

The SCALES Project Case Study Essential Skills Resume Statement

Cherie, 45 years old, left school after Grade 11. She has 12 years' experience in janitorial services, but believes not having a high school diploma is a major barrier to advancement in the workplace. The intervention was timely for designing a relevant resume to be used for future goals. Cherie was enrolled in Academic Upgrading at Northern College to prepare for the Medical Lab Technician program starting in September 2012.

When Cherie arrived at the college she was ready to start an Action Plan. The ACE Communications professor gave her the Resume Statement Tool to help her build a resume that would be job specific and relate to her future goals. Working with the Resume Statement Tool and the information provided in the HRSDC Essential Skills Occupational Profile for Medical Laboratory Technician, enabled Cherie to understand the position requirements and the required skills that will help her reach her goal.

The SCALES Project Case Study Essential Skills Resume Statement

Cheryl is 27 years old and has worked at a hotel/resort for three years working at the front desk and serving at banquets. Cheryl sees her lack of formal education and lack of work experience as major barriers to securing a higher paying, more fulfilling career. She is a returning learner who hopes to complete an Academic and Career Entrance (ACE) certificate for acceptance into a post secondary program.

Cheryl came to Northern College's upgrading program having recently decided to change her career goal from Business Accounting to Social Service Worker. The ACE Communications professor reviewed the Essential Skills Resume Statement Tool and the HRSDC Essential Skills Occupational Profile for Social Service Workers with Cheryl to give her a more detailed understanding of what would be the job requirements.

Cheryl found the Resume Statement Tool and the profile extremely helpful in outlining specifics for this job. Although she made numerous revisions, she felt more confident that her goal was well suited to her.

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Celeste, 22 years old, has been employed for three years in retail as well as had seasonal landscaping experience. She completed Grade 10 with partial credits in Grades 11 and 12. She believes that her lack of formal education and limited work experience are major barriers. Celeste wants to enrol in a post-secondary program in September and was interested in working with the Resume Statement Tool to help with creating a learner plan.

Celeste enrolled in Academic Upgrading and through the research performed while using the Resume Statement Tool, Celeste was able to determine that her interests lie in Electrical Engineering.

Unfortunately, after enrolling in Academic Upgrading, Celeste took a leave of absence from the program.

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Ashley is 25 years old and has approximately four months of work experience. She completed a Grade 12 Ontario Secondary School Diploma in 2004, and is working on an Academic and Career Entrance (ACE) Certificate with the goal of obtaining a post-secondary diploma to refresh her skills and enhance her job prospects.

Ashley was enrolled in Academic Upgrading to prepare for the Office Administration – Executive Program. She was given the Resume Statement Tool to help her research job specific requirements related to her future goal. Through this process, and reviewing the various HRSDC Essential Skills Occupational Profiles, Ashley changed her focus and believes she is better suited for a career as a Social Service Worker.

The SCALES Project Case Study Essential Skills Card Sorts and Essential Skills Checklist

A client, in her early 20s, recently graduated from a college Social Service Worker program. Except for the program's field placement, she has little work experience. She also has limited local labour market knowledge, does not have access to personal transportation, very little job search skills, and her resume needs updating to reflect her career goal.

The client arrived at John Howard Society and enrolled in the Employment Services Program to secure full time employment. Through the use of the CONNECT SCALES project Essential Skills Card Sorts and Essential Skills Checklist, the client's educational requirements were validated and she became more self-aware to identify the core Essential Skills that were required to build her resume.

After two one-hour appointments, each working with one of the above mentioned tools, the Employment Counsellor assisted the client in completing an Action Plan that included researching employers and occupations, resume development, job search strategies, interview skills, and networking.

Due to limited experience, the client has not yet been able to secure employment, but having more confidence in exploring her career goal has allowed her to be open to volunteering to gain more exposure to the social service field.

The SCALES Project Case Study Essential Skills Introductory Workshop, Essential Skills Checklist, and Road Map

Client, 26 years old, lives at home with his family in Oakville. He works part-time, approximately 4-6 hours per week, as a Bingo Supervisor at the Burloak Canoe Club, where he is also training as a Competitive Kayaker. He completed two Bachelor's Degrees over a year ago and has no full-time work experience. Within the past few months, he has started to seriously search for full-time employment.

The client believes he has been unsuccessful securing full-time employment because he does not have full-time work experience, he has had frequent periods of unemployment, he believes his resume needs polishing because he has applied to over 25 positions and not had one interview, and he does not have any employment references. In addition, not only does he not know what types of jobs are available in his community, but he is also unsure what he wants to do.

Because the client was unsure of career goals and lacked confidence in all areas of job searching, including the ability to present skills to potential employers, his career practitioner had him attend the Essential Skills Introductory Workshop, as well as complete the Essential Skills Checklist. Together, they worked with the Road Map to help the client determine an action plan.

After completing the workshop, the client said it "gave me a good understanding of all of the skills employers look for in a candidate. It also gave me an excellent perspective of which skills were my strongest and weakest, and how to articulate those strengths in interviews while also improving on my weaknesses".

Though the client is still searching for full-time employment since completing the Workshop and the Essential Skills Checklist, he has had a few interviews.

The SCALES Project Case Study Card Sorting Tool

Xiao Liu is a Foreign Trainer Worker waiting to immigrate to Canada through the Canadian Immigrant Integration Project (CIIP) in China. The CIIP provides pre-arrival services to immigrants who have received approval to or are preparing to immigrate to Canada.

Xiao Liu faces a number of barriers to employment once she arrives in Canada. She will be a new immigrant, has low levels of English and French literacy, and lacks Canadian work experience. An Essential Skills intervention made sense for this client because she needed to understand what her skills were and how they fit into the Canadian Labour Market.

To assist Ms. Liu in determining what she wants to be or do, the Card Sorting Tool was used. This tactile exercise highlighted skills she feels comfortable with or has experience doing. This allowed her to translate her experience in China to the Canadian Labour Market.

After completing the Card Sorting Tool exercise, Xiao Liu's confidence increased, and she was able to better find skills that would be transferable to the Canadian Labour Market. The Card Sorting Tool was an enjoyable exercise for Xiao Liu and went a long way in preparing her for her arrival in Canada.

The SCALES Project Case Study Essential Skills Checklist

WS, 22 years old, recently completed the high school credits he needed to graduate. He was connected to Social Services with an Income Assistance Worker and an Employment Support Worker who was involved in his future plans to study Paramedicine. WS had already applied to one Ontario College and was interested in applying to a local college in Halifax. He came to Phoenix Learning and Employment Centre for support in completing the school application and to satisfy the Employment Support worker who, as it happened, did not support his choice of post-secondary study.

WS had very little work experience and had generally earned low marks in high school; however, he had recently done well in upgrading his chemistry as required for entrance to paramedicine.

WS and his career practitioner met four times over two and a half weeks. They began with the Essential Skills Checklist to affirm WS's self identified strengths and spotlight how these strengths matched the HRSDC Essential Skills Paramedic Occupational Profile, and to highlight which skills needed upgrading. Furthermore, through the examination of the Essential Skills Profile for Paramedics and several conversations, WS was able to gain a clearer understanding of the requirements of the job. This increased his ability to advocate for his career choice and explain why he should be funded by Social Services.

Referring to the Essential Skills required for WS's declared career choice allowed the career practitioner to engage in a 'neutral conversation' about the job requirements without undermining WS's autonomy.

WS moved shortly after the last session with the career practitioners and so it cannot be said with certainty if he was successful in convincing Social Services that Paramedicine is an appropriate career choice for him. But the career practitioner believes the material shown to WS greatly increased his understanding of what the training and the occupation required and increased his awareness of his skills.

The SCALES Project Case Study Essential Skills Resume Statement

Tyler, 25 years old, has approximately 5 years combined experience working fulltime in a call centre, in the fast food industry, and in janitorial services. He dropped out of high school after Grade 10 and is worried this is a major barrier to gratifying employment.

Tyler is currently attending Academic Upgrading to prepare for a post-secondary program starting in September. In the ACE Communications course, Tyler was given the Resume Statement Tool to help determine his career path. Through this work, he further confirmed a career as a Computer Engineering Technician as his goal path.

The SCALES Project Case Study Card Sorting Tool and Essential Skills Checklist

Shiraz Siddiqui is a recent immigrant. She has professional work experience, though not local, and has intermediate to advanced English skills. Other barriers to employment that she faces include no local network from which to draw support and develop an understanding of the local labour market, and her education is from her home country. An Essential Skills intervention was employed to help Ms. Siddiqui understand what Essential Skills are and how these skills can be strengthened.

To assist Ms. Siddiqui set goals and create an action plan, the Card Sorting Tool and Essential Skills Checklist were used in small group workshops. By using this tools and participating in the workshops, Ms, Siddiqui was able to develop an understanding of Canada's Essential Skills, she became aware of what her skills are and where she needs improving, and she gained a sense of community by participating and providing feedback about the CONNECT SCALES project tools.

The SCALES Project Case Study Essential Skills Resume Statement

Shantel is 21 years old and has one year experience waitressing and bartending, eighteen months retail experience, and had summer employment as a receptionist and pre-natal assistant. Shantel has been out of school for two years and wants to refresh her skills in preparation for a college program, specifically the Bio Medical Engineering Technology Program. Shantel has applied to two colleges for September admission.

Shantel found the Resume Statement Tool, completed during her academic upgrading Communications course, to be very helpful in confirming her decision regarding her future goal. Even though she found the process to be time consuming, she found the research increased her confidence and she gained important knowledge for her future program.

The SCALES Project Case Study Essential Skills Checklist

Peter is a 24 year old with a factory/labour background and a real aptitude for writing software programs, which he learned from his father who was a Software Writer/Programmer.

Peter has had some difficulties with the law, has high credit card debt and outstanding Ontario Student Assistance Program (OSAP) loans. He needed assistance determining a career direction.

John, the “Creating Opportunities Program” Facilitator working with Peter, introduced him to Essential Skills and asked him to complete the CONNECT SCALES project Essential Skills Checklist Tool. Working with this tool helped Peter realize he not only has a career goal, but also he had the computer use skills necessary to pursue a career as an Engineering Technologist.

With this in mind, Peter and John developed a career development plan that would help him move towards enrolment in the Engineering Technologist Program at Conestoga College. His action plan included researching Labour Market Information and updating his computer skills by volunteering at the Recycling Computer Program at the Working Centre.

The SCALES Project Case Study Essential Skills Resume Statement

Patricia, 35 years old, has been working as a waitress for the past 15 years. Because she dropped out of school after Grade 9, Patricia sees her lack of formal education as a major barrier. To overcome this, she planned on completing Academic Upgrading with an Academic and Career Entrance (ACE) Certificate, with the intent of enrolling in the Business Administration Program. The CONNECT SCALES Project pilots, specifically the Resume Statement Tool, were timely in helping Patricia understand the skills required for a business related career.

Unfortunately, Patricia did not complete the Academic Upgrading and withdrew from the ACE Certificate Program to pursue further employment.

The SCALES Project Case Study

Tools used in Workshops and in Individual Counselling Included:

Workshop on Essential Skills, Road Map, Essential Skills Checklist, Essential Skills Resume Statement Tool, and Computer Use Tool Kit

R. Langevin, 62 years old, was registered with the Employment Services Centre (CSEPR) in the Targeted Initiative for Older Workers Program/Transition 55+. He was a truck driver for over 30 years and was forced to leave his career due to physical limitations. He was seeking another occupation that would better suit him.

Mr. Langevin completed Grade 10 and had very little confidence in his skills and abilities. He had no knowledge of computers, did not have a resume or know how to market himself. He had difficulty establishing his priorities or his preferences to determine his next career choice, and had trouble identifying potential employers or their expectations.

Mr. Langevin was a good candidate for an Essential Skills intervention because he needed to improve his self awareness, particularly in terms of values, interests, and skills. Furthermore, he needed help to select careers he would be well suited for, identify personal aptitudes and interests, determine career goals, and identify training needs. These tasks would then lead to the development of an action plan that would include completing a skills assessment, increasing his awareness of Essential Skills, learning how to use the Essential Skills Profiles, creating a job specific cover letter and resume, learning job search methods and interview techniques, and upgrading his computer skills.

To meet this list of goals, Mr. Langevin enrolled in the CHOICE Program. This program includes an assessment area where one learns about themselves, an area where one can find occupations that fit, where one can connect to programs and schools related to their chosen occupations, and a place to build their electronic and printed portfolio. Mr. Langevin also participated in the CONNECT SCALES project Workshop on Essential Skills. As well, he worked with the following CONNECT SCALES project tools: the Road Map, the Essential Skills Checklist, the Essential Skills Resume Statement Tool, and the Computer Use Tool Kit.

Providing Mr. Langevin with these CONNECT SCALES project tools enabled him to discover the importance of becoming more self-aware. Once he was able to recognize his Essential Skills, he could see the potential of obtaining suitable and stable employment.

Mr. Langevin enjoyed participating in the Workshop on Essential Skills and particularly found great benefit in using the Road Map and Essential Skills Checklist Tool. He was able to immediately identify the need to register for a basic computer course, and once he completed that training, he was able to navigate the internet to search for jobs, research Occupational Profiles and Labour Market Information, and acquire basic knowledge of Microsoft Word and Excel. This was a very important process for Mr. Langevin because he did not believe computer skills were important for him to make a career change. By changing this perception, the client became more independent when searching for jobs and,

thereby, increased his self confidence. Furthermore, using the Road Map and Essential Skills Checklist Tool improved his confidence and gave him an edge during job interviews.

It was a relief for Mr. Langevin to be able to identify his Essential Skills and to be able to find out which of these skills were required before he applied for a position. With this knowledge, he was able to determine that a Janitorial position would be most suitable for him. Working with the career practitioner, Mr. Langevin was able to find a Janitorial position in a courthouse and applied with confidence and certainty that it was the kind of work he wanted and was capable of doing.

Mr. Langevin received a job offer and though the position was initially for two months, the employer is very satisfied with Mr. Langevin and extended the employment contract.



The SCALES Project Case Study Essential Skills Resume Statement

Lisa, 27 years old, has been employed in the Food and Beverage Industry as a server for the past 12 years. She dropped out of school before completing Grade 9 and is concerned that her lack of education will be a major barrier. To overcome this, Lisa is interested in improving her Essential Skills awareness and is working towards completing an Academic and Career Entrance Certificate.

Lisa wants to return to school to prepare for a career in the education field, but she is undecided about whether she wishes to pursue a career as an educational assistant or as an early childhood educator. The ACE Communications professor working with Lisa gave her the Resume Statement Tool for her to compare the jobs and determine her suitability.

The SCALES Project Case Study Road Map, Essential Skills Resume Statement Tool, Job Posting Tool, and Essential Skills Checklist

Lily Tran has been in Canada for a few years but is struggling to find her place. A couple of years ago, she began working in a family member's nail salon, but this job does not allow her to grow in terms of her work skills and her English. Not only does her ability with English act as a barrier to employment but so does her lack of education and work experience, and being a recent immigrant. An Essential Skills intervention made sense for Ms. Tran because she needed to raise her awareness of her skills to better articulate what they are.

To assist Ms. Tran move through the career development process, namely "Who Am I?", "What Do I Want to Do/Be?", "How Do I Reach My Goals?", and "Action Planning", her career practitioner suggested she enrol in an Essential Skills Workshop. During this workshop, Ms. Tran was able to complete the Road Map, the Essential Skills Resume Statement Tool, the Job Posting Tool, and the Essential Skills Checklist. Over the course of the day, these tools provided Ms. Tran with the wake-up call that she needed to improve her English. At the same time, she understands now that she needs to diversify her experience so that she can strengthen her resume and make better use of the information she uncovered in the workshop and through the use of the HRSDC Essential Skills Profiles.

The SCALES Project Case Study Card Sorting Tool

Kate is 24 years old with a University degree in Information Technology – Video Game Development Specialty. She is having difficulty finding work in and outside the field because there is little demand for a career in game development. Kate is an introvert, who is trying to learn how to relate to others. This is a particular barrier for her during interviews.

Because Kate arrived at Durham College's Employment Centre with little awareness of what skills she possesses outside of computers, her career practitioner felt the CONNECT SCALES project Card Sorting Tool would help Kate become more self aware. After seeing her results, it sparked some motivation to pursue other avenues and, perhaps, increased her self-confidence.

Kate had an interview for a customer service representative position. Though the employer decided upon another candidate, they provided Kate with some feedback that she did great in the interview.

Since then, Kate has secured a part time Customer Service position, but has continued to seek full time employment. She recently interviewed with Nintendo Games for a six month contract, and has passed stage one of the interview process.

The SCALES Project Case Study Essential Skills Resume Statement

Joanne, 36 years old, has a Personal Support Worker certificate as well as approximately six years experience as a hotel cleaner and a babysitter. She would like a change and is interested in understanding what she needs to upgrade to be able to work in a hospital setting as a registered nurse.

Joanne was certain about her goal path but needed guidance with creating an action plan. Knowing what is required to meet her goals, Joanne has started Academic Upgrading to prepare for the Practical Nursing Program at Northern College starting in September 2012.

The Resume Statement Tool was provided to her in the ACE Communications course so she could explore job specific language and review the skills required for the healthcare field.

The SCALES Project Case Study Essential Skills Checklist

James Ocampo is a professionally trained accountant with previous international experience as an accountant with Deloitte & Touche. He has recently immigrated to Canada from the Philippines and is seeking employment as an accountant. Unfortunately, Mr. Ocampo faces some barriers to employment. He lacks Canadian work experience, and he does not have training in Canadian accounting practices and tax code.

An Essential Skills intervention made sense for Mr. Ocampo to give him an understanding of what skills are needed for accountants in the Canadian Labour Market, and to give him the confidence to see which of those skills he already possesses.

To assist Mr. Ocampo in determining what skills he has and is comfortable with, and what skills he needs to improve upon, the Essential Skills Checklist was used. This allowed him to translate his experiences in the Philippines to the Canadian Labour Market.

By completing the Essential Skills Checklist, Mr. Ocampo's confidence increased and he gained a better understanding of what skills are needed in Canada to be an accountant. Mr. Ocampo felt the Essential Skills Checklist was an enjoyable exercise and it contributed to his understanding of his adopted home.

The SCALES Project Case Study Essential Skills Resume Statement

Ian, 42 years old, has 23 years work experience primarily in the mining field, both surface and underground. He dropped out of high school after Grade 11, and is now having to re-train for a second career. It is for this reason that Ian is enrolled in Academic Upgrading.

Ian was given the Resume Statement Tool because, although he has a comprehensive resume, the content is mainly geared towards a career in the mining field. Ian is going to explore a career in Civil Engineering.

The SCALES Project Case Study Resume Statement Tool and Computer Use Tool Kit

J.A., 18 years old, had recently finished high school when he arrived at the Phoenix Learning and Employment office. He had no post-secondary education or training and had had one full time job at a fast food restaurant. Because of his limited work experience, J.A. needed assistance determining what type of work he'd be interested in turning into a career.

Because J.A.'s resume needed to be revised, the career practitioner introduced him to the Resume Statement Tool and to the HRSDC Essential Skills Occupational Profiles. The Occupational Profiles helped J.A. determine what his skills were and to which positions they could be applied. The career practitioner also showed J.A. the Computer Use Tool Kit to help him revise and edit his resume and to apply for jobs online.

After only two hours, J.A.'s confidence increased as he became more aware of the skills he possessed, was able to create a more complete resume, and to apply for jobs online.

The SCALES Project Case Study Essential Skills Resume Statement

Gloria is 47 years old with 17 years experience as a Department Manager at Walmart and 8 years experience as a Cafeteria Manager at Woolco. She perceives herself as lacking confidence due to her lack of formal education. She believes that not having a Grade 12 Diploma is a major barrier because, in her experience, loyal and hard working employees are often overlooked for promotions. Gloria is applying for another position at Walmart and an updated resume is timely.

Gloria is currently completing an Academic and Career Entrance (ACE) Certificate, preparing for enrollment in the Business Accounting Program. The CONNECT SCALES Project Resume Statement Tool was given to Gloria to help her develop a job specific resume that will highlight her managerial skills. Working with this tool, which she continues to work with, has very much helped Gloria to increase her confidence in writing an updated, job specific resume. Reading the HRSDC Essential Skills Occupational Profiles encouraged Gloria to see herself as a candidate for positions in other areas as well.

The SCALES Project Case Study Essential Skills Resume Statement

Eric, 27 years old, has 6 years of experience in customer service and technical support. He is one credit short of obtaining his Ontario Secondary School Diploma. He feels that he is faced with limited job opportunities and low pay. When Eric enrolled in Academic Upgrading at Northern College, he was interested in the Practical Nursing Program. After working with the Resume Statement Tool and researching the HRSDC Essential Skills Occupational Profiles, Eric decided that he was better suited for the Electrical Engineering Technician Program.

Eric is completing Academic Upgrading to prepare for acceptance into the Electrical Engineering Technician Program.