, Social Sciences, Education, Government Service and Religion, Art, Culture, Recreation and Sport, Sales and Services, Trades, Transport and Equipment Operators, Primary Industry, Processing, Manufacturing, and Utilities)

Career Development: the process of managing learning, training, and work throughout the life span. It is an umbrella term that includes many activities, some formal, others informal.

Career Goals: the goals that a person forms prior to and during his or her career; for example, the goal of attaining a management position or starting a business

Career Planning: the process of identifying your career choices and then forming career goals suited to both your individual needs and the realities of the world of work

Chronological Résumé: a résumé style that outlines a person’s employment history and other information in chronological order, from most recent to least recent

Co-op education: an education program that offers, or combines, work experience with regular classes

Combination Résumé: a résumé style that combines features of the chronological and functional résumé styles

Communication: the process of exchanging information with other people. Communication involves a sender and a receiver of a message in a medium such as writing, speaking, or nonverbal communication

Community Service: students volunteer their help to the community

Community Services: organizations that add to the quality of people’s lives by providing services that promote health and well-being

Covering Letter: a letter that accompanies a résumé that is sent to an employer. The purpose of the covering letter is to introduce the applicant and the résumé in order to be granted an interview with the employer.

Criticism: judgments about another person's behavior or actions, which may involve positive or negative comments

Decision Making: the process of identifying a decision in an attempt to solve a problem or meet a challenge

Downsizing: reducing the number of workers

Economy: the management of material resources

Employee: a person who works for an organization or another person for pay

Employer: an organization or a person that hires one or more employees

Employment: the work in which one is engaged; occupation

Entrepreneurship: the process of pursuing opportunities or fulfilling needs and wants through innovation or the establishment of a business. Entrepreneurs think of new ways of doing things or new products or services to fulfill market needs.

Ethics: the rules of right or wrong that form a person's, company's, or society's system of behavior

Feedback: in communication, the receiver's response to a message. This response can take the form of speaking, writing, or nonverbal feedback

Functional Résumé: a résumé style that emphasizes a person's transferable skills

Goals: where a person wants to get to, or what a person wants to achieve

Global: around the world

Honesty: the quality of being honorable and fair in character and actions - refusing to steal, cheat, lie or misrepresent

Industry: a group of businesses involved in providing one type of product or service. For example, finance and insurance is an industry selling financial products

Initiative: doing something without being told to do it

Integrity: the human quality of having high ethical standards and refusing to compromise those standards

Interests: the activities, pastimes, and subjects that a person enjoys

Interpersonal relations: the pattern of associations and communications among people

Interview: a meeting between two or more people

Job: a specific position in a particular organization, i.e., Sara White's job is an emergency room nurse at ABC Hospital

Job Interview: an interview whose purpose is to match a job seeker to a particular job

Job Shadowing: spending a period of time at work with a person in a particular career, at a particular job

Journal: a collection of a person's writings that reflects his or her feelings and attitudes

Labour Market: all the individuals, businesses and organizations that hire people to help them produce goods and provide services. The labour market includes large corporations, small businesses, government departments and agencies, and nonprofit organizations. This market is constantly changing because it is affected by many factors including globalization, changes in consumer demands, and advances in technology.

Labour Market Information: a way of describing conditions in the world of work that can help people understand what type of work is available in different industries and sectors

Lifelong Learners: continuous learning as it applies to all aspects of life

Listening: actively participating in a communication process by attentively receiving and retaining messages. Listening is not the same as hearing, which is passively sensing sounds.

Literacy: the ability to read and write

Message: the information that a person wishes to communicate

Multiple Intelligences: different forms of intelligences, namely music, body, people, self, picture, word, logic, humor, and emotional

Needs: necessities that motivate people; for example, the necessities of food, love or self-fulfillment

Negotiate: to bargain. In the world of work, employees often negotiate with an employer for salary or wages, benefits, and vacation time

Network: a person's personal and professional contacts that may be able to provide job leads and other information

Non-verbal communication: sometimes called body language, this is a way of expressing a message without using words

Numeracy: the ability to understand numbers

Objective: seeing something as it is, without personal thoughts and feelings affecting one

Occupation: a term for a set of skills and responsibilities that is common to a number of different kinds of jobs, i.e., Sara White's occupation is that of registered nurse

Personal Management Skills: the combination of skills, attitudes and behaviors required to get, keep, and progress on a job and to achieve the best results

Personality: the individual non-physical characteristics that make a person unique. Personality is a result of heredity, environment, and other factors.

Placement: the workplace at which you complete the out-of-school component of your Co-operative Education, Youth Apprenticeship Program or work experience program

Portfolio: a collection of a person's work that is shown to a prospective employer in order to obtain employment

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

Portfolio Conference: a presentation of work a student has selected from his or her *Linking to the Future: Career and Educational Portfolio* at a meeting with a teacher, counsellor, advisor (and other people such as parents/guardians, if the student wishes)

Post-secondary: after graduating from high school

Problem solving: the process of identifying problems and developing, selecting and evaluating solutions for them

Profile: a brief description of a person's character and abilities

Professional contacts: people you know within an occupation. In a job search, these contacts may be able to provide leads on unadvertised jobs.

Reading: the mental process of receiving and comprehending a written message

Receiver: in communication, the person who receives a message - the listener, reader or viewer

Reference: a person who recommends you to a potential employer. Employers often ask for references from job candidates in order to learn more about potential employees.

Referral: a job lead to a specific company or person. Referrals help expand a person's network.

Responsibility: what is expected of one, what one feels obliged to do

Résumé: a summary of a person's education, employment history, and accomplishments that is sent to perspective employers in order to be considered for employment. A résumé may be in chronological, functional, or combination format.

Role Model: a person whose part in life is especially worth copying or imitating

Sector: a group of industries that produce related goods and services. For example, the logging wood and paper industries are part of the forestry sector.

Self-assessment: a process of determining who you are and how you change over time

Self-concept: how you feel about yourself. How you believe others feel about you is also a part of your self-concept.

Self-directed: guided or led by oneself

Self-employment: working for yourself or contracting out your services from your home or out of your home; freelancing or being an independent contractor

Self-esteem: a person's opinion of himself or herself

Self-evaluation: judging your performance, skills, knowledge, productivity, and progress

Self-management skills: skills that are part of a person's personality and that are continually learned; for example, the ability to work with others or to adapt to new situations

Sender: in communication, the person who originates a message - the speaker, writer, or person who creates a visual display to send a message

Services: work provided that enables homes and businesses to operate efficiently

Short-term goals: goals that a person can achieve in a short period of time

Speaking: expressing a message verbally

Subjective: the way personal thoughts and feelings affect how a person sees something

Team: a group of people working together

Teamwork: the way a team acts together to be successful

Teamwork skills: those skills needed to work with others on a job and to achieve the best results

Technical skills: specific areas of technical knowledge and ability that a person needs in order to do a particular job; for example, knowledge of computer programming

Technology: the application of science to industrial and commercial objectives; the body of knowledge available to people which fashions new implements used in everyday life (e.g., computers)

Time line: a chart that records the important dates and events in a person's life

Time management: organizing and planning tasks and events for greater efficiency, productivity, and reduction of stress

Transferable skills: skills that are developed through everyday experiences, such as school, employment, or other activities; for example, the ability to communicate effectively or to make decisions. These skills are common to many situations and can be easily applied to new jobs or industries.

Trend: a general direction in which a society is developing

Values: the moral principles that a person uses to make decisions

Volunteer work: work that is performed without pay. Many community and nonprofit organizations require volunteers in order to continue to operate. In return, volunteers gain valuable work experience and skills as well as the satisfaction of helping others.

Work: conscious effort, other than that having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others. Work is not tied to paid employment, but to meaningful and satisfying activities (e.g., volunteer work, yard work, etc.).

Work experience: opportunity to learn on the job

Writing: the act of putting a message into words on paper for a reader to receive

Youth Apprenticeship: combines in-school learning and on-the-job training, with pay from the employer