

***READY
FOR
WORK***

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Bridging the Employment Gap

- Focus on Level 1 Essential Skills
- Based on National Occupation Code Profiles for jobs in 5 sectors
 - Clerical
 - Grounds Maintenance
 - Janitorial
 - Kitchen Help
 - Retail
- Emphasis on community partnerships with job coaches / job developers and with employers
- Student units include Learning Activities (Essential Skills identified), Teaching Aids, Student Activity Sheets, and Demonstrations (including instructor notes, tasks, and assessment.)

READY FOR WORK includes

- **ESSENTIAL SKILLS** training module for tutors
 - Exploring the Essential Skills
 - LBS / ES alignment charts
 - How to Use the Ontario Skills Passport (including NOC)
- **STUDENT UNITS** focused on skills all people need – especially the “soft skills”
 - **Before Applying for the Job**
 - Choosing a Job
 - Fit for the Job
 - Keep Fit
 - Using a Personal Information Wallet Card
 - Going for the Interview
 - **On the Job**
 - Pay Information
 - Form Filling
 - Succeeding in the Workplace: Personal and Interpersonal Skills
 - Working with Others
 - Employee Responsibilities
 - Employer Responsibilities
 - Messages
 - Bus Smart
 - Time
 - Units of Time Measurement
 - Digital Clock
 - Analog clock
 - Measuring Elapsed Time
 - Managing Time
- **EVALUATION**
 - For the Employer
 - For the Support Worker
 - For the Student

CONTENTS OF SECTOR MANUALS

CLERICAL

- Safety
- Collating
- Photocopying
- Preparing Envelopes for Mailing
- Taking Telephone Messages
- Making a Telephone Call

GROUNDS MAINTENANCE

- Safety
- Understanding Hazardous Product Labels
- Tools and Fasteners
- Lawns and Gardens: Tasks and Tools
- Lawnmowers
- Flower Gardens
- Communicating on the Job

JANITORIAL

- Safety
- Understanding Hazardous Product Labels
- Understanding Signs
- Garbage Bags and Recycling
- Floors, Tables and Windows
- Cleaning the Washroom

KITCHEN HELP

- Safety
- Loading and Unloading the Dishwasher
- Counting and Patterns
- The Condiment Station: Sorting and Storing Food
- Setting Temperatures: Burners and Ovens
- Measuring Ingredients

RETAIL

- Safety
- Counting Money
 - Previous experience
 - Loonies and toonies
 - \$5
 - \$10 & \$20
 - Pennies
 - Quarters
 - Nickels & Dimes
 - Putting it all Together
- Sorting Sizes
- Matching UPC Numbers
- Stocking Shelves

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Background

This is part of Phase 2 of ***Bridging the Employment Gap for Learners with Low Level Literacy Skills***, a project begun in 2001. The focus of Phase 1 of the project was students with the lowest level literacy and basic skills, especially the developmentally challenged population. These students are the hardest to place in jobs and they face significant challenges in getting and keeping employment.

Phase 1 produced job specific sector manuals. These manuals presented step-by-step learning activities for selected tasks in the following sectors:

- Clerical
- Grounds Maintenance
- Janitorial
- Kitchen Help
- Retail.

Activities and teaching aids, as well as some demonstrations, were produced for each of the above sectors. Tasks selected were representative of jobs in which students were being placed. These manuals have been successfully used by a number of agencies, and this led to requests for their augmentation and fuller circulation.

In Phase 2, the focus was expanded to include all Essential Skill Level 1 learners, not just those who are developmentally challenged. To accomplish this, more activities requiring greater skill were created. All the activities have been aligned to the Essential Skills and to the selected National Occupation Classification (N.O.C.) profiles. A summary of the N.O.C. profiles and their Level 1 tasks is included; however, some of the Level 1 tasks from the profiles have yet to be developed. Demonstrations and authentic documents have been added to complement the activities.

As a result of focus group meetings with representatives from Ontario Works, Job Connect, Employment Resource Centres, community-based literacy programs, job coaches, job developers and literacy instructors, a need for the development of the “soft skills” was identified. There are many other non sector-specific job related skills needed by all employees, for example, form filling skills. **Ready for Work** is the resource which has been developed to address these needs. **Ready for Work** should be used as a complement to each sector manual.

How to Use this Resource

This resource binder has three main sections: Essential Skills, Student Units, and Evaluation.

ESSENTIAL SKILLS

A summary of the **Essential Skills** (ES) is provided in order to familiarize employers, and others, with each of the 9 Essential Skills. The abbreviations used on the charts in the teaching units are noted in brackets.

1. Reading Text (RT)
2. Document Use (DU)
3. Writing (W)
4. Numeracy (N)
 - Money Math (MM)
 - Scheduling or Budgeting and Accounting Math (SBA)
 - Measurement and Calculation Math (MC)
 - Data Analysis Math (DA)
 - Numerical Estimation (NE)
5. Oral Communication (OC)
6. Thinking Skills (TS)
 - Problem Solving (PS)
 - Decision Making (DM)
 - Job Task Planning and Organizing (JTPO)
 - Significant use of Memory (SUM)
 - Finding Information (FI)
7. Working With Others (WWO)
8. Computer Use (CU)
9. Continuous Learning (CL)

In addition to the brief description of the Essential Skills, a section outlining what these skills look like for a Level 1 student, has been included. Examples from the National Occupation Classification (N.O.C.) Profiles associated with five sectors (Clerical, Food Preparation, Janitorial, Outdoor Maintenance, Retail) have been incorporated.

Two activity based sections are included here that can be used as a base for tutor training, or even for a student-centred activity. (Because the reading is higher than Level 1, this would have to be led by the teacher.) **Exploring the Essential Skills** (courtesy of the Waterloo Region District School Board's resource- *On The Way To Work*) will assist instructors, tutors, volunteers and students to become familiar with the Essential Skills. Charts, aligning the Essential Skills with the Ontario Literacy and Basic Skills levels will facilitate the comparison process for many instructors. **Using the Ontario Skills Passport** (OSP) introduces the users of

this manual to a resource available on-line that uses the Essential Skills and the National Occupation Classification (NOC) system as the framework for training for a job. Users can create a work plan that could be used in the classroom, with the job developer/job coach, or as an evaluation tool for an employer.

STUDENT UNITS

The units in this resource incorporate many of the 'soft skills' needed by the student in order to ensure success in the workplace. The units are grouped in two sections: **Before Applying for the Job**, and **On the Job**.

It is recognized that other agencies have spent time developing strategies for Résumé writing and Cover Letter writing. With this in mind *Ready for Work*, does not address these skills in detail but rather encourages instructors and volunteers to partner with the appropriate agencies in order to use their expertise and guidance. This will ensure that each student has up-to-date résumés and cover letters on hand.

Before Applying for the Job

- Choosing a Job
- Fit for the Job
- Keep Fit
- Using a Personal Information Wallet Card
- Going For The Interview

On the Job

- Pay Information
- Form Filling
- Succeeding in the Workplace: Personal and Interpersonal Skills
- Messages
- Bus Smart
- Time

UNIT ORGANIZATION

• INTRODUCTION

These pages outline the intent of the unit as a whole, and they include the following sub-headings:

- Description of unit
- Prerequisite and additional skills not taught in this unit
 - Skills a student should have before attempting the activities and tasks.
- Objectives
 - Measurable goals which should be met by the end of the unit.
- Materials
 - Materials the instructor/job coach/volunteer will need to gather prior to teaching the unit.
- Vocabulary
 - The words the students will need to be able to recognize, read or hear by the end of the unit. Specific vocabulary exercises are not provided.
 - Instructors/job coaches/ volunteers should be prepared to teach new vocabulary as it arises.
 - New words could be written on vocabulary cards which should then be laminated for multiple usages.
 - Some students will only recognize the words orally, while others may be able to copy and/or spell the words.
 - Some students may benefit from making their own vocabulary cards.
- Resources
 - Sources of information used to develop the unit plus other resources which could be used to augment the learning.

• ESSENTIAL SKILLS CHART

- The Essential Skills are named across the top of the chart (the abbreviations noted above have been used)
- The Activity Descriptions are listed numerically down the left-hand column of the checklist.
- The final activity, named D, is the Demonstration.
- Each learning activity in the unit has been named, numbered and the Essential Skills used in the activity are identified and leveled. This will enable instructors / job coaches/ volunteers to locate tasks which will develop particular skills.

• LEARNING ACTIVITIES

The Learning Activities contain detailed steps which are necessary for low level students. Some students may be able to omit steps in certain units depending upon their expertise in a particular area.

A listing of the Essential Skills contained in the activity and the materials needed to complete the activity precede the instructions.

- **DOCUMENTS**

Authentic documents have been used as appropriate. We encourage everyone using this resource to gather authentic materials appropriate to their geographic area and /or job placement.

e.g. Local bus schedules/time-tables
Local business application forms

- **TEACHING AIDS**

These materials are cross-referenced in the Learning Activities. Their inclusion should facilitate the preparation process. Some of the Teaching Aids incorporate role play situations. These should be laminated or mounted on card stock to make them durable for posting and multiple usage.

- **STUDENT ACTIVITY SHEETS**

Students will work on these sheets. They will be required to fill in forms, charts, checklists and/or answer questions. These should be photocopied as needed.

On the CD, doc forms of the student sheets are included so that instructors may individualize these for their students.

- **DEMONSTRATION - INSTRUCTOR PAGE**

This page acts as a summary for the instructor/job coach/volunteer. The skills and achievement indicators of the unit are itemized.

- **DEMONSTRATION TASKS**

Demonstration Tasks will be completed by the student at the end of the unit. The skills inherent in the tasks have been taught and practiced throughout the unit (in the Learning Activities and in the Student Activity Sheets.) These demonstration tasks act as a summation of the unit, and may be collected for a student portfolio or for a workplace portfolio. The Task sheets should be photocopied as required.

- **DEMONSTRATION - ASSESSMENT**

This form will show how the student has performed on the tasks and will be a useful tool for instructors/job coaches/volunteers and employers. It could be included in a portfolio to be taken to a job placement or interview. An indicator on all demonstration assessments is student self-assessment. This will help the individual to recognize his or her areas of strength as well as the skills he or she will need to practise further in order to meet with success in the workplace.

EVALUATION

While evaluation is a part of the learning environment, it is necessary to ensure that the learning is successfully transferred to the working environment. The focus groups suggested that some structured evaluation format would be helpful for employers and for support workers. As well, the student's own perception of success in the workplace is important.

Therefore, the evaluation section has been developed as a reference for

- Employers
- Support Workers
- Students

Checklists are provided to encourage meaningful reflection and evaluation in the workplace setting. Hopefully this will be a positive process and experience for all concerned. The checklists included are by no means exhaustive, but are an attempt to facilitate the evaluation process for those "on site." Additional evaluation checklists and techniques should be added as they suit, or are used, in your area.

