REPORT & RESOURCE GUIDE

Integrating Essential Skills into Training Materials

May 24 - May 25, 2006
Explorer Hotel • Yellowknife, NT

Hosted by WWestnet with support from the National Literacy Secretariat
(Human Resources Social Development Canada)
Government of the Northwest Territories: Education, Culture & Employment
Mackenzie Gas Project Proponents

Integrating Essential Skills into Training Materials

WORKSHOP PROGRAM

May 24, 2006

07:45-08:45	Continental Breakfast / Registration
08:45-09:30	Prayer
	Welcome, introductions, review of agenda Greetings from the GNWT
09:30-10:15	Workshop 1: Essential Skills overview/review
10:15-10:45	***Refreshment Break***
10:45-12:-00	1 Cont'd: Introduction to integrating essential skills
12:00-13:00	***Lunch***
13:00-13:45	Presentation: Ready to Work North
13:45-16:00	Workshop 2 : Getting the most out of available tools and resources
16:00-16:30	Wrap-up
16:30-18:30	Networking

May25, 2006

07:30-08:30	Continental Breakfast
08:30-08:45	Overview of Day 2
08:45-09:45	Presentation / Discussion
	Youth Trade Hire Program: BC Hydro Bridge River Pilot
09:45-12:00	Workshop 3
	Integrating Essential Skills into Aboriginal Pre-apprenticeship Training
12:00-13:00	***Lunch***
13:00-13:45	Presentation: Training Update
	Aboriginal Futures; POTC; Employment & Training Database
13:45-16:00	Workshop 4
	Approaches to integrating essential skills into existing materials
16:00-16:30	Wrap-up
	Review of event Discussion of possible next steps Evaluation completion

Conference Sessions - Katimavik A

Breakfast / Lunch - Katimavik A

Social – Trapline Lounge

Printed in a Union Shop

EXECUTIVE SUMMARY

Hosted by WWestnet, *Integrating Essential Skills into Training Materials* combined hands-on sessions with presentations and networking opportunities. Over the course of the two days, delegates learned techniques for integrating essential skills into training, worked through a wealth of activity examples, learned about resources that can be accessed to assist with essential skills training, heard a presentation on the Ready to Work North program that is now available for delivery, were updated on the training situation for the Mackenzie Gas Project, and heard about an innovative new program being piloted in a remote community in British Columbia. The event was officially opened by Dan Daniels Deputy Minister of Education Culture and Employment, Government of the Northwest Territories.

At the end of day one, delegates had an opportunity to network with colleagues some of whom they had previously known only through electronic or telephone communication. They exchanged ideas, shared experiences and enjoyed complimentary appetizers.

Integrating Essential Skills into Training Materials was developed based on the feedback from the May 2005 Yellowknife conference *Essential Skills and the Northern Oil and Gas Workforce* and on the results of consultations with Aurora College, the Northwest Territories Literacy Council and the Government of the Northwest Territories – Education, Culture and Employment. The May 2005 conference was very well received and the feedback was excellent but many delegates saw a need for a more intensive, hands-on train-the trainer approach and the discussions with Aurora, the Literacy Council and the GNWT-EC&E confirmed the support for a 'workshop' focused event.

The goals of the event were to increase the understanding of the role of essential skills in improving training outcomes and to increase the confidence of participants so that they could proceed with integrating essential skills into training materials and incorporating essential skills into delivery strategies. All of the speakers at *Integrating Essential Skills into Training Materials* put a great deal of time and effort into their presentations / workshops and it was this effort that ensured the event goals were accomplished. The quality of the information delegates received was very high and this was reflected in the level of satisfaction expressed in the evaluations.

WWestnet wishes to recognize and to thank:

- The National Literacy Secretariat (Human Resources Skills Development Canada) for their major contribution to the workshop funding and for their continued support of WWestnet.
- The Government of the Northwest Territories: Department of Education, Culture & Employment for their assistance with planning and for their funding contribution.
- The Mackenzie Gas Project Proponents for their commitment to the project, assistance with planning and contributions to the funding.

Without this support and assistance *Integrating Essential Skills into Training Materials* would not have been possible.

Dan Daniels
Deputy Minister of Education Culture and Employment
Government of the Northwest Territories

Good morning and welcome. It gives me great pleasure to welcome you to this conference. Essential Skills are vitally important to adult learning. Not only are they the building blocks for further learning, but they also ensure adults have the right skills for changing work and life demands. They help people to not only get in the door but to get them in many other doorways of opportunity.

The theme of this conference *Integrating Essential Skills into Training Materials* follows up last year's *Essential Skills and the Northern Oil and Gas Workforce* conference. One of this conference's goals is to build capacity in the area of essential skills training amongst practitioners and trainers in the Northwest Territories. Improved understanding of this area will enable the implementation of effective programs that will meet the needs of learners, workers and employers.

Dan Daniels

The Department's strategic plan, *Building on our Success*, emphasizes the need for creating and improving the socio-economic standards of people across the North. Education, training, and skills acquisition are foundational for creating those conditions.

Skills shortages continue to create challenges in several major industries in the north. Employers need employees who have the ability to adapt to change and transfer skills from job to job.

Effective training programs will lead to a better return on the investment to be made in training for northern-based workers.

I can see from the agenda there are many good opportunities for accessing your allies, networking, information sharing and hands-on learning during this conference. I commend the organizing committee as well as all the presenters and participants for their contribution in bringing this conference to fruition.

Enjoy learning and sharing your knowledge and experiences with each other.

I sincerely hope that the next 2 days will provide you with valuable new approaches and resources to take back to your workplace and communities.

WWESTNET

In November 1993, representatives from western Canadian business, labour, education and government met to discuss their experiences and concerns regarding Workplace Literacy and Essential Skills development in western Canada. They discovered that having the opportunity to learn from each other was extremely valuable. As a result, this small group made a commitment to explore the broader needs of western Canadian business and labour in terms of literacy and essential skills training, and to become a catalyst for change. To date, WWestnet (the Western Canada Workplace Essential Skills Training Network) has hosted **eleven** very successful Workplace Literacy and Essential Skills conferences/workshops, and publishes a newsletter, "the bottom line". WWestnet also recognizes champions of workplace literacy, supports the development of workplace practitioner training, promotes research addressing the issues, and uses its network to communicate information about Workplace Literacy and Essential Skills initiatives.

Rob Despins	Standard Aerospace
Naomi Frankel	SK Federation of Labour
Herman Hansen	Boeing Canada Technology MB
Greg Maruca	AB Union of Provincial Employees
Bob McConkey	Douglas College
Irma Mohammed	BC Federation of Labour
Jonas Sammons	University of Manitoba
Nancy Steel	Foothills Continuing Education Council
Sue Turner	BC Hydro Generation

Purpose

WWestnet's main purpose is to raise awareness of and to be a catalyst for workplace literacy and essential skills issues and activities. WWestnet accomplishes this by sharing information and broadening awareness of workplace literacy and essential skills, and by increasing the support for related programming through western Canadian networks. WWestnet recognizes that all sectors (business, labour, education and government) must share the responsibility for building a workforce with the necessary knowledge, skills and abilities to keep pace with change. To this end, WWestnet is committed to:

- using its network to broker information on workplace literary and essential skills issues and initiatives
- developing forums where relevant issues and initiatives can be discussed
- publishing a WWestnet newsletter
- facilitating worker education programs
- recognizing and supporting champions of workplace literacy and essential skills
- supporting the development of workplace literacy and essential skills practitioner training
- sharing expertise and resources whenever practical and feasible
- providing a western Canadian link to western provincial, national and international workplace literacy and essential skills initiatives

www.nald.ca/wwestnet/index.html

LYNDA FOWNES

SESSION RECAPS

WORKSHOPS

Workshops 1 & 4: Integrating Essential Skills into New and Existing Materials

Pat Salt

Pat began by reviewing for workshop participants, what essential skills are and why the integration of these skills into training is considered to be important. She described the various everyday materials that are available as resources when developing activities to integrate essential skills into training and then had participants complete a number of activities that helped clarify how these activities can increase the effectiveness of training. All of the activities can be found in the appendix.

Essential Skills

Essential skills are skills that have been identified as being required in almost every occupation. They are often referred to as the Velcro to which other training sticks. In other words, they are the foundation upon which occupation-specific skills are built.

Essential skills are also:

- enabling skills that help people perform tasks required by their jobs
- skills which allow workers to learn new skills
- skills which enhance a worker's ability to adapt to workplace change
- skills necessary to use printed and written information to perform competently in a workplace and to develop one's knowledge and potential
- basic skills that help workers to fulfill their individual and collective potential at work, at home, in the union, and in the community
- generic skills required by most workplaces in the country
- the skills that help you to keep a job
- the "academic" skills that individuals require on a daily basis

Human Resources Skills Development Canada has identified nine essential skills. They are:

1. Reading text
2. Using documents
3. Writing
4. Numeracy
5. Oral communication
6. Thinking skills including:
   - critical thinking
   - problem solving
   - decision making
   - job task planning and organizing
   - significant use of memory finding information
7. working with others
8. computer use
9. continuous learning

Without adequate essential skills learners and workers are less able to acquire new knowledge, adapt to workplace change and participate fully in the community, local workplace or larger economy.

An Introduction To Integrating Essential Skills Into Training Programs

WWestnet

Integrating Essential Skills Workshop
(Yellowknife, May 24)

Overview of today's presentation:

- **What are essential skills and the background**
- **Why should we address ES skills in our training?**
- **How do we integrate ES into our programs and courses?**
  - ***by explicitly incorporating them in course objectives and learning outcomes***
  - ***by understanding that each ES has a range of complexity***
  - ***by using authentic workplace tasks and materials in our training***
  - ***by introducing active learning strategies***
  - ***by using a project-based approach***
  - ***by making problem solving the driver for all ES training***
  - ***by ensuring that the ES we teach are transferable***

Active Learning

- **Active learning - anything that is not sitting passively listening to a lecture**
- **Learners reflect on their learning**
- **Learners are active participants in their learning**
- **Learning takes place in relevant (authentic) contexts**
- **Some examples: case studies, scenarios, group work (cooperative learning), role plays, facilitated discussions using *how* and *why*, simulations, presentations, self-assessment activities, panel discussions, peer teaching, guided design, interactive lectures, drama, making things, hands-on activities, journaling or blogging, making a learning website, dull information via an interesting task, interviews, research, etc.**
- **Active learning log**

Should we be training our learners to:

- **carry out a wide variety of everyday occupational tasks including computer and document use tasks?**
- **meet the numeracy demands of today's jobs?**
- **learn new skills?**
- **adapt to changes in the workplace?**
- **seek answers, solve problems and think critically?**

- **use printed and written information to perform competently?**
- **be organized, efficient and to pay attention to detail?**
- **work well with others?**
- **be effective oral communicators?**
- **have the skills to make researched, responsible decisions**
- **keep a job and "move up the ladder" if they so choose?**
- **fulfill their individual and collective potential at work, at home, and in the community?**

If you consider these outcomes important, have you included some or all of them in your program objectives?

Circle all ES objectives or tasks in your course outlines

- ✓ ***If you have them – you understand what essential skills are and you are on your way to integrating them.***
- ✓ ***If you don't have them – make essential skills part of your learning objectives.***

The integration of essential skills starts with program objectives and learner outcomes. Objectives and outcomes should respond to identified ES needs.

What are Essential Skills?

- Skills people need for work, learning and life.
- Skills that provide the foundation for learning all other skills.
- Skills that enhance the ability to anticipate change and adapt to it.
- Skills that enable people to innovate, think critically, solve problems effectively, and make well considered and responsible decisions.
- Skills required by human beings to be able to cope, to develop their full capacities, to live and work in dignity, to participate fully and responsibly in sustainable development, to improve the quality of their lives, and to continue learning, all in the context of a global community.

WHAT ARE THE CHALLENGES?

European Union:

The great majority of adults will at some point in time be workers, learners, parents, careerists and participants in any number of political, cultural or leisure activities. The challenge is to make all citizens functional members of these different communities.

Canadian International Development Agency:

To enable individuals to deal effectively with the demands and challenges of everyday life and enable people to continue learning and adapting throughout their lives, to act as responsible citizens, to understand their rights, to maximize livelihood opportunities, to work collaboratively, and to maintain their health and the health of their families.

Essential Skills
HRSDC Classifications

- reading text
- using documents
- writing
- numeracy
- oral communication
- computer use
- working with others
- thinking skills
  - problem solving
  - decision making
  - critical thinking
  - job task planning and organizing
  - significant use of memory
  - finding information
- continuous learning

www15.hrdc-drhc.gc.ca

Is it an Essential Skills issue?

Might not be:

- Sometimes it just means looking at the bigger picture.
- It might be a hidden issue such as a health or physical disability issue (e.g. colour blindness, dyslexia).
- It could be a cultural issue.
- It could be a gender issue.
- It could be an attitude problem or personal issue.

Employability Skills & Essential Skills

Employability Skills:

- term coined by the Conference Board of Canada in 1992.
- compiled from the responses of employers to a Canada wide survey asking what employers think are the most important skills workers need.
- include the attitudes and behaviours employers look for.
- skills considered "essential" from the employer perspective.

www.conference board.ca/education/learning-tools

Essential Skills:

- now considered part of the list of employability skills.
- compiled by the Government of Canada.
- based on structured interviews with fully competent workers.
- rated according to difficulty level.
- skills considered "essential" from the worker perspective.
- also called foundation, basic, cross-cutting, generic, transversal, enabling, core, critical, key, portable, skills

International Adult Literacy Survey (IALS)

- First multi-country / multi-language assessment of adult literacy.
- Between 1994 and 1998, 21 countries fully participated.
- Goals:
  - to develop scales to compare literacy performance among people with a wide range of abilities.
  - to compare literacy across cultures and languages.
- Sponsored by the NLS and HRDC; managed by Statistics Canada in cooperation with the OECD, Eurostat, and UNESCO.

IALS addressed three literacy domains:

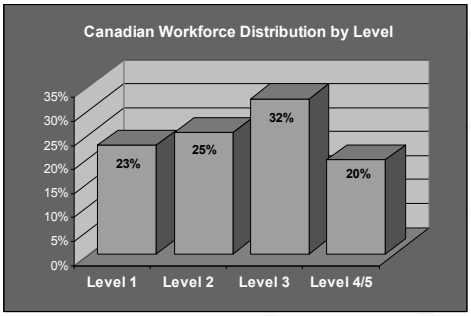
- Prose Literacy: the knowledge and skills needed to understand and use information from text, including editorials, news stories, brochures and instruction manuals;
- Document Literacy: the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables, graphics labels;
- Numeracy: the knowledge and skills required to understand, use, interpret and communicate mathematical information contained in different life situations such as balancing an account, figuring out a tip, completing an order form, calculating interest.

- World's first reliable comparison of literacy skills in the adult population.
- Showed impacts and causes of different levels of literacy.
- Proved literacy skills are policy-amenable.
- Demonstrated that literacy is a continuum of skills ranging from quite limited to very high.
- Introduced a new 5 point rating scale.
- Confirmed that literacy skills can and should be taught
- Showed us that it is not about whether or not one can read but how well one can read and how well one NEEDS to be able to read.

IALS Levels

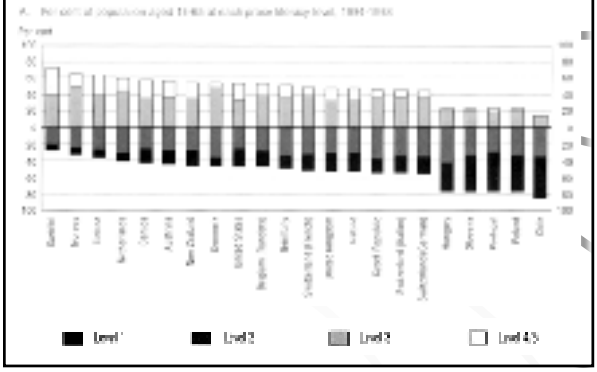
- Level 1: person with very poor skills – may be unable to determine correct medicine dosage to administer.
- Level 2: can only deal with materials that are simple, clearly laid, out and in which tasks are not too complex.
- Level 3: considered minimum level required to deal with the demands of everyday life and to work in a modern economy and knowledge-based society. Person can integrate and synthesize information and solve more complex problems.
- Level 4 and 5: respondents who demonstrate a command of higher order information processing skills. (Can't get a large enough sample of level 5's to differentiate statistically from level 4).

IALS findings: In 1994, a significant portion of Canadians were at the two lowest levels for prose, document literacy, and numeracy.

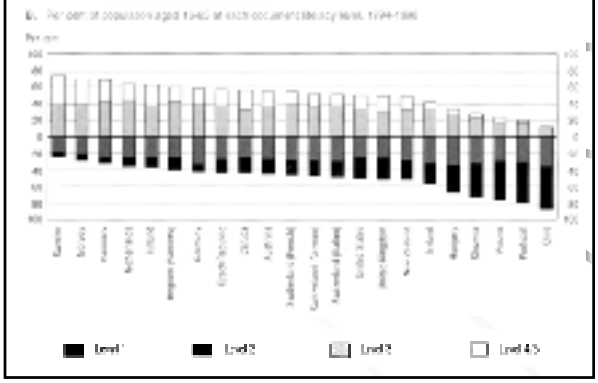


Source: *Matching Canadians' Literacy Attainment to Actual Occupational Requirements*, May 2001.

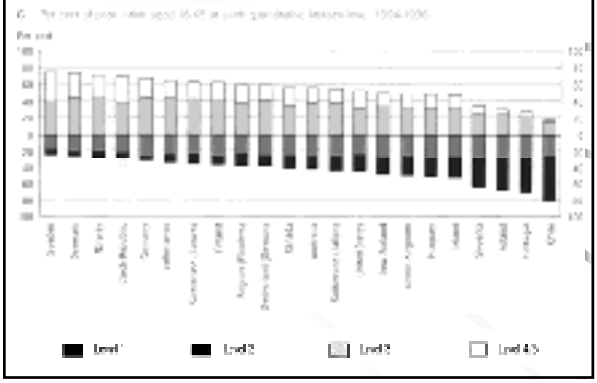
IALS findings: Per cent of the population aged 16-65 at each prose literacy level *(source: Literacy in the Information Age, 2000)*



IALS findings: Per cent of the population aged 16-65 at each document literacy level *(source: Literacy in the Information Age, 2000)*



IALS findings: Per cent of the population aged 16-65 at each numeracy literacy level *(source: Literacy in the Information Age, 2000)*



Practice Test Sites

www.measureup.towes.com

www.dfes.gov.uk/readwriteplus/resources/livesite/index3.cfm?pf=displayIntro&exid=30

http://srv600.hrdc-drhc.gc.ca/esrp/ english/ general/ learning _tool_e.shtml

International Adult Literacy and Skills Survey

- **The IALSS survey is a modified version of IALS.**
- **Problem solving domain added.**
- **First results released in 2003.**
- **First round involved – Canada, US, Italy, Mexico (Nuevo Leon), Belgium (Flanders), Norway, Bermuda.**
- **Changes were made to the numeracy scale.**
- **Comparisons between IALS and IALSS are limited to two domains: Prose and Document Use.**
- **Also called Adult Literacy and Lifeskills Survey (ALL).**

IALS

- **Conducted in 1994**
- **Domains:**
  - ***Prose Literacy***
  - ***Document Literacy***
  - ***Quantitative Numeracy***
- **Participating regions:** All provinces but no territories
- **4500 respondents aged 16-65 representing 18,450,260 adults**

IALSS

- **Conducted in 2003**
- **Domains:**
  - ***Prose Literacy***
  - ***Document Literacy***
  - ***Numeracy (modified)****
  - ***Problem solving****
- **Participating provinces:** All provinces and territories
- **20,000 respondents age 16-65 representing 21,360,683 adults**

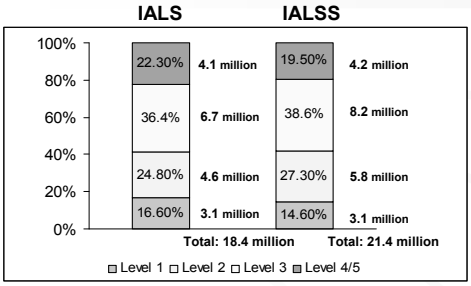
Average literacy scores in provinces and territories varied by literacy domain. Overall, average literacy scores (population 16-65) were higher in Yukon and Western provinces. Level 3 (276-325 points) considered minimum score needed for life and work.

16-65 age	Prose literacy	Document literacy	Numeracy	Problem solving
Canadian average	281	281	272	274
Performed better than Canada average	YK (296) SK (294) AB (289) BC (288)	SK (294) YK (293) AB (290) BC (290)	SK (284) YK (283) AB (281) BC (279)	YK (285) SK (284) AB (281) BC (281)
Same as Canada average	NS(286), MB (283) PEI (282) NWT (280) ON (279)	NS (284), MB (283) NWT (280) PEI (281), ON (279)	NS (272), MB (271) ON (270) PEI (269), QC (269) NWT (269)	NS (276) MB 275) PEI (271), ON (271) QC (271), NWT (269)
Lower than Canada average	QC (275) NB (273) NL (271) NU (232)	QC (273) NB (270) NL (269) NU (234)	NB (262) NL (257) NU (220)	NB (265) NL (262) NU (227)

Figures in brackets: average scores

Source: IALSS, 2003

The number of persons (16 to 65) with low literacy rose from 8 million in 1994 to 9 million in 2003 though the percentage (42%) did not change.

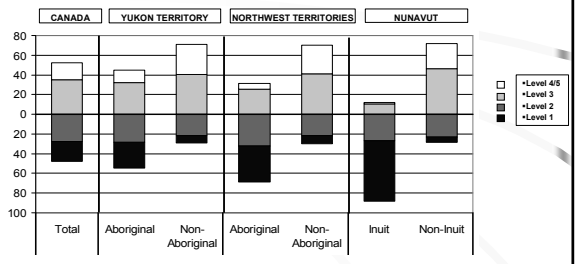


*** Differences at each level between IALS and IALSS are not statistically significant**

Source: IALSS, 2003; IALS, 1994.

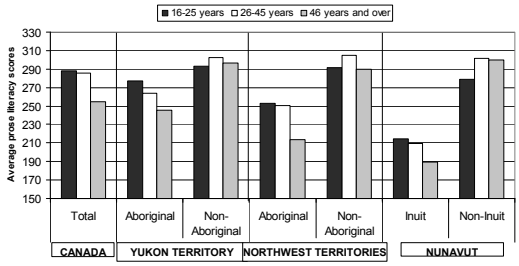
Over half of the Aboriginal people in the Yukon, 69 percent of the Aboriginal people in the Northwest Territories and 88 per cent of Inuit in Nunavut scored below level 3 in prose literacy

Comparative distributions of prose literacy proficiency by level, per cent of Aboriginal and non-Aboriginal populations in the Northern Territories, aged 16 and over, 2003



Source: IALSS, 2003

Average prose literacy proficiency by age groups, Aboriginal and non-Aboriginal populations in Territories, aged 16 and over, 2003



Source: IALSS, 2003

Main characteristics of people at level 1 and 2 in prose IALSS (population 16-65)

Level 1

- 3.1 million
- 1.4 million were immigrants
- 54% were male and 46% female
- 60% were employed
- 12% were unemployed
- Education:
  - 50% less than high school
  - 30% completed high school
  - 20% had post-secondary education

Level 2

- 5.8 million
- 1.2 million were immigrants
- 52% were male and 48% female
- 70% were employed
- 8% were unemployed
- Education:
  - 28% less than high school
  - 37% completed high school
  - 35% had post-secondary education

Source: IALSS, 2003

IALSS HIGHLIGHTS

- The number of people 16- 65 with low literacy rose from 8 m in 1994 to 9 m in 2003 though the percentage (42%) did not change.
- There was no change in the average literacy scores for the working age population except for an increase in the average prose literacy score in QC and in the average document literacy score in the Atlantic.
- The average literacy scores of all provinces were at level 3, except for Quebec, New Brunswick, Newfoundland and Nunavut. The average numeracy scores for all provinces were at level 3, except for New Brunswick, Newfoundland, and Nunavut.

- 9 out of 13 jurisdictions have about 50 % their population with numeracy below level 3.
- The prose literacy performance of the Aboriginal populations surveyed is lower than that of the Canadian population.
- Three provinces, Ontario, Quebec and British Columbia, have 7 m of the 9 m persons with low literacy.
- In most provinces and territories, the majority of youth have prose literacy proficiency at Level 3 or above.
- Younger Aboriginal people have higher scores than older ones but all age groups score lower than non Aboriginal persons.
- Overall immigrants of working age performed significantly below the Canadian born population.
- Recent immigrants (10 years or less) and established immigrants (more than 10 years) have the same average score in all four domains and the same proportion scoring below level 3 .

Essential Skills Research Project (ESRP)

- national HRDC research study (1994 – 2003)
- examined how the 9 essential skills were used in a variety of occupations and how to talk about these skills
- more than 3,000 interviews across Canada
- almost 200 occupations requiring a high school diploma or less and on-the-job training were addressed
- developed ways to measure difficulty levels (adapted the IALS scales)
- resulted in profiling methodology and ES profiles (posted on the website for use by trainers and administrators)
- collected authentic workplace documents for trainers

www.hrdc.gc.ca/essentialskills

Essential Skills & Workplace Literacy Initiative

- launched April 1, 2003
- being implemented by HRSDC
- goal is to enhance the skill levels of Canadians who are entering – or are already in – the workforce
- responsible for profiling the A and B occupational bands of the NOC (trades and occupations requiring post-secondary education)
- profiles are being posted on the website

www.hrdc.gc.ca/essentialskills

Essential Skills
HRSDC Classifications

- reading text
- using documents
- writing
- numeracy
- oral communication
- computer use
- working with others
- thinking skills
  - problem solving
  - decision making
  - critical thinking
  - job task planning and organizing
  - significant use of memory
  - finding information
- continuous learning

www15.hrdc-drhc.gc.ca

Time to Take a Run At It…

Essential Skills Application
("Teachability")

Essential Skills Use re: a form

Activity:

- Look at the form (both sides) called "Van Isle Windows Ltd."
- List all the skills or tasks you would have to address if you were teaching someone how to complete this form. (Use the answer sheet provided.)
- Indicate to which HRSDC Essential Skills category or categories the task or skill belongs.
- Be prepared to present your findings to the large group.
- Building transferabiltiy: SkillBuilder on entry forms
- Reflection: how to apply to your own training

Essential Skills and "Teachability"

"What you Teach" Essential Skills (the skills that can be addressed directly as subject matter) *reading text, document use, writing, numeracy, computer use*

"How you Teach" Essential Skills (the skills that are addressed indirectly as delivery processes when teaching other subject matter) *problem solving, decision making, critical thinking, working with others, job task planning and organizing, continuous learning*

"Half Half" Essential Skills (the skills addressed both directly as subject matter and reinforced via delivery processes of other subject matter) *oral communication, finding information, significant use of memory*

Practical Application (Document Use)

What are Documents:

- different kinds of information designs or displays
- use words, numbers, letters, symbols, graphics, visual cues (line, colour, shape, etc.)
- intended to provide information "at a glance"
- workers obtain information from, enter information into documents
- document use involves reading, writing, & interpreting
- workers / employers may also create documents

We have yet to find an occupation in Canada without DU.

Examples of Document Types

- signs, product labels, icons
- forms
- lists, spreadsheets
- tables, schedules, production plans
- graphs, flowcharts
- sketches or pictures
- technical drawings, assembly drawings, maps
- patterns, templates
- schematics, diagrams,
- x-rays, photographs

Time to Take a Run At It…

Document Use

Flowchart Exercise

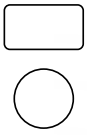
Activity:

- Complete the questions based on the Maintenance Worker flowchart (no front end training)
- SkillBuilder: Flowcharts
- Review Maintenance Worker answers and debrief
- Reinforcement exercise: Flowchart 4 and 4 Revised
- Debrief as a group.
- Reflection: how to use flowcharts to enhance training
- Problem solving flowchart

A Flowchart

- Shows sequence of steps in a process
- Easy-to-read way to depict a procedure
- Shows entire process "at a glance"
- Uses short text and abbreviations
- Starts at the top of the page and works "down" the page
- Has a title that tells the process being described

Flowchart Symbols



The start or end of a process

The flowchart is continued on a different page. Go to the page or flowchart number indicated in the circle.

More Flowchart Symbols

Step in a process

Sub-steps in a process

Decision point (yes or no, true or false, positive or negative)

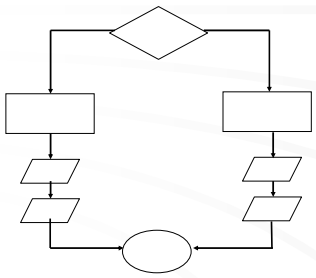
And More Flowchart Symbols

Storage, handling, filing or packaging of documents or materials

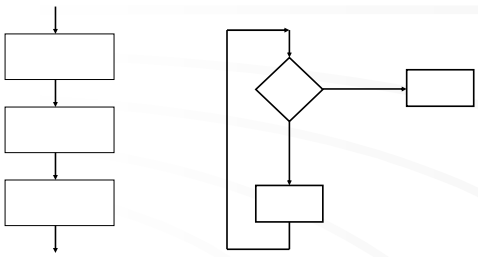
Process direction – more than one arrow can go to an activity box

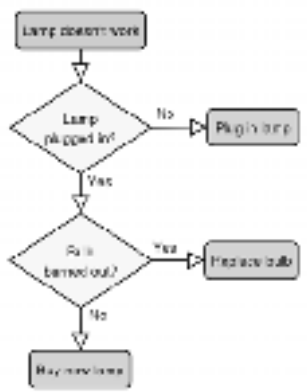
Broken line – a separation between categories or an indirect process

Flowchart Example



More Flowchart Examples





Example of how decision points work

Picture flowchart "How to Grow Mushrooms"

Flowchart Uses

- to reinforce or assess a trainee's understanding by having the trainee flowchart the process or procedure
- to teach a process or procedure to trainees by presenting the concepts via a flowchart (e.g. safety)
- to address decision making (decision points)
- to organize production and assign tasks
- to depict the "big picture"
- to address the use of symbols
- to teach industry-specific terminology / abbreviations
- to address problem solving

Time to Take a Run At It …

Document Skills Application

Symbols and Icons

Activity:

- SkillBuilder: Symbols and Icons
- US Homeland Security safety symbols exercise
- Debrief as a group
- Reading Hazard symbols
- Restricted product labelling
- Reflection: how to apply to your own training

  (business logos, symbol stories, symbol collections, icon creation)

Time to Take a Run At It…

Document Skills Application

Navigating Regulations

Activity:

- SkillBuilder: Navigating Regulations
- Formatting workshop rules (extended applications)
- Debrief as a group
- NWT Labour Code table of contents exercise
- Debrief as a group
- NWT Labour Code reading regulations exercise
- Using an integrated training approach (next slide)
- Reflection: how to apply to your own training

Regulations
Integrated Training Ideas

- numbering conventions
- headings and sub-headings
- text layout (sections and subsections, indentations, centered text)
- Roman numerals
- specialized legal wording (*where this, wherein, then that*; *no person shall*; *in accordance with*; *subject to*; *shall be deemed*; etc.)
- tables and notes to tables
- font (size, italics, capitalization, bolding)
- acronyms
- end of line punctuation

Project – Based Approach (Linkage Model)

- Makes integration of ES unavoidable (idea: team a technical expert with an ES trainer)
- Deliverables and interventions are adjusted to suit learner skill levels (same project can work at different skill levels because ES has several complexity levels)
- An approach where learners produce an integrated deliverable (a product).
- Product can be based on an instructor-created scenario or on a real need.
- 1 integrated project can be the focus of the course (e.g. writing a business plan in a business course).
- OR a course can involve a number of projects (e.g. Traditional Crafts program).

Integrated Linkage Model projects could include:

- Development of objectives by the learners
- Design brief (product and user group or audience)
- Specifications list (product or service details)
- Workplan or Production Plan (table, list, or flowchart)
- Research (market and product)
- Product design and planning
- Technical skills development
- Product development
- SWOT analysis of product or idea
- Development of assessment criteria (by learners)
- Quality assessment (self-assessment) and reflection
- Sharing and promotion of product

Time to Take a Run At It…

Integrated Projects Application

Applications

Reflection Activity:

- Decide upon some integrated projects you could introduce into your training programs.
- Use the form provided.

Problem Solving

It is not good enough to teach literacy and numeracy. Developing problem solvers and critical thinkers must be the goal of all ES training. Some problem solving ideas:

- means-ends analysis (specific to general and abstract)
- generate and test (trial and error)
- look for a pattern
- depict the problem in a visual way (draw a diagram, make a model, make a sketch)
- develop a flowchart
- randomize process steps or deliberately leave gaps
- depict the problem in writing
- account for all possibilities (mapping strategies)
- work backwards
- reason by analogy (similar situations)
- IDEAL (identify the problem, define and represent the problem, explore possible solution strategies, act on the strategies, look back and evaluate)
- scenarios depicting authentic problems
- assuming a role (hunter technique)
- take a different view or perspective
- silent demonstrations and modelling
- research and interviews (asking the right questions)
- brain storming (ends-means analysis)
- create a model
- simulations
- analogies

"The man whose whole life is spent performing a few simple operations… has no occasion to exert his understanding, or to exercise his invention… He naturally loses, therefore, the habit of such exertion, and generally becomes as stupid and ignorant as it is possible for a human creature to become."

Adam Smith, Wealth of Nations (1776)

Integrated Exercise Example

Featuring:

Sellina from Katima and her small business

Where *exactly* is Katima Mulilo?

What could we teach?

- Costing and pricing terminology – direct costs, indirect costs, person hour, wage, overhead, profit
- How to approach the problem (by fish, by day, by week by month)?
- Table reading (document use)
- Calculator use
- Multiplication (cost to buy 150 fish, cost of 150 bags)
- Division to calculate rates (price per bag, rent per week, salary per month, salary per hour, price per fish) – a rate is a fraction
- How much to pay oneself? (calculation of an hourly rate + analysis of adjustments necessary)
- Adding (all Sellina's costs)
- Percentages (profit margin)
- Calculation of profit and conversion to percentage
- Conversion ND to CD (using currency rates)
- Working with decimals
- How do you go about determining what to calculate? (analysis of process)
- Research (product price comparisons, living costs)

So….Did you learn something?

- What are essential skills and the background
- Why should we address ES skills in our training?
- How do we integrate ES into our programs and courses?
  - *by explicitly incorporating them in course objectives and learning outcomes*
  - *by understanding that each ES has a range of complexity*
  - *by using authentic workplace tasks and materials in our training*
  - *by introducing active learning strategies*
  - *by using a project-based approach*
  - *by making problem solving the driver for all ES training*
  - *by ensuring that the ES we teach are transferable*

Thank-you.

Pat Salt

(PLS Consulting)

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Workshop 2: Essential Skills Tools and Resources

Lynda Fownes

Lynda Fownes, Executive Director of SkillPlan, familiarized delegates with the variety of tools and resources available for use when integrating essential skills into training development and delivery. In particular she focused on the many resources developed by SkillPlan with funding provided by Human Resources Social Development Canada. Lynda reviewed SkillPlan's mandate and the services that SkillPlan provides before reviewing four of the SkillPlan resources, Reading at Work, Writing at Work, Document Use at Work, and Numeracy at Work. Information on each resource including costs can be found below. Resources can be ordered by accessing the online order form at **http://www.skillplan.ca/English/orderonline.htm** SkillPlan also very generously contributed 6 Reading at Work: Workplace Readers, and 5 Reading at Work Facilitator's Guides to delegates who agreed to complete a tracking form so that SkillPlan can follow-up with them in future to determine how the resources have been put to use.

Reading at Work

Reading at Work illustrates how the Essential Skills of reading text and document use are applied in the workplace. In the *Reading at Work Workplace Reader* and *Facilitator's Guide*, authentic workplace documents and real-life stories of workers on the job form the basis of learning activities. Lesson activities in the *Facilitator's Guide* help the instructor introduce and expand on topics in the *Workplace Reader,* providing learning strategies, suggestions for further activities, and additional source documents. *Reading at Work* enables instructors and trainers from the fields of adult/workplace education, literacy, and employment counseling, to focus on the information processing structure and strategies that lead to increased learner success and worker competency. For students and workers, the stories and activities in the *Workplace Reader* provide a unique opportunity to practice reading skills such as locating, combining, comparing and contrasting, integrating, explaining, and evaluating information. These skills are transferable and used by workers in many occupations.

Facilitator's Guide Price: $75.00
GST and shipping charges extra.
Format: 3 ring binder, 410 pages.

Workplace Reader Price: $35.00 [$25* each on orders of 10 or more copies]
GST and shipping charges extra.
*Note: Discount Price. Expires August 31, 2006
Format: 3 ring binder, 306 pages.

Writing at Work

Writing at Work is a resource based on the world of work. It describes the writing used in many occupations. The descriptions and examples use the language of Human Resources Social Development Canada's Essential Skills Profiles, which have become the standard in addressing workplace writing in Canada. Each chapter examines the purpose, style, organization and use of such writing forms as Memos, Entry Forms, Logbooks, Bulletins and Regulations.

Writing at Work provides a wealth of suggested practice activities and over 50 workplace documents. Available in both French and English editions, this resource adds value to both adult and high school programs.

Format: 3-ring binder, 280 pages
Price: $35.00 [$31.50 each on orders of 10 or more copies]
GST and shipping charges extra.

Numeracy at Work

Numeracy at Work is a collection of workplace examples which illustrate on-the-job applications of numeracy: Money Math, Scheduling or Budgeting and Accounting Math, Measurement and Calculation Math and Data Analysis Math. Numeracy At Work uses stories from workers across Canada to illustrate how they use numeracy in their jobs, and provides activities and suggestions for further exploration. These applied work activities are intended as a resource for educators to enrich their instructional activities. The binder format encourages flexibility and all parts of the book may be photocopied for educational use. It is available in English and French.

Price: $52.00 [$46.80 each on orders of 10 or more copies]
GST and Shipping charges extra.
Format: 3-Ring Binder, 374 Pages

Document Use at Work

SkillPlan's Document Literacy and The Language of Documents are now bundled together as a set in this new presentation, **Document Use at Work**. Together, the two provide a thorough introduction to using documents, an essential skill. The need for people to come to a job work-ready in a competitive environment increases the need for training in essential skills. Assumptions about worker competence in using schedules, catalogues, manuals, schematics, production charts and other forms of workplace documents are just that, assumptions. The reality for many is that learning the job means figuring out the paperwork – or computer screens, or LED displays – that are an integral part of jobs today. And some of that learning can be done in the multitude of classes that focus on employability, and also, for the successfully hired, in critical workplace training. Workplace educators and company trainers are indeed responding to the demands of the amazing learning curves some workers face. They are preparing themselves for an area that may bring with it a new skill set, the deliberate teaching of the skills of document use. Document Use at Work serves a need by taking a close look at the intricacies of document classification and structure. It is a serious attempt to address the learning of this most fundamental of essential skills.

Price: $46.00 ($41.40 each on orders of 10 or more copies)
GST and shipping charges extra
Format: 3-ring binder, 275 pages

SkillPlan's Mandate

The mission of SkillPlan is to develop strategies to improve the essential skills of people working in the unionized construction industry in BC and the Yukon Territory

Workers today – Getting a grip on essential skills

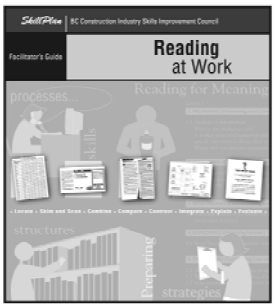
Please visit us online at www.skillplan.ca

www.hrdc-drhc.gc.ca/essentialskills

SkillPlan Services

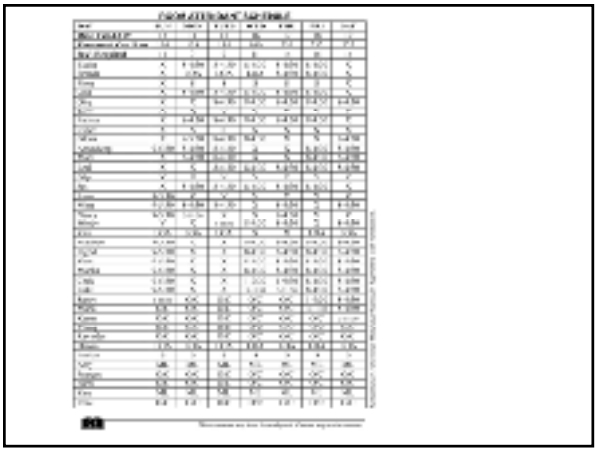
- **Support to Individuals**
- **Support to Training Partners**
- **Publications**
- **Research and Development**
- **Advocacy**

Please visit us online at www.skillplan.ca



Checking Groceries 1

Cleaning for Business 2

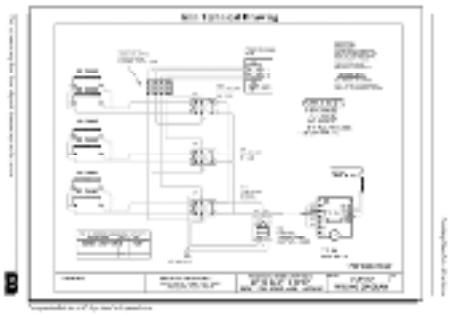


Assisting Families 3

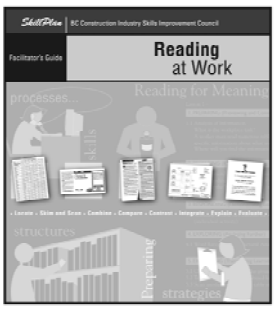
Supplying Parts 4

Advocating for Workers 5

Creating Glass Art 6



Supplying Parts 4



5 Step Lesson Template

1. Preparing

Previewing and Connecting

- Looking at the reading material
- Connecting to prior knowledge

5 Step Lesson Template

2. Reading

Reading for Meaning – Structures, Processes, Strategies and Skills

- Cause and Effect
- Main Idea
- Sequencing

5 Step Lesson Template

3. Responding

Demonstrating Learning

- Cause and Effect
- Main Idea
- Sequencing

5 Step Lesson Template

4. Exploring

Analyzing Further – Transferable Skills

- Word Recognition
- Comprehension

5. Extending

Transferring Learning – Applying newly acquired structures, strategies and skills (Step 3) to other reading materials

Wire Ropes Lesson

Step 1. Preparing: Connecting to Prior Knowledge

- What do you know about wire ropes?
- What happens when you twist or rotate wire?
- How does size of a rope affect it's strength?

Wire Ropes Lesson

Step 2. Reading for Meaning

- Read one paragraph at a time.
  - What is the paragraph all about?
  - Label each paragraph with the main idea (H216).

Wire Ropes Lesson

Step 3. Responding (Demonstrating Learning)

- Main ideas on second section
- Identify features of wire ropes
- Complete activities in the Workplace Reader P 167
- H 218

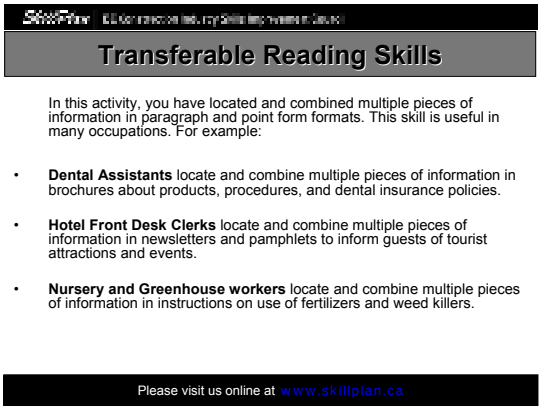
Wire Ropes Lesson

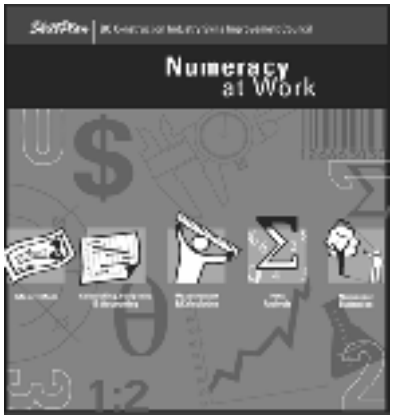
Step 4. Exploring Further – Analyzing, Deeper Understanding

- Vocabulary
- Beats/Vowels/Sounds

Step 5. Extending – Transferring Learning

- Comparing products or types based on features

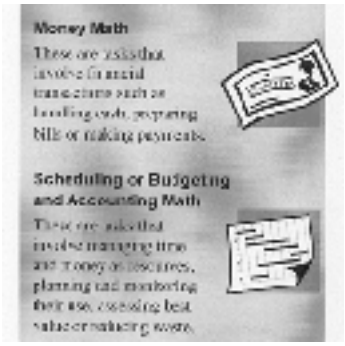




Numeracy at Work

- ***Money Math***
- ***Scheduling or Budgeting and Accounting***
- ***Measurement and Calculation***
- ***Data Analysis***
- ***Numerical Estimation***

Please visit us online at www.skillplan.ca



Tending Bar - Lesson

Step 1. **Connecting to Prior Knowledge**

- How many of you have ever worked in a job where you had to collect cash and give change?
- What kind of jobs might require this kind of task?

Tending Bar - Lesson

Step 2. Reading for meaning PAGE 22

- I would like you to follow along while I read a story about a Bar Tender.
- Pay close attention to the way she handles money because your going to be practicing this skill.

Tending Bar - Lesson

Step 3. Responding (Demonstrating Learning) **PAGE 26**

- Work in pairs – A and B
- Activity 1 – Partner A counts the (imaginary) change for the customer.
- Activity 2 – Partner B counts the (imaginary) change for the customer.
- Activity 3 and 4 – work together.

  Page 25 will help you complete Activity 4.

Tending Bar – Lesson

Step 4. Exploring Further – Analyzing, Deeper Understanding

Step 5. Extending – Transferring Learning

Writing at Work

- ***Daybooks, Memos, E-mail***
- ***Entry Forms***
- ***Logbooks, Reports***
- ***Bulletins, Press Releases, Newsletters***
- ***Regulations, Policies, Procedures***

Please visit us online at www.skillplan.ca

Entry Form Lesson

Step 1. Preparing:

- Is there anyone here who has never filled in a form?
- What kind of forms to you fill out?
- Ever run into difficulties? Why is that?

Entry Form Lesson

Step 2. Reading

- Describe the features of your form to others at your table.
  - For example, purpose, design, how the person responds
- List common characteristics on a flip chart.

Entry Form Lesson

- Step 3. Responding: Analyzing Further
- Step 4. Exploring Further – Analyzing, Deeper Understanding (Pages 40 and 41)
- Step 5. Extending – Transfer Learning

Document Use at Work

- ***Lists***
- ***Entry Forms***
- ***Graphs***
- ***Maps***
- ***Mimetic Documents***

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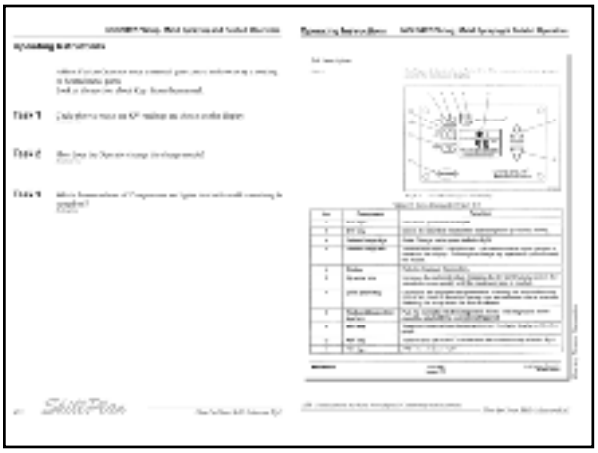
Thumbnail of Activity

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Workshop 3: Integrating Essential Skills into Aboriginal pre-apprenticeship training

Hildy Hanson

Hildy began by providing a brief overview of the essential skills programs Keyano College has developed in partnership with Syncrude Canada Ltd. after which she described the successful integration of these essential skills programs into aboriginal pre-apprenticeship programs.

Keyano has developed three essential skills programs for Syncrude Canada. The reading program, Effective Reading in Context (ERIC), was the first workplace reading program in Canada. Syncrude initially identified a need for a workplace reading program when it was putting a group of employees through some testing to identify leadership abilities. After the curriculum was developed and received the advisory group's approval, it was piloted and the rest is history. The core curriculum remains the same, but the program has gone through many adaptations since 1988. The program name "Reading in Context" directs the program. The program is always delivered in context of each participant's need and in context of each particular delivery worksite. The readings are constantly changing.

The most radical change to the program occurred two years ago when an adaptation was completed for the Northern Lights Health Region. This is when the program shifted its focus to **Safety and Workplace Reading**.

What reading has to be managed in the workplace? How many reading tasks influence or are influenced by safety?

Without fail, when these questions are asked of people employed in the oil sands industry, the answer is **all**. Every reading task required on the worksite has some impact on workplace safety. Incidents cause injury, loss of lives and loss of production. Safety performance and reading are human activities controlled by the choices made by the individual. Workplace Failure is classified as human failure when procedures are not followed. When reading a hazard sign on a construction site, it doesn't matter whether an employee reads at a Grade 7 level or whether the employee has a college degree, he/she must be 'in the moment' at the time and must read with 100% accuracy.

Reading is a safety issue; the score you got on your last reading test is not recorded in the incident report. **BUT** your attention level can be recorded on the safety report!

Hildy used a photo of a very large piece of equipment called a coker to illustrate one reason that Safety and Workplace Reading is so important in the oil sands industry. As she explained, it is normal for millions of dollars worth of new equipment to move north through the city every week. The installation of a coker is probably worth over 150 million dollars and it is just one piece of equipment that is going into a project worth over 2 billion dollars. Furthermore, this project is just one of the 80 billion dollars worth of projects over the next 15 years in the Wood Buffalo region. Each one of these projects has thousands of procedures and instructions. Each procedure has to be

completed, understood and executed safely for the oil sands companies to be successful.

Apprenticeship Training

The current focus on trades training is driven by the oil sands development. The investment in the oil sands projects in the Fort McMurray region is unprecedented in Canada. The demand for apprentices presents colleges such as Keyano with both opportunities and challenges. The main challenges are in trying to meet the training demands fast enough and effectively enough.

Alberta has 1,126 Aboriginal apprentices which is an increase of 888 in less than 4 years. The projection is 1500 within the next 3 years. At 99 Fort McMurray has the 4th highest number of Aboriginal apprentices. Our population is only 70,000. Edmonton has 504, Calgary, 112 and Bonnyville 162.

The solution to increased training availability for aboriginal apprentices has come in the form of partnerships.

- **ASEP** (Aboriginal Skills and Employment program) managed by the Athabasca Tribal Council and the Metis Nation of Alberta (MNA) Zone 1
- **PACE** (Preparation for Academic and Career Education) at the Clearwater Campus
- **Shapotowak** a special partnership between an Aboriginal contractor (2000Plus) and the Mikisew Cree – students who were working full time for 2000+, came to school in the evening twice a week for a year to prepare for GED, pre-apprenticeship or other College programs
- **APAP** (Apprenticeship Preparation for Aboriginal People) current development with Alberta Workplace Essential Skills committee.

As an example of partnerships at work, Janvier and Conklin use to be sleepy little communities; each has a population of about 300 people. Now there are several large SAGD (Steam Assisted Gravity Drainage) operations extracting oil very close to these communities. It is good news in terms of employment, but these operations require skilled employees. The companies working in the area wanted to hire locally, but the residents lacked the skills. The **PACE** program in Conklin is a partnership with the community of Conklin, the MNA, Keyano, Devon Canada Ltd. and NAIT. These organizations worked together to deliver 3 phases; classroom training, hands on trades training and a work term. NAIT brought its Trades in Motion program which includes 53 foot long mobile shop. Keyano jump started the program with delivery of Safety and Workplace Reading and the Workplace Applied Math program. NAIT delivered a pre-trades academic upgrading next along with personal management and employability skills. The students go into the trailer for the hands-on introduction to the trades. The program was completed with a work term at Devon. Conklin was so successful that the program was next delivered in Janvier.

Challenges of the program include

- Broad range of academic skills
- Pressures of home life and drug and alcohol addictions
- Self-esteem
- Awareness of industry moving in (causes fear and excitement) Janvier and Conklin up until a few years ago were sleepy little towns with no industry;

In Conklin, 10 out of the 12 participants went into these trades after graduating. Industry collaborated to customize the program for employment opportunities within the area and provided work placements plus hiring commitments. Most graduates will not have to leave their families to find work although they will have to come in to Fort McMurray to complete their apprenticeship training.

The Safety and Workplace Reading program offers 6 strategies to participants to enable them to be in the moment when it is necessary. The workshop is a 4 day jump start to help the participants feel less stressed with upcoming reading tasks (in the pre-apprenticeship programs) It is not the only reading component and it is not a diagnostic reading assessment but a strategy based workshop to create awareness. It is not for beginner readers.

In 1997, in response to demand from participants in the reading program, Keyano again partnered with Syncrude to develop SAM – Syncrude Applied Math. We call it WAM - Workplace Applied Math when we offer it outside of the Syncrude workplace. The program is designed, using relevant workplace examples, for employees who have been out of school for a while, or didn't do well in math at school or need to refresh skills for an apprenticeship exam.

Hildy Hanson

Safety & Workplace Reading and Workplace Applied Math :
The Integration into Aboriginal Pre-apprenticeship Programs

Partners in Essential Skills for 17 Years

Syncrude

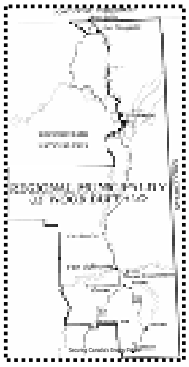
KEYANO COLLEGE

The History of the Partnership

- **1987 - Syncrude partnered with Keyano to develop ERIC- Effective Reading in Context which grew into Safety and Workplace Reading (2004)**
- **1997- SAM - Syncrude Applied Math**
- **2003 – WWF - Workplace Writing Fundamentals**

Syncrude

KEYANO COLLEGE



Keyano Campus Locations

Fort Chipewyan
Fort McKay
Fort McMurray (Clearwater)
Fort McMurray (Suncor Energy Industrial Campus)
Gregoire Lake
Janvier
Conklin

KEYANO COLLEGE

How much Bitumen?

With current technology
177 billion barrels of bitumen are recoverable with current methods.

With new technology
1.7 to 2.5 trillion barrels could be recovered with new technology.

The Prediction
The Alberta Department of Energy has predicted that over $80 billion will be invested by 2020.

KEYANO COLLEGE

Present & Future

The Present: 99 Apprentices Fort McMurray has the fourth highest number of Aboriginal Apprenticeships in Alberta.

The Future: One of every five Pearl Calahasen predicts within a decade that Aboriginals will represent 1 of every 5 new entrants into the Alberta labour market.

KEYANO COLLEGE

Aboriginal Pre-trades Programs

Keyano College integrates essential skills' into Aboriginal pre-trades & upgrading programs:

- ASEP PACE (Clearwater Campus)
- Shapotowak Program (Clearwater Campus) partnered with 2000 Plus Ltd & Mikisew Cree First Nation
- APAP (Apprenticeship Preparation for Aboriginal People) current development with AWES
- PACE (Janvier & Conklin Campuses)

Sample of Modules for pre-trades

- WAM (Workplace Applied Math)
- Safety & Workplace Reading (ERIC Adaptation)
- GED Preparation
- English instruction
- DAT (Differential Aptitude Test) Preparation
- Grammar Boot Camp
- Computer Skills & Keyboarding
- Safety Certifications (TDG, H2S Alive, CSTS…)
- Credit FLEX Courses (Math 23, Physics 25…)
- Personal Management
- Aboriginal Culture & Awareness
- Employability Skills

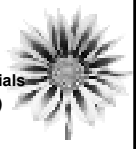
PACE (Preparation for Academic & Career Education)

Safety & Workplace Reading is a customized workshop which

- provides participants with strategies to manage their training and workplace reading.
- uses relevant reading materials for maximum adult learning.
- links workplace reading to workplace safety by identifying common influences.

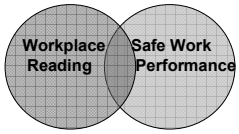
Sample workplace reading tasks

- Daily shift logs
- Loss Control Reports
- E-mails
- Procedures
- Task Analyses
- OH&S manuals
- Training manuals
- Safety instructions
- Operating guidelines
- Performance reviews
- Job applications / letters
- Piping & Instrumentation Diagrams
- Process Flow Diagrams (PFDs)
- Material Safety Data Sheets (MSDS)
- Troubleshooting guides
- Equipment specifications
- Workplace Hazardous Materials Information Systems (WHMIS)



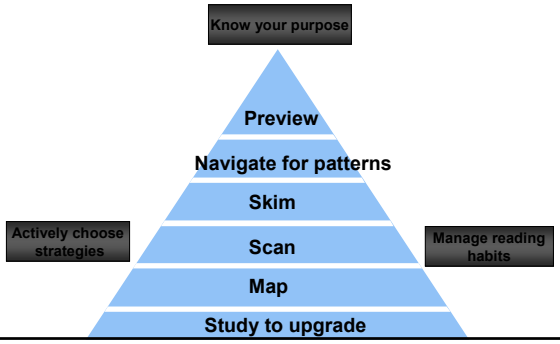
Workplace reading and workplace tasks are interconnected.

Procedures
Memos
Instructions
Signs
Manuals
OH&S



Operation
Training
Daily routines
Workshops
Job mentoring
Meetings

Course Components of *Safety and Workplace Reading*



NATO Phonetic Alphabet

A=Alpha	J =Juliett	S= Sierra
B=Bravo	K= Kilo	T= Tango
C=Charlie	L= Lima	U= Uniform
D=Delta	M= Mike	V= Victor
E=Echo	N= November	W= Whiskey
F=Foxtrot	O= Oscar	X= Xray
G=Golf	P= Papa	Y= Yankee
H=Hotel	Q= Quebec	Z= Zulu
I= India	R= Romeo	

Were you *in the moment* for this reading task?

- Did you re-organize the data?
- Did you engage your senses through speaking, writing, listening?
- Did you repeat the data?

Previewing is a quick visual survey which enables a reader to become familiar with documents before applying additional reading strategies.

- A preview can determine the purpose for reading.
- A preview aids comprehension and recall.
- A preview tackles a large quantity of information faster.
- A preview may be all that is necessary.

Preview the Extraction Safety Handbook:

1. Check the title, length, source and year.
2. Determine the purpose and intended audience.
3. Note the organization of text and graphics.
4. Read the introduction and check the end pages.
5. Predict your workplace responsibilities.
6. What questions do you need answered?

Previewing Questions

1. List the three steps you must take when injured at work.
2. In what areas of extraction are you permitted to have a beard?
3. When is fall protection required?
4. What are the four steps in the Syncrude Environment Health and Safety Management System?
5. What questions do you need answered? (this especially important for the trainer)

Preview rewards for employees

- clarifies reading purpose and reduces stress
- aids comprehension and memory
- provides a strategy for large quantities of reading

Preview rewards for trainers

- saves time and explanations
- quickly places reading within the workplace context
- reveals training needs of employees

"I will use these reading strategies on the job; it will help ensure the job is done right and safely."

Syncrude participant

"This is an excellent program. I wish had taken it 3 years ago, before I started the OH&S certificate. I will use the strategies at work as well as in my studies."

OH&S participant

"I learned new ways to approach reading. I will focus on being in the moment. I will read procedures differently."

Shapotowak participant

Workplace Applied Math

Foundation skills for business literacy, trades specific math and everyday use

Program:

- workplace specific math applications
- trained workplace math instructors
- small delivery

KEYANO COLLEGE

Themes

Numbers and Number Sense

Measurement & Geometry

Data: Data Analysis, Statistics & Graphing

Algebra: Patterns & Functions

Syncrude

KEYANO COLLEGE

Percentage application

A CMS machinist is to allow a 1.5% tolerance on a shaft 18 feet in length. How much tolerance is allowed? Give answer in inches.

Work with the people at your table to answer this question. You have 3 minutes.

Solution

To teach this we instruct that all practical percentage applications have three basic parts:

Actual amount
Base (whole or original amount)
Rate (%)

And the idea that: Actual amount = Rate(%) x Base (whole amount)

= 1.5% x18 feet = 27/100 = .27 feet

Measurement conversion = .27 feet x12 in /1 ft

= 3.24 inches

Measurement

The bucket on this unit holds 2,430 cubic feet of oil sand. It takes 55 seconds to pick up a load and dump. How many whole cubic feet can it move per hour?

Next, determine how many cubic yards it can move per hour. Round to the nearest cubic yard.

Solution

To teach this we use the following simple calculations

Number of seconds per hour
1 cubic foot = 1/27 cubic yard

60 x 60 **= 3600 seconds per hour**

3600/55 **= 65.454545 dumps per hour**

65.454545 x 2430 **= 159,055 cubic feet per hour**

159,055/27**= 5891 cubic yards per hour**

"I will use these skills to pass my apprenticeship exam after New Years. There are a lot of exam questions with math in them."
Syncrude participant

"Just about every trade that I want to get into requires all kinds of math. This was an excellent course to refresh my math skills."
Shapotowak participant

"I am a planner at Aurora and am now more confident with budgets, graphs and spreadsheets."
Syncrude participant

In addition to Aboriginal Pre-Apprenticeship, Keyano College integrates *Safety and Workplace Reading* and *Workplace Applied Math* into a variety of programs and workplace training:

Syncrude Canada Ltd courses
Mine Operations Certificate
Health Sector ERIC adaptation
English for Skilled Immigrants
TOWES Preparation Workshops
Westwood Community High School
Northern Lights Health Region (2004)
Lethbridge Community College(2004)
Apprenticeship Preparation for Aboriginal People (2005)
Public non-credit courses

For more information

Hildy Hanson
Keyano College
780-791-4858
hildy.hanson@keyano.ca

KEYANO COLLEGE

Wenda Dahl

Tom Williams

SESSION RECAPS

PRESENTATIONS

Courtney Fidler

Presentation: Ready to Work North

Wenda Dahl

Ready to Work North is an outstanding program. It is described as “unlike any other job skills course you will find today”. The course incorporates the teaching of attitudes into the curriculum and references to the importance of attitude for finding and keeping work are a constant in the program.

From the Student Workbook:

“Our attitudes control our lives. Attitudes are a secret power working twenty-four hours a day, for good or bad. It is of paramount importance that we know how to harness and control this great force.” Tom Blandi

“Without [a positive attitude] nothing else happens. It is important for all aspects of the job. Attitude is all there is! This is the most important aspect of employees. This may be the reason a person is hired and keeps a job.”

The workbook begins with positive attitude because it is the foundation for the development of all other skills and attitudes needed for work. A positive attitude is a state of mind. Individuals with positive attitudes approach activities and people with expectations of positive outcomes. This optimism motivates them to work hard within their families, schools, jobs, and communities. It also gives them a sense of purpose and confidence. People with a positive attitude do not blame others for problems. They think about a situation, determine what is within their control and authority, and then decide what actions to take. People that have positive outlooks (and the accompanying attributes of confidence, honesty, respect, and initiative) put effort into their work, relationships, and other endeavours to encourage good outcomes for both themselves and others.

• •

Following a successful pilot in fall 2005, the program is available to be utilized by all northern communities.

READY TO WORK NORTH

Transferable Skills for Entry- level Workers in the NWT

Presentation to Wwestnet Workshop Integrating Essential Skills into Training Materials

PRESENTATION

May 24, 2006

Wenda Dahl

Ready to Work North

Based on Transferable Skills Standards Originally Created for the Tourism Sector

Setting the Standard

- What does the employer expect?

Designing and Delivering the Program

- Addressing the need

Setting the Standard

From Entry-Level Skills to Transferable Skills

Defining Employer's Expectations

Creating Transferable Skills Standards

emerit

Entry Level Skills

Introduced in 1994

- Reviewed common/core skills in several front-line occupations
- Developed standards to be used in National Youth Internship Program

emerit

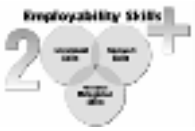
Employability Skills

Introduced in 1992, Updated in 2000

"What are employers looking for?"

- Fundamental Skills
- Personal Management Skills
- Teamwork Skills

The Conference Board of Canada
Insights You Can Count On



Fundamental Skills	Personal Management Skills	Teamwork Skills
Communicate	Demonstrate Positive Attitudes and Behaviours	Work with Others
Manage Information	Be Responsible	Participate in Projects and Tasks
Use Numbers	Be Adaptable	
Think and Solve Problems	Learn Continuously	
	Work Safely	

Essential Skills

Introduced in 1995

- Identified how a core or essential set of skills are used in the workplace
- Defined the set of skills as ***Essential Skills*** because they were found in virtually every workplace in Canada

Essential Skills

Human Resources and Social Development (formerly Human Resources and Skills Development Canada)

Reading Text
Document Use
Writing
Numeracy
Working with Others
Continuous Learning
Oral Communication
Computer Use

Thinking Skills
- Problem Solving
- Decision Making
- Job Task Planning and Organizing
- Significant Use of Memory
- Finding Information

How do they Compare?

Key Points

- **Basically the same skills**
- **Research shows that these skills are *transferable***
- ***Attitudes* have been found to be the "drivers" behind an employee being able and willing to use the other skills**
- **These skills and attitudes are found throughout most industry sectors**

What we set out to do...

Development of Transferable Skills

- **Update Entry Level Skills**
- **Combine them with the language of other skills frameworks**
- **Reflect the language used in the workplace**
- **Rename them *Transferable Skills* to emphasize their transferability**

Development Process

ONE • **Reviewed the Entry Level Skills Standards**

TWO • **Integrated the language of Essential Skills and Employability Attitudes**

THREE • **Developed a framework diagram to show the connections of the three sets of skills**

FOUR • **Created a draft Transferable Skills Standards document**

FIVE • **Circulated the draft document to an industry review committee**

Development Process

Received strong participation in the feedback process

- **Very supportive of having the attitudes up front and calling them attitudes**
- **Everyone who replied made comments that justified having those skills and attitudes in the standards**
- **No negatives**

Validation Committee

- **Committee ratified the Transferable Skills Standards on March 7, 2003**

Objective

Designing and Delivering the Program

Adapting Tourism Essentials

Creating Ready to Work North

emerit

Designing and Delivering the Program

The Program

What is *Tourism Essentials®?*

Essential employability skills for the Tourism Industry

- Entry Level Skills
- Employability Skills
- Essential Skills

and Tourism Knowledge

Educational program that prepares people for work, based on the Transferable Skills Standards

Tourism Essentials®

Job Link, Career Foundation

A foundation on which to build technical or other skills

Skills required for entry and front-line workers in tourism... *what employers expect*

A foundation credential, for individuals that achieve the skills… and this is credited towards Professional Certification

Transferable Skills

Essential employability skills for entry and front-line workers in tourism

Attitudes	Skills	Tourism Knowledge
Positive attitudes are the foundation for the development of all other skills	***Success comes with having the right skills that will serve as a starting point for any job***	***Knowledge is at the heart of meeting customers' needs and promoting great experiences***
Demonstrate a Positive Attitude	Demonstrate Communication Skills	Demonstrate Knowledge of Tourism Industry
Demonstrate Responsibility	Demonstrate Numeracy Skills	Promote Tourism Industry and Company
Demonstrate Adaptability	Demonstrate Computer and Technology Skills	Provide Professional Service
Demonstrate Willingness to Continuously Learn	Manage Information	
Value Safety	Demonstrate Thinking Skills	
	Demonstrate Ability to Work with Others	
	Demonstrate Job Search Skills	

emerit

Development Process

of Ready to Work North

- ONE • **Reviewed Transferable Skills Standards with an advisory committee and made necessary changes**
- TWO • **Maintained Essential Skills language**
- THREE • **Created new exercises for the Workbook reflective of the the oil and gas and mining industries and community governments in the NWT**
- FOUR • **Adapted the Trainer's Guide to include relevant Essential Skills Profiles**
- FIVE • **Changed the Tourism Knowledge section to Knowledge of Industry and Organization**

Transferable Skills

Essential employability skills for entry and front-line workers in the NWT

Attitudes	Skills	Knowledge of Industry and Organization
Positive attitudes are the foundation for the development of all other skills	***Success comes with having the right skills that will serve as a starting point for any job***	***Knowledge of how we fit into an organization is at the heart of meeting customers' needs***
Demonstrate a Positive Attitude	Demonstrate Communication Skills	Demonstrate Knowledge of the Industry and Organization
Demonstrate Responsibility	Demonstrate Numeracy Skills	Provide Professional Service
Demonstrate ~~Adaptability~~	Demonstrate Computer and Technology Skills	
Demonstrate Willingness to Continuously Learn	Manage Information	
Value Safety	Demonstrate Thinking Skills	
	Demonstrate Ability to Work with Others	
	Demonstrate Job Search Skills	

Yes, we believe we can teach attitudes in addition to skills

This makes *Tourism Essentials* and *Ready to Work* North unique

Learning activities help the learner understand what attitudes look like in action

When the Transferable Skills Standards were validated, Industry confirmed performances that employers would see if you were demonstrating these attitudes

emerit

Deliberately Building Essential Skills into the Training Materials

Essential Skills language is built into the Skills section of the workbook and trainer's guide, for example:

Communication Skills section heading:

Demonstrate Communication Skills

Lesson headings:

Reading

Listening and Speaking

Communicating Non-Verbally

Writing

Use Tools and Documents Effectively to Communicate

Objective

Deliberately Building Essential Skills into the Training Materials

Numeracy Skills section heading:

Demonstrate Numeracy Skills

Lesson headings:

Basic Numeracy Skills

Customer Payments

Inventory

Numeracy activities use Essential Skills language and definitions:

- **Money Math:**
- **Scheduling or Budgeting and Accounting Math:**
- **Measurement and Calculation Math**
- **Data Analysis Math**
- **Numerical Estimation**

Objective

Deliberately Building Essential Skills into the Training Materials

Computer Skills section heading:

Demonstrate Computer and other Technology Skills

Information Management Skills section heading:

Manage Information

Lesson heading:

Gathering and applying information

Thinking Skills section heading:

Demonstrate Thinking Skills

Lesson headings:

Decision Making

Problem Solving

Working with Others section heading:

Demonstrate Ability to Work with Others

Objective

Ready to Work North Articulation with Tourism Essentials®

A comparison between the two programs has been submitted for review by the CTHRC

A foundation on which to build technical or other skills

Skills required for entry and front-line workers in the NWT ... *what employers expect*

A foundation credential, for individuals that achieve the skills… and this is credited towards Professional Certification

New Parallel Credential to be created for Ready to Work North

leading to credits in the school system

Bridge River Employment Program Pilot

Courtney Fidler

Courtney Fidler of BC Hydro Generation described the employment program pilot project on which she is working. BC Hydro started a program called Youth Trade for Hire as a province wide initiative. For two years the Bridge River facility participated in the program as it was initially designed and now, in consultation with the local community, they have developed a unique approach that will incorporate a scholastic component targeting First Nations youth, who make up most of the local community. In planning the program, Hydro consulted with a number of organizations including Manitoba Hydro, taking particular interest in the MB Hydro program in which a group of women was mentored through trades training over a five year period.

Courtney outlined the program design and some of the factors taken into consideration during development. The Hydro plant at Bridge River works on a compressed schedule of four long days followed by three days off. The longer day allows for two groups of students to work through the program as each group can attend a half day of school and a half day of work, but it is a long day for those unaccustomed to this type of schedule. The program has a 2 – 1 ratio of students to instructor so there is ample opportunity for students to get the help they need. Students coming into the program initially work to define both their scholastic and trades goals.

The entire cost of the program is covered through BC Hydro's Strategic Workforce Planning program and the focus is on triple bottom line accounting; that is, developing a business case that takes into account environmental (waste management, energy consumption etc.), social (workplace issues, human rights etc.) and economic (wages, community development etc.) factors in both the short term and in the long term.

Following her presentation Courtney opened the floor to discussion. She was very interested in an exchange of ideas and suggestions that might help in ensuring the program is a success. Delegates expressed interest in receiving an update on the success of the program at the end of the summer.

First Nations Youth Trade Hire Program

Bridge River Generation

May 2006

BC hydro

Overview

BC Hydro

- 1.6 Million Customers
- 3rd largest Canadian Utility
- 4,500 Employees

Bridge River (BR) Generation

- BR is 235km's north east of Vancouver and exists in a remote location in Stl'Atl'Imx traditional territory
- BR generates 492 Mw of energy, 6-8% of BC's electrical supply
- Approximately 25 employees

Bridge River Generation

First Nations and BC Hydro

- BC Hydro has over 2,000 km of transmission lines and installations located on 500 reserves belonging to 150 First Nations bands.
- BC Hydro recognizes that the Aboriginal population of British Columbia have distinct legal, historical, and cultural status, and is **committed to working with the Aboriginal population**.

First Nations Goals

- At BC Hydro, part of our approach to maintaining reliable energy, at low cost, for generations is to build **positive relationships** with First Nations people.
- Our 20-year goal is "to establish relationships built on mutual respect and appropriately reflect the interests of First Nations"

First Nations

Our long- and short-term strategies to achieving this goal are focused on three elements:

- resolving historical grievances
- consulting and accommodating First Nations interests *
- improving opportunities for First Nations people and businesses *

Aboriginal Principles

"BC Hydro will co-operate with Aboriginal Peoples and **educational institutions** to develop initiatives that support Aboriginal peoples in acquiring **knowledge** and **skills** that will prepare them for employment with BC Hydro and its subsidiaries."

Working Together

The Bridge River YTH Program is a pilot project in the early stages of development. The program aligns' with BC Hydro's long-term First Nations goal and is evolving in response to feedback from internal and external resources.

First Nations, Jeannie Cranmer, 'Senior Aboriginal Relations Coordinator' for BC Hydro is in the process of developing the Aboriginal Education and Employment Strategy that utilizes BR as a best practice.

Overview YTH Program

The YTH Program was developed in 2004 for province wide participation to:

- Reinforce BC Hydro's commitment to a **skilled workforce** renewal of trades and technical occupations (e.g. electrical, mechanical)
- Provide **summer employment** in the trades to a number of young people who are making the transition from school to work
- Foster continuing **partnerships** with educational, community and equity groups

Bridge River's Version of YTH

- Tailor program to be First Nations specific to increase First Nations participation in the workforce.
- Incorporate educational component that focuses on high school completion (skill development)
- Build program in collaboration with Stl'Atl'Imx Bands and School District

YTH Primary Objectives

- Increase First Nations participation in the trades and technical occupations, and build a future pool of skilled talent in local community
- Provide educational mentorship to assist students with long-term capacity building to acquire knowledge and skills that will prepare them for employment
- Employ skilled individuals in remote locations to improve BC Hydro operational capacity (i.e. supply and demand of talent)

Educational Development

Aboriginal population is the fastest growing in BC with 50% of the population under 25 years. Still, only 46% of Aboriginal students complete grade 12 compared to 82% of non-Aboriginal.

- BR has hired a (summer contract) teacher to work with YTH students, for half of each day, on high school courses.
- Throughout the course the teacher will benchmark with the students, whose levels range from Gr. 9-12, academic short and long term goals.
- Students will be expected to complete at least one high school course in the duration of the two months.

Practical Trades Experience

Once selected for the program, students will elaborate on where their interests lie, and work will be scheduled accordingly, in cooperation with crew leaders. Students will spend the other half the day working in their field of interest gaining hands on experience.

Students will attend a two day orientation in Vancouver to cover items such as Safety Training, HR issues, Environmental and Cross Cultural Awareness and Respectful Workplace. Additionally, students will receive a week of system and component training to ensure an understanding of local plant operations.

Crew Leaders will discuss and review daily and weekly expectations with students to ensure goals are being met.

Example of Weekly Schedule for Student

	Monday	**Tuesday**	**Wednesday**	**Thursday**
Trade:	Electrical	Electrical	Mechanical	Mechanical
7:30- 9:30	Tailboard: Unit Running Maintenance	Tailboard: Test Results Assessment	**Academic**	**Academic**
9:30-9:45	Break	Break	Break	Break
9:45-12:00	Tailboard: Routines *Review & Assessment*	Preventative Maintenance: *Review* & Assessment	**Academic**	**Academic**
12:00-12:30	Lunch	Lunch	Lunch	Lunch
12:30- 2:30	**Academic**	**Academic**	Filter changes and oil samples	Fabrication Timing
2:30-2:45	Break	Break	Break	Break
2:45-5:30	**Academic**	**Academic**	Nitrogen and Steel inventory *Review & Assessment*	Service hydraulic and air tools *Review & Assessment*

Summer Goals- July and August 2006

- Integrate students into BR workforce so there is mutual co-operation, respect and understanding.
- Provide a pre-planned, concrete work schedule that accommodates students for each day
- Have students complete at least one high school course
- Ensure students are receiving necessary leadership, supervision and are in an supportive work environment
- Communicate program and rationale to plant employees

Long term goals

- Students can be YTH's for 1-4 years while in high school
- YTH Summer opportunity will compliment high school, until graduation
- Once graduated, BR will assist students with post secondary applications, and assist with resourcing academic funding for pre-apprenticeship training
- Apprenticeship with BCH at BR

~

- Both internal and external sharing of resources to increase knowledge for enabling better and more efficient coordination of trades employment and apprenticeship programs for First Nations
- Application of BR pilot program at other Hydro electric plants

Success- how do we make it work?

- Integrate educational component including essential skills into existing program
- Consult with First Nations people to establish program development and goals
- Passionate local leader
- "Learn by doing"-communicate results to Corporate as well as other plants
- Sensitivity/awareness of both business and societal contexts
- Acknowledge relationship building is fundamental to success
- Initiatives are flexible and recognize diversity within community- Utilize existing infrastructure (Band representatives, schools)

Current Progress

- Job bulletins were sent out to all Stl'Atl'Imx Band Offices and High Schools, and a total of **20 applications** were received for 4 positions
- 10 students have been short listed, while the other applicants were notified and encouraged to apply again next year
- Teacher has been hired whose has a sufficient amount of experience teaching in isolated First Nations communities
- Continue building and documenting progress in the form of a comprehensive **Triple Bottom Line Business** case so that environmental, social and economic items are included for short and long term planning.

Stepping Stones?

High standards for pre-apprenticeship training, include Math 12, Physics 12, English 12…

Risk associated with leaving community and attending school in city…

Lisa Sampson and Gil Skil in front of SetonLake after performing a waste audit in order a recycling plan.

Lessons Learned from Day 1 (workshop)

- Demonstrate that essential skills are transferable- HOW?
- Ensure teacher can incorporate essential skills into scholastic component, and have curriculum relevant (transferable) to trades.

The END

Courtney Fidler

Natural Resource Specialist

Bridge River Generation

Phone: 250 259 6338

Presentation: Mackenzie Gas Project Training Update

Tom I. Williams

Tom Williams, Training Advisor, Benefits and Access Agreements MGP, Imperial Oil, updated delegates on Aboriginal Futures, the Petroleum Operations Training Committee and the Training and Employment database. He reviewed the objectives of Aboriginal Futures and the training funding model and reviewed the status of the POTC and the Training and Employment Database.

Before he began; however, Tom entertained and informed delegates by reviewing some history of the oil and gas industry, testing delegates' knowledge and briefly describing the history of the industry, from an occupational safety perspective.

In 1947 when the industry was really getting started, the workforce was composed of young men. The skills required were brawn, solid work ethic, and an ability to work with machinery. Accidents were frequent and expected. Eventually, as the industry matured, employers started to look at accident rates and to implement some safety planning. One of the early approaches was to buddy a new employee with a long-term employee; for a while it seemed this idea worked. But then it was noticed that the accident rate was soaring again. Why? Analysis showed that the two groups with the worst accident rates were newer employees and long-term employees. New employees were learning the ropes while older employees tended to think they knew all the ropes and in addition the older employees may not have kept up with changes in industry practice. Pairing the two up then was not a good approach and new strategies had to be developed.

In the 1970's a 4% rate for serious accidents was perfectly acceptable, now the target is 0%. Many thought this was an impossible target but the last fatality on a pipeline was in 1988. The processes and procedures required to reach the 0% target can be overwhelming, but they are very necessary to ensure everyone goes home at the end of a shift. The oil and gas worker of today can look at the list of the nine essential skills and assume he/she needs them all and this is why essential skills integration into training makes so much sense.

Imperial Oil · ConocoPhillips · Shell Canada · ExxonMobil

Mackenzie Gas Project

TRAINING UPDATE

- **Aboriginal Futures**
- **Pipeline Operations Training Committee**
- **Employment & Training Database**



Tom I. Williams
WWestnet Workshop
Yellowknife NT.
May 25, 2006

Aboriginal Skills Employment Partnership (ASEP)

- In 2004, the POTC initiative was used as the cornerstone for the NWT Oil and Gas - Aboriginal Skills and Employment Partnership (ASEP) – Skills Development Strategy application to secure funding for training
- The oil and gas industry ASEP application group included:
  - Gwich'in Tribal Council - Imperial Oil
  - Inuvialuit Regional Corporation - Shell
  - Sahtu Dene Council - Aboriginal Pipeline Group
  - Deh Cho First Nations - ConocoPhillips
  - GNWT ECE

Aboriginal Skills Employment Partnership (ASEP)

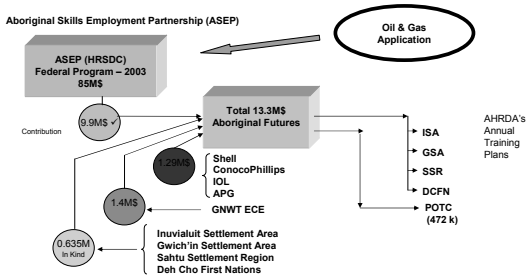
- The objectives of the Aboriginal Futures Society are to:
  - implement the ASEP skills development strategy with regard to employment and training opportunities in the oil and gas industry;
  - facilitate cooperation between the business community in the NWT, and the Mackenzie Valley First Nations and the Inuvialuit in the promotion, implementation & delivery of employment and training programs under the NWT ASEP skills development strategy;
  - promote employment, training & apprenticeship opportunities in the oil & gas industry and related trades, businesses, professions and industries in the NWT;
  - provide financial support for training and employment in the oil & gas industry and related trades, businesses, professions and industries in the NWT;
  - provide and promote training programs for employment in the oil & gas industry and related trades, businesses, professions and industries in the NWT;

  for members of the Mackenzie Valley First Nations and the Inuvialuit

Training Programs

- Program Delivery Organizations implement and deliver training programs to develop qualified workers in time for work during construction & operations.
  - Trades Access
  - Introduction to Heavy Equipment Operator
  - Emergency Medical Responder
  - Safety Related Training (Short Courses)
  - Environmental Monitoring Curriculum Development
  - Outdoor Power Equipment Technician (Small Engine Repair)
  - Drill Rig Training
  - Truck Driving
  - Camp Catering
  - Pre-Technology
  - Pipeline and Field Operations Training Program – Trades Apprenticeship Program
  - Pipeline and Field Operations Training Program – Operations Technical Program

Partners In Training



Aboriginal Future allocates training funding to each of the five training agents over four year 2004 - 2008

Pipeline Operations Training Committee

- **Purpose**
  - To develop and support training programs to develop northern residents into highly skilled professional level positions in the pipeline operations area.
- **Initiated in early 2002**
  - Joint government / industry Committee
  - ATCO Frontec proposal to :
    - GNWT Department of Education, Culture & Employment (ECE)
    - GNWT Resources, Wildlife and Economic Development (RWED)
    - President of Aurora College
- **Committee membership**
  - ATCO Frontec -Trans Canada Pipelines (TCPL)
  - Imperial Oil Resources (IOR) (producers rep) - Aboriginal Pipeline Group(APG)
  - Human Resource Development Canada (HRDC) - Aurora College
  - DIAND - Enbridge
  - GNWT RWED
  - GNWT ECE

Pipeline Operations Training Committee (POTC)

- **Base case - 2002**
  - 13 trades, 38 technical
  - 2 intakes
    - 19 technical candidates per intake
  - technical focus on instrumentation and electrical
- **Status**
  - **Round 1 intake (2004)**
    - **Trades stream:**
      - 41 applicants, 20 short listed for interviews
      - 6 apprentices hired 2004:
    - **Technical stream**
      - 10 technical students into Aurora Pre-tech program
      - 5 students graduated Aurora Pre-tech program
      - 5 students entered NAIT/ SAIT in Sept 2005

Pipeline Operations Training Committee (POTC)

- **Round 2 intake - 2005**
  - Trades stream
    - 13 applicants
    - 3 apprentices hired in 2005
  - Technical stream
    - forecast 15 to 20 candidates enter Aurora Pre-tech Sept 2005
    - 21 applicants to technical stream
    - 8 students entered technical program in Sept 2005
- **Total students in the system as of Jan/06**
  - 7 pre-tech student in Fort Smith
  - 3 student at NAIT/ SAIT
  - 8 apprentices in the system
- **Next steps**
  - POTC will hire 5 apprentices 2006
  - POTC will advertise and complete a third intake of technology students into Aurora College in 2006

MGP Human Resource Employment & Training Data Base

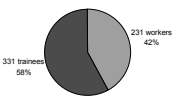
- The Mackenzie Gas Project (MGP) proponents have developed a Human Resources Employment and Training Database.
- This database is the main system that MGP uses to identify training opportunities and potential employees.
- It will also help contractors identify and recruit interested and qualified employees.
- The database contains information on individuals from the communities in the Deh Cho, Sahtu, Gwich'in and Inuvialuit regions, as well as information on individuals in communities from other regions of the Northwest Territories.

MGP Human Resource Employment & Training Data Base

- Last year 562 individuals were registered on the database. 331 as potential trainees, and 231 as potential workers.
- This year an additional 150 people have registered to date.
- The worker information that was collected last year has been shared with the MGP partners and will also be shared with contractors and sub-contractors as those contracts are awarded
- Training candidate information was given to the Aboriginal Futures regional program directors to provide input for their regional program development to and the Production Operations Training Committee (POTC) to assist in identifying technical training candidates.

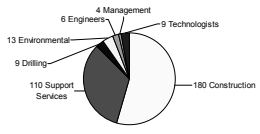
Trainees Registered in the MGP Database

562 Total Registrants

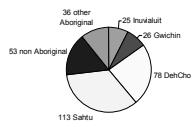


There are 562 total Registrants in the database as of November 8, 05. 331 of the Registrants are potential trainees. 231 of the registrants are potential candidates for employment. These numbers are based on information given to us by registrants in April /May of 05

All Trainees By Disciplie

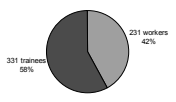


Total Trainees by Region



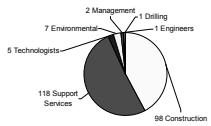
Workers Registered in the MGP Database

562 Total Registrants

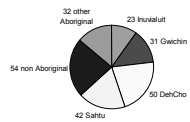


There are 562 total Registrants in the database as of November 8, 05. 331 of the Registrants are potential trainees. 231 of the registrants are potential candidates for employment. These numbers are based on information given to us by registrants in April /May of 05

All Workers By Discipline



Total Workers by Region



Apprenticeship

Apprenticeship	*Community*	*Ancestry*	*Cliament Group/ Band*	*Work Location*	*Trade*	*Industry Sponsor*
2004						
1	**Fort Good Hope**	**Dene**	**Sahtu/K'ahsho Got'ine**	**Norman Wells NWT**	**Millwright**	**IOR**
1	**Fort McPherson**	**Gwich'in**	**Gwich'in**	**Grand Prairie AB**	**Electrician**	**Conoco**
1	**Inuvik**	**Inuvialuit**	**Inuvialuit**	**Shell Caroline AB**	**Millwright**	**Shell**
1	**Fort Providence**	**Dene**	**Dehcho**	**Grand Prairie AB**	**Millwright**	**TPCL**
1	**Wrigley**	**Dene**	**Dehcho**	**High Level AB**	**Electrician**	**TPCL**
2005						
1	**Sacs Harbor**	**Inuvialuit**	**Inuvialuit**	**Scottford Refinery AB**	**Instrumentation**	**Shell**
2006						
1	**Tuktoyaktuk**	**Inuvialuit**	**Inuvialuit**	**Airdrie AB**	**Instr / Elec**	**TPCL**
1	**Jean Marie River**	**Dene**	**Dehcho**	**Brooks AB**	**Millwright**	**TPCL**
Jul-06					Millwright	IOR
Jul-06					Instrumentation	IOR
Jul-06						Conoco
Jul-06						TPCL
Jul-06						TPCL

POTC Pre-Tech and Tech Students

Intake 1 2004

Pre -Technical	*Community*	*Ancestry*	*Claiment Group/ Band*	*School*	*Status*
1	Inuvik	Inuvialuit/ Gwich'in	Inuvialuit/ Gwich'in	Ft. Smith	completed
1	Inuvik	Non Status	Northerner	Ft. Smith	completed
1	Fort Good Hope		Sahtu/K'ahsho Got'ine	Ft. Smith	did not complete
1	Fort Good Hope		Sahtu/K'ahsho Got'ine	Ft. Smith	did not complete
1	Fort Good Hope	Dene	Sahtu/K'ahsho Got'ine	SAIT	in school
1	Fort Liard		Dehcho	Ft. Smith	did not complete
1	Wha Ti		Dogrib	Ft. Smith	did not complete
1	Deline		Sahtu/Deline	Ft. Smith	did not complete
1	Yellowknife		Metis	Ft. Smith	did not complete
1	Yellowknife	Metis	Gwich'in	Ft. Smith	completed
1	Fort Smith	Northerher	other	Ft. Smith	completed

Intake 2 2005

Pre -Technical	*Community*	*Ancestry*	*Claiment Group/ Band*	*School*	*Status*
1	Aklavik	Inuvialuit	Inuvialuit	Ft. Smith	not ready
1	Yellowknife	other	Northerner	Ft. Smith	in school
1	Fort Smith	Metis	Metis local 50	Ft. Smith	in school
1	Tulita	Dene	Sahtu/Tulita	Ft. Smith	in school
1	Inuvik		Inuvialuit	Ft. Smith	w thdrew
1	Holman	Inuvialuit	Inuvialuit	Ft. Smith	w thdrew

Technical 2005	*Community*	*Ancestry*	*Claiment Group/ Band*	*School*	*Program*
1	Inuvik	Inuvialuit	Inuvialuit	NAIT	Instr. Technology
1	Fort Good Hope	Dene	Sahtu / K'ahsho Got'ine	SAIT	Industrial Instr.
quit program	Inuvik	Non Status	Northerner	NAIT	Instr. Technology
did not pass first year	Yellowknife	Metis	Gwich'in	NAIT	Elect Eng. Tech
1	Fort Smith	Northerher	Northerner	NAIT	Elect Eng. Tech

APPENDIX

INFORMATION
ACTIVITIES
NETWORKING LIST
EVALUATION

WHAT ARE WORKPLACE ESSENTIAL SKILLS?

(compiled by Pat Salt)

Definitions of Workplace Essential Skills

- the kinds of skills people use to carry out a wide variety of everyday occupational tasks
- the foundation upon which more occupation-specific skills are built (the Velcro to which other training sticks)
- enabling skills that help people perform tasks required by their jobs
- skills which allow workers to learn new skills
- skills which enhance a worker's ability to adapt to workplace change
- skills necessary to use printed and written information to perform competently in a workplace and to develop one's knowledge and potential
- basic skills that help workers to fulfill their individual and collective potential at work, at home, in the union, and in the community
- generic skills required by most workplaces in the country
- the skills that help you to keep a job
- the literacy and thinking skills that individuals require on a daily basis
- the kinds of skills called basic, foundation, enabling, core, transversal, generic, critical, portable, key, non-job specific skills

Some Specific Examples of Workplace Essential Skills

- ◊ reading and responding to an email
- ◊ writing in a logbook
- ◊ reading instructions in a manual
- ◊ interpreting a technical drawing
- ◊ making a call to a supplier
- ◊ referring to a collective agreement
- ◊ converting miles to kilometres
- ◊ scheduling daily tasks
- ◊ making a decision about which supplies to order
- ◊ working with a colleague to estimate project expenses
- ◊ conducting research on the internet
- ◊ remembering the accounting code for an expense claim

Human Resources Skills Development Canada (HRSDC) Essential Skills Classifications

- reading text
- using documents
- writing
- numeracy
- oral communication

- thinking skills
  - ◊ problem solving
  - ◊ decision making
  - ◊ critical thinking
  - ◊ job task planning and organizing
  - ◊ significant use of memory
  - ◊ finding information
- working with others
- computer use
- continuous learning

WORKPLACE ESSENTIAL SKILLS (AN OVERVIEW)

Reading Text

Reading text refers to reading prose that is longer than a single sentence**.** Text can be read on paper, a whiteboard or a screen. In the workplace, you:

- ◊ *scan* (read to locate specific information - involves glancing over the text to locate key words and phrases)
- ◊ *skim* (read rapidly to get the gist or general idea – involves glancing through the text for its main features including headings, subheadings, highlighted words, etc.)
- ◊ *read the whole text* to understand and to learn – involves carefully reading the text in its entirety to learn the details of the subject matter in order to respond to a wide variety of needs
- ◊ *read critically* to evaluate, edit or critique – involves reading the whole text with a critical eye in order to exercise judgement

In the workplace, you read text in the form of:

- notes
- memos
- letters
- regulations
- logbooks
- detailed work orders
- technical manuals
- safety manuals
- specifications
- journals
- catalogue descriptions
- labels and circulars
- instructions
- emails
- contracts
- reports
- training materials
- pamphlets/brochures

- **forms** – reading a form can be considered reading text if there is more than one sentence to read (e.g.) a purchase order with a product description, a detailed work order, an evaluation form that cites examples, an accident report, an MSDS, etc.
- **labels** – reading a label can be considered reading text if there is more than one sentence to read (e.g.) directions on hair dye, hazardous goods labels, medicine labels, caution labels, etc.

Document Use

Document use refers to tasks that involve different kinds of **information designs or displays**. The displays can use words, numbers, letters, symbols, graphics and other visual or auditory characteristics (line, colour, light, shape, sound, etc.). Documents are intended to provide information "at a glance." In the workplace, you use documents such as:

- assembly drawings
- lists
- graphs
- scale drawings
- schedules
- tables
- radiographs
- films/movies
- icons
- sketches
- labels
- forms
- colour codes
- diagrams
- pictures
- musical scores
- logbooks
- maps
- flags
- signs
- ultrasound imaging
- light or sound signals
- schematics
- bills of lading

Document use involves reading, interpreting, and writing (these may occur simultaneously such as when you complete a form). Document use can also involve the actual creation or production of documents. Document use includes print and non-print information display (computer screens, television screens, LCD displays, whiteboards, measurement gauges, etc.).

Document Types

Signs, Simple Lists, and Labels – these are formats that may comprise text, numbers, symbols, icons, pictures, drawings, etc. Workers may read or create these document structures.

Forms – these are structured documents that may comprise lists or combinations of lists. Workers complete forms by adding information and/or read completed forms as information sources. Forms may feature checkboxes, numerical information, phrases, sentences and/or paragraphs.

Tables and Schedules – these are compact arrangements of words, numbers or signs (or combinations of them) in rows and columns to display a set of facts or relationships. Tables and schedules are the result of combining two or more simple lists. Grid lines may or may not be shown. Workers read and create tables and schedules as well as enter information into them. Examples of table and schedule types: combined lists, intersecting lists, nested lists. (Most forms are simply combinations of tables and lists.) Some tables are refered to as charts.

Graphical Presentations – these are pictorial displays of numerical data; that is, a simple means of showing a change in one function in relation to a change in another. Graphs are used to illustrate how a value or quantity changes over time, or the distribution of data across a set of categories for the purpose of comparing values. Graphs may consist of a line connecting points plotted on an x and y axis. (Research shows that 40% of Canadians have a less than an 80% chance of correctly answering a question based on a simple line graph.) Bar-type graphs emphasize the difference in value between various pieces or sets of data by using parallel bars. Pie or circle graphs accent the relationship between the parts of a thing and the whole.

Individual pieces of information are less important in graphs than the general trend being depicted by the numbers. A table is an alternative way to present the same information. Workers may plot information on a graph, obtain specific information from a graph, or interpret information presented in the form of a graph. Examples of graph types: line graph, trend chart, scatter diagram, pie chart, bar chart, pictogram,

NOTE: The word "chart" has so many meanings that it is not used as a document type in the essential skills profiling process. For example, a Gantt Chart is a schematic or diagram (depending on how it is used), a pie chart is a graph, a patient chart is a collection of documents, and many product charts are tables of one form or another. Generally speaking, a "chart" is an umbrella term for some kinds of graphs and tables.

Drawings - these are visual representations that convey (more effectively than can be done using words and sentences) information about the appearance, dimensions, spatial arrangement and functioning of things. Workers read, create, and interpret these documents. Examples of drawing types: diagrams, schematics (lines, circles, arrows, and other shapes represent a process or operation), photographs, scale drawings, radiographs, icons, symbols, assembly drawings, sketches, pictures, maps, etc. NOTE: the term 'blueprint' is rarely used due to changes in technology.

Some specific examples of document use in the workplace:

- read signs, labels, lists
- read completed forms or enter information into forms containing checkboxes, numbers, words, addresses, etc.
- read, create, or enter information into tables, schedules, log books, or other table-like documents
- interpret, create, obtain information from or plot information on graphs
- draw, sketch or form common shapes such as circles, triangles, squares, spheres
- interpret technical drawings or maps
- take measurements from technical drawings
- draw to scale
- read or create assembly drawings
- read or create schematic drawings
- make sketches
- obtain information from sketches, pictures, icons
- interpret radiographs, ultrasound imaging, MRI's, etc.
- read words, numbers, letters and symbols on a display screen or measurement gauge

Writing

Writing refers to writing text (e.g., writing a funding proposal) and writing in documents (e.g., completing a form). The words, sentences and paragraphs can be recorded on paper or whiteboards, or typed on a computer.

In the workplace, a worker writes:

- to organize information
- to remember / to remind
- to keep a record / to document
- to inform / to request information
- to give directions
- to persuade or express opinions
- to justify a request
- to present an analysis or comparison
- to present an evaluation or critique
- to entertain (e.g.) marketing materials

In the workplace, you write:

- notes
- memos
- letters
- near miss reports
- work orders
- directions
- emails
- business plans
- technical reports
- training materials
- specifications
- journal articles
- marketing materials
- information circulars
- pamphlets
- meeting minutes
- accident reports
- shift reports
- log book entries
- grievance reports
- performance reviews
- production reports
- case notes
- proposals

Some considerations:

- ◊ purpose and content of the writing
- ◊ audience for the writing (including plain language principles)
- ◊ limitations (personal abilities, environmental, time constraints, system constraints)
- ◊ the style and structure of the writing (including tone)
- ◊ the correctness of the writing (spelling, grammar, punctuation, etc.)
- ◊ length

Numeracy

Numeracy involves:

- the worker's use of numbers
- a critical awareness which builds bridges between mathematics and the real-world with all its diversity
- abilities that include interpreting, applying, and communicating mathematical information in commonly encountered situations to enable full, critical and effective participation in a wide range of life roles

- the worker's being required to think in quantitative terms
- the knowledge and skills required to effectively manage the mathematical demands of diverse situations
- an individual's ability to identify, to understand, to make well-founded judgements about, and to act towards the roles that mathematics plays in dealing with the world, as needed for that worker's current and future life as a constructive, concerned and reflective citizen
- the confidence necessary to make effective use of whatever mathematical skill and understanding is possessed
- the worker's ability to manage a situation or solve a problem in a real context, to respond to information about mathematical ideas that may be represented in a range of ways, to activate a range of enabling behaviours and processes

Numeracy categories:

- money math (financial transactions such as handling cash, preparing bills or making payments)
  - ◊ enter amounts into a cash register
  - ◊ make change
  - ◊ handle foreign currency
  - ◊ calculate price discounts
  - ◊ calculate tax rates
  - ◊ receive payment for delivery of goods
  - ◊ total invoices
  - ◊ calculate cargo fares
  - ◊ complete credit card transactions

- scheduling OR budgeting and accounting math (managing time and money as resources, planning and monitoring their use, assessing best value, reducing waste)
  - ◊ maintain or monitor a budget
  - ◊ make entries into financial records
  - ◊ prepare financial reports
  - ◊ reconcile bank statements
  - ◊ prepare income and expenditure reports
  - ◊ audit financial records
  - ◊ schedule work crews
  - ◊ compare costs
  - ◊ prepare daily production schedules
  - ◊ schedule appointments

- measurement and calculation math (measuring and describing the physical world)
  - ◊ measure out quantities (e.g.) 4 litres of paint
  - ◊ set instruments to particular numerical settings
  - ◊ convert between measurements (inches to centimetres)
  - ◊ take measurements from scale drawings

- ◊ take precise measurements using specialized equipment (e.g.) a tape measure, a scale
- ◊ make indirect measurements using geometry and trigonometry
- ◊ measure curved or irregular surfaces
- ◊ measure an angle
- ◊ calculate amounts required (e.g.) the number of tiles required for a floor
- ◊ calculate areas, perimeters, volumes
- ◊ calculate total load weights
- ◊ calculate a percentage
- ◊ calculate a trajectory
- ◊ calculate ratio, average, rate, proportion
- ◊ use scientific notation, powers, roots
- ◊ use formulae, equations, algebraic problems

- data analysis math (analysis of numerical data)
  - ◊ analysis of statistics
  - ◊ determining what is higher, lower or bigger, smaller
  - ◊ compare a numerical read-out to a range of numbers considered acceptable
  - ◊ compare rates, averages, etc.
  - ◊ calculate average rates of return on investments
  - ◊ compare monthly sales volumes
  - ◊ make projections
  - ◊ calculate impacts of different variables on pay and benefits packages

- numerical estimation (tasks that involve any estimation that results in a number)
  - ◊ estimate amount of material to be used
  - ◊ estimate time a task will take
  - ◊ estimate costs
  - ◊ estimate load weights
  - ◊ estimate numbers of workers required
  - ◊ estimate time available
  - ◊ estimate amounts that can be produced from raw materials
  - ◊ estimate number that will be sold

Some considerations:

- ◊ the need to use specific math foundations (math skills, concepts or knowledge areas):
  - *number concepts*: whole numbers, integers, fractions, decimals, percentages, powers/roots, scientific notation, significant digits. (Workers read, write, count, round-off, add, subtract, multiply and divide numbers.)
  - *number patterns and relations*: formulae, equations, rates, ratios, proportion
  - *shape and special sense*: areas, perimeters and volumes, measurement conversions, geometry and trigonometry (using sine, cosine, tangent, cotangent, secant and cosecant ratios to solve the unknown side of an angle or triangle)
  - *statistics and probability*: calculating averages, analysing data, using mathematical theories of probability

- ◊ how workers make calculations (in their heads, using pen and paper, using calculators, using computers)
- ◊ the need to use specific measurement tools to measure time, weight or mass, distance, liquid volume, temperature, pressure, wattage, volts, angles, density, etc.
- ◊ the measurement system used – Imperial or System International (SI) and the need to perform measurement conversions between systems.
- ◊ the types of measurement units used (e.g., hours, kilograms, kilometres, cubic metres, degrees, litres, metres, kilohertz, calories, etc.) and the need to perform measurement conversions within the same measurement system.

Imperial vs. System International (SI):

Both *Imperial* and *SI* are systems of measuring units. Each system identifies official units of measure which can be used in jurisdictions where each system is designated. Many people mistakenly believe that there is a system of measurement in Canada called the metric system; in fact, SI became Canada's official measurement system in 1970.

Oral Communication

Oral Communication refers to the use of speech by workers to exchange thoughts, ideas and information. It also refers to listening as part of the communication process and to the use of hand signals as a **support** to oral communication. Types of oral communication:

- listening with little or no interaction (listening to voice mail)
- speaking with little / no interaction (making announcements, leaving voice messages)
- interacting with co-workers and colleagues
- interacting with subordinates
- interacting with supervisors
- interacting with clients, customers, the general public
- interacting with outside agents such as suppliers or service people
- participating in group discussions
- presenting information to large or small groups

Workers engage in oral communication:

- to take messages
- to seek or obtain information
- to reassure or comfort
- to persuade
- to instruct
- to entertain
- to receive information or explanations
- to coordinate work with others
- to exchange opinions (to discuss)
- to facilitate or lead a group
- to negotiate
- to provide information or explanations

Oral communication can involve exchanges that occur in person, via the telephone, by radio, and increasingly over the Internet through Voice Over IP.

The demands of oral communication are dependent upon:

- ◊ why one is communicating
- ◊ how one is communicating
- ◊ the range and complexity of the information being conveyed
- ◊ the circumstances in which one is communicating
- ◊ the person with whom one is interacting
- ◊ the seriousness of the consequences if communication fails

Problem Solving

Problem solving refers to the addressing of problems that require solutions – the knowledge and skills required in elaborating projects, identifying relevant information in order to plan and analyze. For the worker, a problem is a situation or occurrence that interferes with the accomplishment of job tasks. Although the problem is always seen from the worker's point of view, it is important to draw the distinction between the worker's own problems and other people's problems. For example, a drug-addicted client is not a problem for an addictions counsellor; it is his or her work. The counsellor's workplace problems centre on missed appointments, poor intra-office communication and clients who do not respond to normal therapy. The auto body mechanic does not consider a smashed car to be a problem—although it may be one for the customer. For the auto body mechanic, a mangled car is an opportunity to exercise technical skills. Of course, the mechanic does have problems: parts do not arrive on time; hidden damage is discovered after the quote has been written; or a specification misprint causes the hydraulic frame alignment jig to ruin a car frame rather than straighten it.

In problem solving examples, the first sentence states the worker's problem as explicitly as possible. Subsequent sentences state what the worker does to solve the problem and any features or complications which impact the process. Aspects of problem solving:

- the complexity of the problem
- identification of the problem
- the steps involved in generating possible solutions
- the process of selecting the most effective solution
- assessment of the solution implemented and identification of possible improvements

Decision Making

Decision making refers to making choices among options. Decision making occurs during problem solving but not all decision making is part of problem solving. Aspects of decision making:

- the consequence of error
- the reversibility of the decision
- the adequacy and availability of information
- whether there is a set procedure to follow

- whether there is a body of similar past decisions to which the worker can refer
- the extent to which judgement is required to make an appropriate decision

Critical Thinking

Critical thinking is the process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgement about value, or to identify strength and weakness. Critical thinking means choosing and exercising the methods most appropriate for determining the true worth, merit or value of something – an idea, a plan, a statement of supposed fact, etc. It assumes a certain degree of scepticism and a natural desire for credible, reliable, significant and relevant information.

Critical thinking answers the questions: Why? How? What happens if? Is it true? Critical thinking always has a goal, an identified purpose; it is the process of making a judgement or conducting an assessment based on careful analysis, tangible evidence, and logical interpretation.

Critical thinking uses appropriate clearly identified evaluative standards to distinguish what is true from what is not, what to accept from what to reject, what will work from what will not. In addition, critical thinking involves identifying and employing criteria to evaluate the critical thinking process itself and to validate the outcomes generated. A discovery of error, new information, a different interpretation – all have the potential to produce a revised conclusion.

In summary:

- critical thinking involves processes such as clarifying, classifying, determining causality, generalizing, analysing, examining, evaluating and comparing
- pressure for a judgement to be positive or negative is always a complicating factor
- examples of tasks involving critical thinking begin with words such as “assesses,” “considers,” “judges,” “analyses,” “interprets,” etc.

Some level of critical thinking is a requirement for all jobs and, by law, required of all adults. Even at entry-level, workers are expected to think through their actions, assess the worksite for safety hazards, and carry out tasks that require normal adult judgement.

Some considerations:

- ◊ the complexity of what is being assessed or considered
- ◊ whether established assessment criteria exist and, if so, the number of criteria that must be considered (or must they be developed by the worker in which case the clarity of criteria or requirement to develop relevant criteria is a factor)
- ◊ the assessment process itself - how routine or unique the assessment process is, how great the need is to process information, the incumbent’s role in the critical thinking process, and the complicating factors that exist
- ◊ the effects of the critical thinking – how severe are the consequences of error? What are the occupational risks?

Job Task Planning and Organizing

Job task planning and organizing refers to how workers plan and organize their tasks and work schedules.

Some considerations:

- ◊ the extent of variety in work activities (how routine is the job?)
- ◊ whether the task sequence is provided to the worker or determined by the worker
- ◊ whether priorities are provided to the worker or they are determined by the worker
- ◊ the extent to which daily work activities are disrupted
- ◊ the extent to which the worker's own plan must be integrated into the plans of others
- ◊ the number of sources for work assignments
- ◊ the extent to which the order of those tasks sequenced by the worker makes a difference to total efficiency
- ◊ the extent to which the worker plans and organizes the work of others
- ◊ the amount of operational planning required of the worker (day-to-day planning to accomplish immediate organizational goals such as policy and program development, budgetary considerations, etc.)
- ◊ the amount of strategic planning required of the worker (long range organizational planning such as developing mission statements, broad organizational objectives, critical success indicators, business plans, etc.)

Use of Memory

This includes any significant or unusual use of memory for workers. In other words, the worker deliberately or consciously commits a piece of information to memory. It does not include normal memory use that is a requirement for every occupation.

Processes:

- ♦ Purposeful memorization of procedures, codes, parts number, etc. (Memorization through repetition.) For example, *Luggage attendants* must remember airport codes to sort luggage quickly and correctly.

- ♦ Remembering information for brief periods (minutes or hours). For example, Labourers are told several things they are to do and must remember this list of tasks until all are completed.

- ♦ Experiencing unique events in which "learning" occurs from one exposure. For example, Nursery workers remember diagnoses of plant disease and damage conditions in order to identify them in the future.

In an Essential Skills Profile, no complexity ratings are assigned to Use of Memory examples.

Finding Information

This involves using a variety of sources including text, people, computerized databases or information systems.

The process of finding information can involve:

- consulting established sources supplied to the worker
- consulting easily identified and located resources not directly supplied to the worker
- conducting a more complex search for information
- bringing together information from several sources
- conducting research because no information is readily available

The process of extracting or processing information can involve:

- using information in the form in which it is obtained
- selecting information according to some pre-determined criteria (limited processing required)
- analyzing information to understand what is being presented
- synthesizing information from a variety of sources and performing complex analysis

Working With Others

This refers to the extent to which employees work together with others to carry out tasks. It includes direct interactions (face-to-face, voice) and indirect or delayed interactions (emails, memos, voice messages).

Some considerations:

- ◊ the number of people with whom the worker must coordinate
- ◊ the degree to which the worker must align his/her work with that of others
- ◊ how dependent the worker is on others
- ◊ whether teamwork approaches are well defined or the worker must determine how best to proceed
- ◊ whether different cultural or language groups are involved
- ◊ how unpredictable or complicated situations are and to what extent group processes must be constantly adapted
- ◊ the degree to which the worker is responsible for influencing or determining the actions of others in achieving organizational objectives

Workers engage in work:

- ◊ requiring little or no coordination of job tasks (the worker is often physically alone but not necessarily – communication is with clients, customers, suppliers)
- ◊ requiring coordination of job tasks (worker may be alone or in close physical proximity to co-workers – communication with other workers is for the purpose of coordination)

- ◊ requiring coordination and integration of job tasks with a colleague or co-worker (partners may or may not be in close physical proximity)
- ◊ requiring coordination and integration of job tasks with a team (team members may or may not be in close physical proximity)

Computer Use

Computer use refers to the kinds of computer applications used in the job. In the workplace, workers use:

- word processing applications
- graphics software
- databases
- spreadsheets
- bookkeeping, billing or accounting software
- statistical analysis software
- computer assisted design software
- email
- the Internet
- desktop publishing software
- computer controlled equipment
- other applications such as GPS receivers, digital maps, sound and video editing software

Some considerations:

- ◊ Does the worker have to understand the software in any kind of detail or is it merely a matter of inputting data into an existing template or following a small number of simple steps to complete a task?
- ◊ Must the worker have some understanding of the software package and its range of options (be able to "move around" in the package and use a number of the features to complete common tasks)?
- ◊ Must the worker have a deeper understanding of one or more software packages in order to complete a wide range of tasks?
- ◊ Must the worker be an expert user – able to integrate functions, set up systems, teach computer use to others?
- ◊ Must the worker be able to assess IT needs, design and write software, design networks and IT systems?

Hardware and system skills:

- ◊ Does the worker require an understanding of software or are tasks restricted to connecting equipment, cleaning equipment, following user instructions for set-up? (Heavy user of technical support.)
- ◊ Is the worker expected to complete trouble-free installation of peripherals and related software, run disk de-fragmentation and other maintenance programs, run automatic upgrade processes? (Calls technical support when things go wrong.)

- ◊ Does the worker assess work-related computing needs, suggest appropriate hardware and software, troubleshoot peripherals, install pug and play components such as hard drives? (Light user of technical support.)
- ◊ Does the worker diagnose and repair problems with computer hardware and related software, troubleshoot networks, assemble workstations for specific applications? (May be the technical support person.)
- ◊ Does the worker assess IT system needs, design IT systems, troubleshoot systems, evaluate system performance? (Assesses the need for technical support.)

Continuous Learning

This refers to the requirements for workers to participate in ongoing skills and knowledge upgrading.

Some considerations:

- ◊ does the worker know how he/she learns best?
- ◊ does the worker know how to access continuous learning resources?
- ◊ does the worker know which learning options to pursue?
- ◊ is the worker responsible for his/her own upgrading or does the workplace participate?
- ◊ what is the frequency of upgrading required and how difficult is it to find information on new processes, theories and technologies?
- ◊ is the worker able to apply new information to the current job situation or is assistance necessary?
- ◊ what previous knowledge or skills (including essential skills) are necessary to pursue continuous learning?

Acknowledgements:

- *Building Workplace Essential Skills – Reading Text, Document Use and Numeracy Skills for the Workplace* (Sue Grecki, Julian Evetts, Paul Anderson via Bow Valley College)
- *Document Literacy – A Guide for Workplace Educators* (Julian Evetts via SkillPlan)
- *The Language of Documents – A Guide to Information Display in the Workplace*, (Lynda Fownes via SkillPlan)
- *Numeracy, The International Life Skills Survey* (Iddo Gal, Dave Tout, Mieke van Groenertijn, Mary Jane Schidt, Myrna Manly)
- *Reader's Guide to Essential Skills Profiles (HRSDC)*
- *Step Into the World of Workplace Learning* (Glenda Lewe and Carol MacLeod via HRSDC)
- *FAQ's and profiler tips from the HRSDC Essential Skills Research and Workplace Literacy project* (Julian Evetts via Learning by Design)

EMPLOYABILITY SKILLS AND THEIR RELATIONSHIP TO ESSENTIAL SKILLS

What are Employability Skills?

The term *Employability Skills* was coined by the Conference Board of Canada in 1992 to describe *those skills which provide the basic foundation, the combination of skills, attitudes and behaviours to get, keep and progress on a job, to work with others on a job, and to achieve the best results* (The Conference Board of Canada, *Employability Skills Profile,* 1992). The Conference Board developed its list of transferable skills from the responses of employers to a Canada-wide survey. The list includes the added skills employers look for before they hire their new employees (who already have the required technical skills).

In ensuing years Canadians have come to realize that these skills are the skills needed for much more than employability. They are, in fact, the generic set of skills that are needed throughout all career and life development activities. They are not limited in their applicability and may be used in all environments. The term *generic* also refers to the transferable nature of these skills. (Michael R. Bloom and Kurtis G. Kitagawa, *Understanding Employability Skills*, The Conference Board of Canada, 1999, p.16).

In today's world there is an increasing need for people to be able to transfer their skills to new and constantly changing contexts. Therefore, part of the life/work development process must be the acquisition of skills that can be applied to a variety of situations. These *employability skills* are combined in various ways and have several other names, such as: transferable skills, core competencies, core skills, non-technical skills, essential skills, generic skills, soft skills, basic skills, and critical workplace competencies. Some people have recently coined the term *E* Skills to describe the broad range of Employability Skills, Essential Skills, Entrepreneurial Skills and Emotional Intelligence.

A key to understanding these generic skills and eliminating the confusion about various labels or titles is by looking at what people do when they are actually using these skills. Once it is understood what the skills look like when they are being demonstrated, the actual labels assigned become less important.

How are Essential Skills and Employability Skills Related?

Human Resources and Skills Development Canada (HRSDC) and the Conference Board of Canada have combined their efforts to show the connection between HRSDC's Essential Skills and the Conference Board's Employability Skills. (See attached diagram.)

The Employability Skills–Essential Skills Connection:

- Employability Skills and Essential Skills are, in many ways, the same skills – essential skills are described from the point of view of competent workers, and the employability skills, from the point of view of employers.
- The Essential Skills Research Project (now completed) and the Essential Skills and Workplace Literacy Initiative (launched in April 2003) examine these skills using a detailed and systematic approach, and provide information on the different ways these skills are used in the workplace. The ESRP also provided a way to talk about differences in how skills are used and differences in the skills people have demonstrated.

- These skills are used beyond the workplace in a broad range of daily activities.
- The Employability Skills Profile also includes attitudes and behaviours that employers are looking for.

Essential Skills and Employability Skills are enabling skills that:

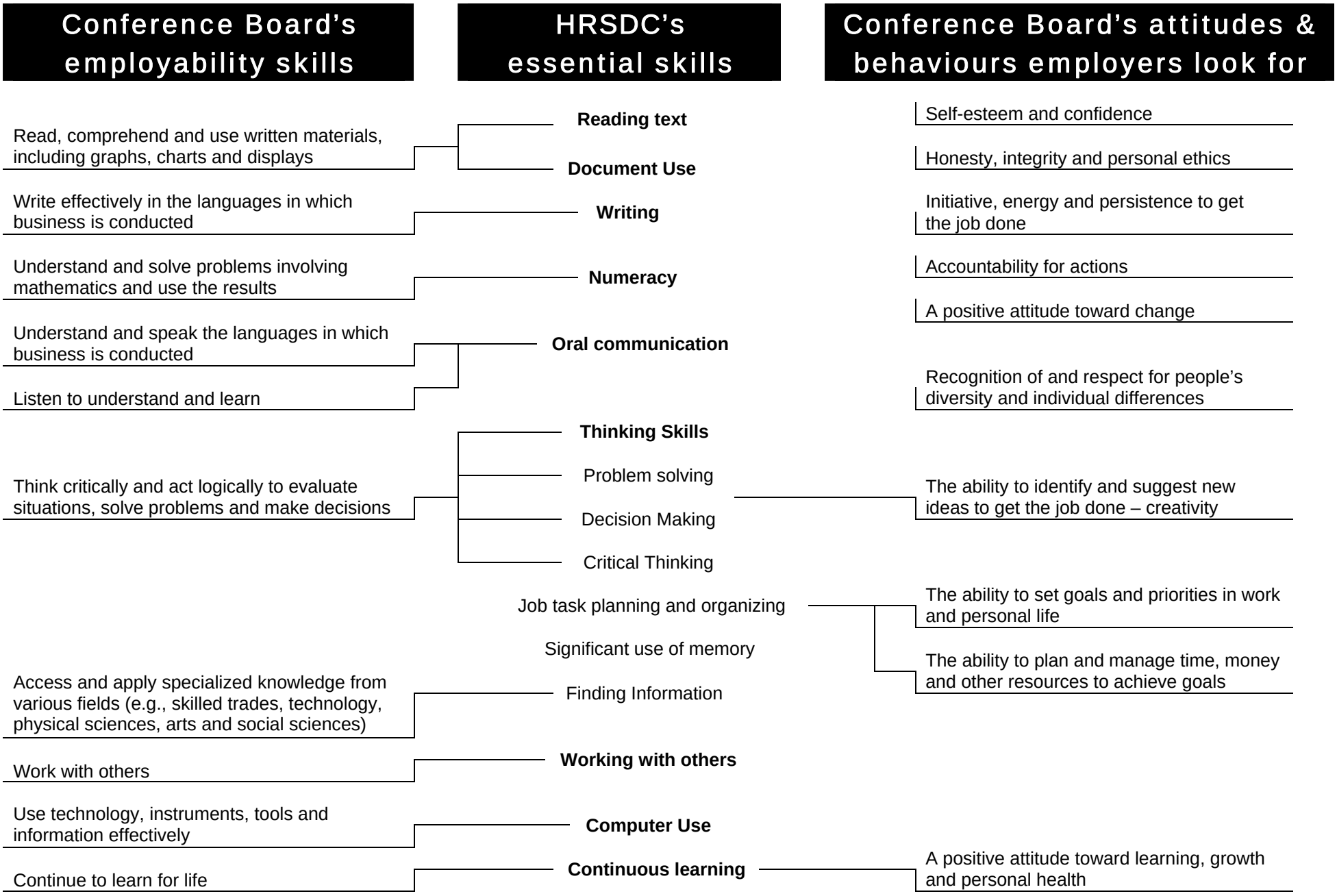
- help people perform the tasks required by their occupation and other activities of daily life
- provide people with a foundation to learn other skills
- enhance people's ability to adapt to workplace change

Having and using these important skills, attitudes and behaviours helps individuals make smoother transitions and better connections—whether from school to work or further study, from employment back to education, or from job to job—and manage the many changes they experience in their lives.

Having information about Essential and Employability Skills helps:

- people see what employers are looking for, explore careers and get information about what people do in specific jobs;
- instructors see the connection between skills development and what teachers are already doing and incorporate actual workplace materials into their classroom activities;
- Guidance and career counsellors advise students, workers and others making labour market transitions about career options and educational routes;
- course and curriculum developers create relevant educational programs and activities;
- employers select and develop training for their employees;
- trainers develop customized training programs;
- parents, mentors and advisors assist young people to better plan for their futures.

Useful sites:
www.conferenceboard.ca/education
www.blueprint4life.ca


Conference Board's employability skills
HRSDC's essential skills
Conference Board's attitudes & behaviours employers look for
Read, comprehend and use written materials, including graphs, charts and displays
Reading text
Document Use
Write effectively in the languages in which business is conducted
Writing
Understand and solve problems involving mathematics and use the results
Numeracy
Understand and speak the languages in which business is conducted
Listen to understand and learn
Oral communication
Think critically and act logically to evaluate situations, solve problems and make decisions
Thinking Skills
Problem solving
Decision Making
Critical Thinking
Job task planning and organizing
Significant use of memory
Finding Information
Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)
Work with others
Working with others
Use technology, instruments, tools and information effectively
Computer Use
Continue to learn for life
Continuous learning
Self-esteem and confidence
Honesty, integrity and personal ethics
Initiative, energy and persistence to get the job done
Accountability for actions
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
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
A positive attitude toward learning, growth and personal health

The International Adult Literacy Survey (IALS)

Information courtesy of the following HRDC (now HRSDC) publications:

Reading the Future: a Portrait of Literacy in Canada (Backgrounder and Highlights)
Literacy Skills for the Knowledge Society (Backgrounder and Highlights)
Literacy in the Information Age: Final Report of the International Adult Literacy Survey (Highlights)

*(**www.nald.ca/nls/ials/introduc.htm**)*

Some of the findings

- In Canada, 42 per cent of all adults aged 16 to 65 are at levels 1 or 2 on the prose literacy scale, while 43 per cent are at levels 1 or 2 on the document and quantitative scales. These individuals have literacy skills below what is considered a suitable minimum for coping with demands of everyday life and work in a complex, advanced society. But even in Sweden, where average literacy scores are high, 28 per cent of all adults aged 16 to 65 are at levels 1 or 2 on the prose scale.

- 23 per cent of Canadian adults are at level 4/5 on the prose literacy scale. Sweden is the only IALS country with a larger proportion of adults at this level, at 32 per cent.

- Of the countries included in the IALS, Sweden has the highest average scores on all three scales (from 301 to 306 points) while Chile has the lowest average scores (from 209 to 221 points).

- On the prose literacy scale, Canada ranks 5th (at 279 points) behind Sweden, Finland, Norway and the Netherlands. The United States and the United Kingdom rank 10th and 13th respectively.

- On the document literacy scale, Canada ranks 8th (at 279 points) behind the Nordic countries, Denmark, Germany and the Czech Republic. Australia ranks 11th on that scale while the United States and United Kingdom are further down the list ranking 15th and 16th respectively.

- On the quantitative literacy scale, Canada ranks 9th (at 281 points), again below the countries of Northern European and the Czech Republic. Australia and the United States rank 12th and 13th respectively, while the United Kingdom ranks 17th.

- Overall, Canada ranks amongst the top countries on the prose scale but is in the middle of the pack on the quantitative (numeracy) scale.

- In Canada, the range of scores between the 5th and 95th percentile is consistently large. On the prose scale, the difference in literacy scores between these percentiles is 219 points - the third largest difference of all countries included in the IALS study. This means that the discrepancy between people with low and high literacy skills is far larger in Canada than it is in many European countries, such as Denmark, Norway, Germany, Finland and Sweden. The same pattern is found on the document and quantitative literacy scales.

Sample IALS Questions

Prose Level 1 Score range: 0 to 225

Most of the tasks at this level require the reader to locate one piece of information in the text that is identical or synonymous to the information given in the directive. If a plausible incorrect answer is present in the text, it tends not to be near the correct information.

Tasks at this level require the reader to locate and match a single piece of information in the text. Typically the match between the task and the text is literal, although sometimes a low-level inference may be necessary. The text is usually brief or has organisational aids such as paragraph headings or italics that suggest where in the text the reader should search for the specified information. Generally, the target word or phrase appears only once in the text.

The easiest task in Level 1 (difficulty value of 188) directs respondents to look at a medicine label to determine the "maximum number of days you should take this medicine." The label contains only one reference to number of days and this information is located under the heading "DOSAGE." The reader must go to this part of the label and locate the phrase "not longer than 7 days."

In Canada, 22% of adults are performing at Level 1.

MEDCO ASPIRIN ***500***

INDICATIONS: Headaches, muscle pains, rheumatic pains, toothaches, earaches. RELIEVES COMMON COLD SYMPTOMS

DOSAGE: ORAL. 1 or 2 tablets every 6 hours, preferably accompanied by food, for not longer than 7 days. Store in a cool, dry place.

CAUTION: Do not use for gastritis or peptic ulcer. Do not use if taking anticoagulant drugs. Do not use for serious liver illness or bronchial asthma. If taken in large doses and for an extended period, may cause harm to kidneys. Before using this medication for chicken pox or influenza in children, consult with a doctor about Reyes Syndrome, a rare but serious illness. During lactation and pregnancy, consult with a doctor before using this product, especially in the last trimester of pregnancy. If symptoms persist, or in case of an accidental overdose, consult a doctor. Keep out of reach of children.

INGREDIENTS: Each tablet contains
500 mg acetylsalicicylic acid.
Excipient c.b.p. 1 tablet.
Reg. No. 88246

Made in Canada by STERLING PRODUCTS, INC.
1600 Industrial Blvd., Montreal, Quebec H9J 3P1

Prose Level 2 Score range 226 to 275

Tasks at this level tend to require the reader to locate one or more pieces of information in the text, but several distractors may be present, or low-level inferences may be required. Tasks at this level also begin to ask readers to integrate two or more pieces of information, or to compare and contrast information.

Like the tasks at Level 1, most of the tasks at Level 2 ask the reader to locate information. However, more varied demands are placed on the reader in terms of the number of responses the question requires, or in terms of distracting information that may be present.

A mid-range task based on an article about the impatiens plant asks the reader to identify "what the smooth leaf and stem suggest about the plant." The second paragraph of the article is labelled "Appearance" and contains a sentence that states, "…stems are branched and very juicy, which means, because of the tropical origin, that the plant is sensitive to cold."

In Canada, 25.6% of adults are performing at Level 2.

IMPATIENS

Like many other cultured plants, impatiens plants have a long history behind them. One of the older varieties was sure to be found on grandmother's windowsill. Nowadays, the hybrids are used in many ways in the house and garden.

Origin: the ancestors of the impatiens, *Impatiens sultani* and *Impatiens holstii*, are probably still to be found in the mountain forests of tropical East Africa and on the islands off the coast, mainly Zanzibar. The cultivated European plant received the name *Impatiens walleriana.*

Appearance: It is a herbaceous bushy plant with a height of 30 to 40 cm. The thick, fleshy stems are branched and very juicy, which means, because of the topical origin, that the plant is sensitive to cold. The light green or white speckled leaves are pointed, elliptical, and slightly indented on the edges. The smooth leaf surfaces and the stems indicate a great need of water.

Bloom: The flowers, which come in all shades of red, appear plentifully all year long, except for the darkest months. They grow from "suckers" (in the stem's "armpit".)

Assortment: Some are compact and low-growing types, about 20 to 25 cm. high, suitable for growing in pots. A variety of hybrids can be grown in pots, window boxes, or flower beds, Older varieties with taller stems add dramatic colour to flower beds.

General care: In summer, a place in the shade without direct sunlight is best; in fall and spring, half-shade is best. When placed in a bright spot during winter, the plant requires temperatures of at least 20°C; in a darker spot, a temperature of 15°C will do. When the plant is exposed to temperatures of 12 - 14°it loses its leaves and won't bloom anymore. In wet ground, the stems will rot.

Watering: The warmer and lighter the plant's location, the more water it needs. Always use water without a lot of minerals. It is not known for sure whether or not the plant needs humid air. In any case, do not spray water directly onto the leaves, which causes stains.

Feeding: Feed weekly during the growing period from March to September.

Repotting: If necessary, repot in the spring or in the summer in light soil with humus (prepacked potting soil.) It is better to throw the old plants away and start cultivating new ones.

Propagating: Slip or use seeds. Seeds will germinate in ten days.

Diseases: In summer, too much sun makes the plant woody. If the air is too dry, small white flies or aphids may appear

Document Level 3 Score range 276 to 325

Tasks at this level appear to be most varied. Some require the reader to make literal or synonymous matches, but usually the matches require the reader to take conditional information into account or to match on multiple features of information. Some tasks at this level require the reader to integrate information from one or more displays of information. Other tasks ask the reader to cycle through a document to provide multiple responses.

A task, falling at high end of Level 3 (321), involves the use of a quick copy printing requisition form that might be found in the workplace. The task asks the reader to explain whether or not the quick copy centre would make 300 copies of a statement that is 105 pages long. In responding to this directive, the reader must determine whether conditions stated in the question meet those provided in the guidelines to this document.

In Canada, 30% of adults are performing at Level 3.

QUICK COPY Printing Requisition FILL IN ALL INFORMATION REQUESTED

GUIDELINES: This requisition may be used to Order materials to be printed BLACK INK only, And in the quantities that are listed at the right.

■ SINGLE SHEET PRINTED 1 OR 2 SIDES – 2000 COPIES MAXIMUM

■ MORE THAN ONE SHEET UP TO 100 PAGES – 400 COPIES MAXIMUM
OVER 100 PAGES – 200 MAXIMUM

1. PROJECT TO BE CHARGED

2. TODAY'S DATE

3. TITLE OR DESCRIPTION

4. DATE DELIVERY REQUIRED

5. **DO NOT MARK IN SHADED BOXES**

NUMBER OF ORIGINALS x NUMBER OF COPIES TO BE PRINTED = TOTAL NUMBER OF IMPRESSIONS

6. NUMBER OF SIDE TO BE PRINTED (Check one box.) 1 ☐ One side 2 ☐ BOTH sides

7. COLOR OF PAPER (Fill in only if NOT white.)_____

8. SIZE OF PAPER (Fill in only if NOT 8 ½ x 11) _____

9. Check any that apply:
☐ COLLATE
BINDING ☐ One staple at upper left
☐ Two staples in left margin
☐ BIND-FAST: ☐ Black ☐ Brown
☐ 3-hole punch

☐ Other instructions _____

AUTHORIZATION AND DELIVERY

10. Project Director (print name) _____

11. Requisitioner (print your own name and phone no.) extension

12. Check one:
☐ Requisitioner will PICK UP completed job.
☐ Mail completed
MAIL STOP
ROOM NO.
job to: _____
Print name, room number, and mail stop

13. **KEEP PINK COPY at least 3 months**. When requesting information, you must refer to the requisition number printed here?

140468
QUICK COPY REGISTRATION NUMBER

D1320-03116•000000•000000

Quantitative Level 4 Score range 326 to 375

With one exception, the tasks at this level require the reader to perform a single arithmetic operation where typically either the quantities or the operation are not as easily determined. That is, for most of the tasks at this level, the question or directive does not provide a semantic relation term such as 'how many' or "calculate the difference" to help the reader.

Tasks around 350 on the quantitative scale tend to require the application of a single operation where either the quantities or the operation are not easily determined. One such task involves a compound interest table. It directs the reader to "calculate the total amount of money you will have if you invest $100 at a rate of 6% for ten years." This task received a difficulty value of 348, in part because many people treated this as a document rather than a quantitative task and simply looked up the amount of interest that would be earned. They likely forgot to add the interest to their $100 investment.

In Canada, 16% of adults are performing at Level 4.

Compound Interest
Compounded Annually

Principal	Period	4%	5%	6%	7%	8%	9%	10%	12%	14%	16%
$100	1 day	0.011	0.014	0.016	0.019	0.022	0.025	0.027	0.033	0.038	0.044
	1 week	0.077	0.096	0.115	0.134	0.153	0.173	0.192	0.230	0.268	0.307
	6 mos	2.00	2.50	3.00	3.50	4.00	4.50	5.00	6.00	7.00	8.00
	1 year	4.00	5.00	6.00	7.00	8.00	9.00	10.00	12.00	14.00	16.00
	2 years	8.16	10.25	12.36	14.49	16.64	18.81	21.00	25.44	29.96	34.56
	3 years	12.49	15.76	19.10	22.50	25.97	29.50	33.10	40.49	48.15	56.09
	4 years	16.99	21.55	26.25	31.08	36.05	41.16	46.41	57.35	68.90	81.06
	5 years	21.67	27.63	33.82	40.26	46.93	53.86	61.05	76.23	92.54	110.03
	6 years	26.53	34.01	41.85	50.07	58.69	67.71	77.16	97.38	119.50	143.64
	7 years	31.59	40.71	50.36	60.58	71.38	82.80	94.87	121.07	150.23	182.62
	8 years	36.86	47.75	59.38	71.82	85.09	99.26	114.36	147.60	185.26	227.84
	9 years	42.33	55.13	68.95	83.85	99.90	117.19	135.79	177.31	225.19	280.30
	10 years	48.02	62.89	79.08	96.72	115.89	136.74	159.37	210.58	270.72	341.14
	12 years	60.10	79.59	101.22	125.22	151.82	181.27	213.84	289.60	381.79	493.60
	15 years	80.09	107.89	139.66	175.90	217.22	264.25	317.72	447.36	613.79	826.55
	20 years	119.11	165.33	220.71	286.97	366.10	460.44	572.75	864.63	1,274.35	1,846.08

Quantitative Level 5 Score range: 376 to 500

These tasks require readers to perform multiple operations sequentially, and they must disembed the features of the problem from the material provided or rely on background knowledge to determine the quantities or operations needed.

One of the most difficult tasks on the quantitative scale (381) requires readers to look at a table providing nutritional analysis of food and then, using the information given, determine the percentage of calories in a Big Mac® that comes from total fat. To answer this question, readers must first recognize that the information about total fat provided is given in grams. In the questions, they are told that a gram of fat has 9 calories. Therefore, they must convert the number of fat grams to calories. Then they need to calculate this number of calories as a percentage of the total calories given for a Big Mac®. Only one other item on this scale received a higher score.

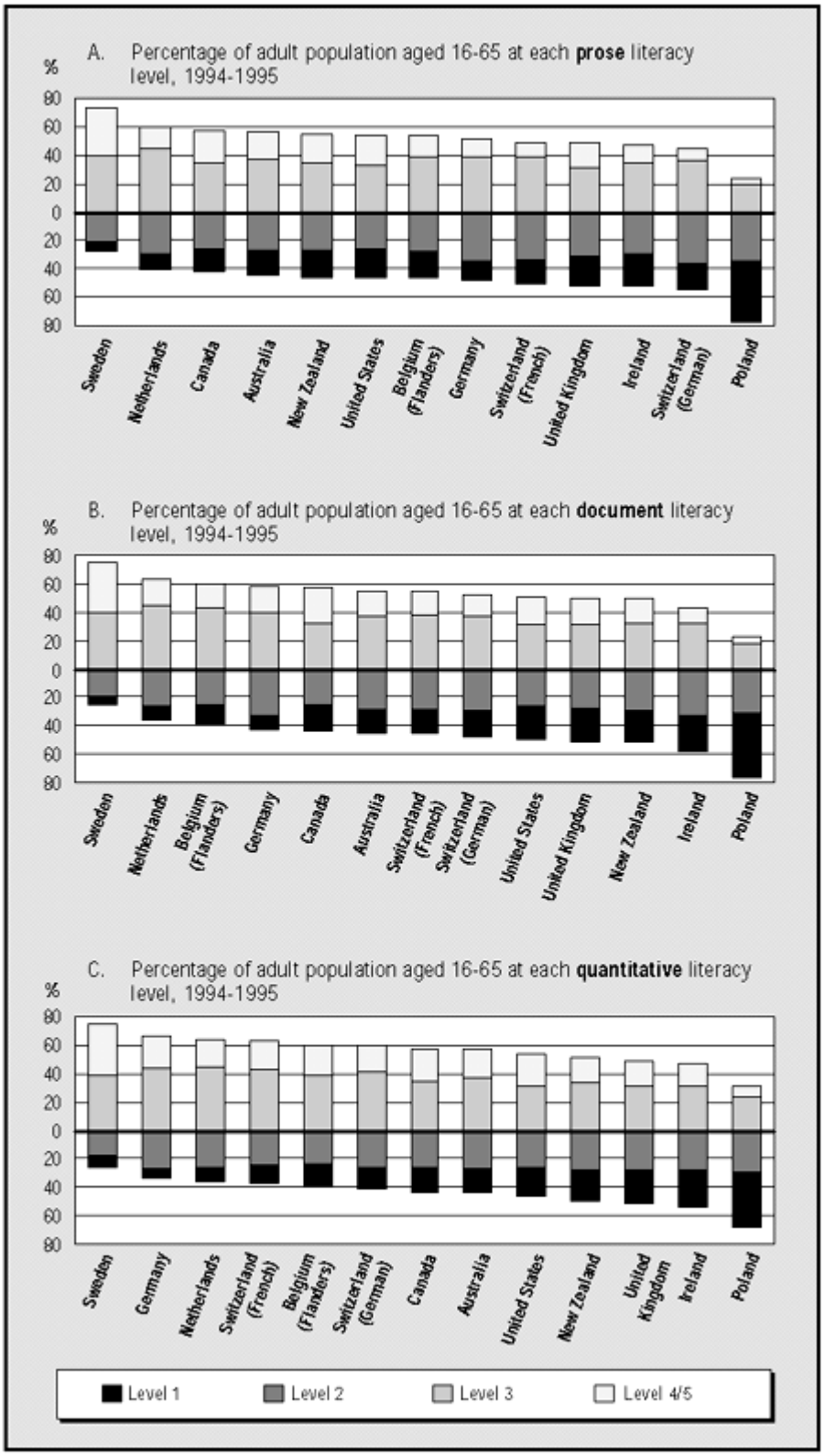
In Canada, 4% of adults are at this level.

Nutritional Analysis

	Serving size	Calories	Protein (g)	Carbohydrates (g)	Total Fat (g)	Saturated Fat (g)	Monounsaturated Fat (g)	Polyunsaturated Fat (g)	Cholesterol (mg)	Sodium (mg)
Sandwiches										
Hamburger	102 g	255	12	30	9	5	1	3	37	490
Cheeseburger	116 g	305	15	30	13	7	1	5	50	725
Quarter Pounder®	166 g	410	23	34	20	11	1	8	85	645
Quarter Pounder® w/cheese	194 g	510	28	34	28	16	1	11	115	1110
McLean Deluxe™	206 g	320	22	35	10	5	1	4	60	670
McLean Deluxe™ w/cheese	219 g	370	24	35	14	8	1	5	75	890
Big Mac®	215 g	500	25	42	26	16	1	9	100	890
Filet-O-Fish®	141 g	370	14	38	18	8	6	4	50	730
McChicken®	187 g	415	19	39	19	9	7	4	50	830
French Fries										
Small French Fries	68 g	220	3	26	12	8	1	2.5	0	110
Medium French Fries	97 g	320	4	36	17	12	1.5	3.5	0	150
Large French Fries	122 g	400	6	46	22	15	2	5	0	200
Salads										
Chef Salad	265 g	170	17	8	9	4	1	4	111	400
Garden Salad	189 g	50	4	6	2	1	0.4	0.6	65	70
Chunky Chicken Salad	255 g	150	25	7	4	2	1	1	78	230
Side Salad	106 g	30	2	4	1	0.5	0.2	0.3	33	35
Croutons	11 g	50	1	7	2	1.3	0.1	0.5	0	140
Bacon Bits	3 g	15	1	0	1	0.3	0.2	0.5	1	95
Soft Drinks										

	Coca – Cola Classic®				**Diet Coke®**				**Sprite®**			
	Small	Medium	Large	Jumbo	Small	Medium	Large	Jumbo	Small	Medium	Large	Jumbo
Calories	140	190	260	380	1	1	2	3	140	190	260	380
Carbohydrates (g)	38	50	70	101	0.3	0.4	0.5	0.6	36	48	66	96
Sodium (mg)	15	20	25	40	30	40	60	80	15	20	25	40

Percentage of adult population at each literacy level (prose, document and quantitative literacy categories)



Countries are ranked by the proportion in levels 3 and 4/5.

Source: International Adult Literacy Survey, 1994-1995.

WRITING PERSONAL LEARNING OBJECTIVES

Warm-up: What worries you most about going to work? List your 5-6 biggest fears or concerns.

What are personal learning objectives

- the specific things you want to be able to do after you finish this course or program (I will be able to…)
- hoped for results (one result per objective)
- results that can be seen and measured
- results that use action words (Do NOT use words such as "learn, know, understand, comprehend, think, feel, appreciate," etc. – these behaviours cannot be seen or measured.)
- results that can be assessed (can you actually do the skill or write the information you have learned or explain a process or solve a problem)

How do you write personal learning objectives?

- Describe what you want to learn or what you hope you will be able to do after completing this course or program. Remember, each result must be something you and others can see and measure.
- Start with "When I finish this course or program, I will be able to..."
- Use an action word and ask yourself – can this action be measured or assessed?
- Do not use descriptions like "effectively, properly, correctly, good, excellent, well, etc." We assume that you will be taught to do things properly or to do them well. For example, "I will be able to organize my work tasks ~~effectively~~."

An example of a personal learning objective:

When I finish this course or program, I will be able to:

1. *read and fill out many kinds of workplace forms.*

What should I be able to do:	read and fill out many kinds of workplace forms
Action words:	*read*, *fill out* (my instructor and I can assess these actions)

Activity:

With your class and the instructor, look through the objectives for the course or program.

- Will all of the worries and fears you wrote at the top of the page be addressed by the objectives?
- Are any objectives missing?
- Should any objectives be changed?
- Are there any objectives about how to survive at the workplace or are all the objectives about technical skills?

What are performance criteria?

Once you have an objective, you must decide how you will know if you have learned what you are supposed to learn from completing the course or program. How well do you have to be able to perform the new skill before you can say that you have really learned something? To figure this out, you must answer the question, "What's good enough?" The answer to this question is called the performance criteria. Performance criteria depend on the kind of skills, knowledge or attitudes you are learning. Performance criteria involve concepts such as:

- How many times must you do something correctly?
- How fast must you must perform a task?
- What quality must the product you produce be?
- How accurate must you be?
- How many mistakes are you allowed to make?

For example:

Objective: When I finish this course or program, I will be able to *read and fill out many kinds of workplace forms.*

Performance criteria: I must fill out 6 different kinds of forms used in the job I want to have and I can't make any mistakes. I must be able to fill out forms from more than one company.

Application:

Write 5-6 objectives for the course or program that will help you to get over the fears and worries you wrote at the top of page 1. Write these objectives in the first column. These objectives must deal with what you hope to learn about <u>getting and keeping a job</u>, and <u>surviving in the workplace</u>. Leave the second column blank.

When I finish this course or program, I will be able to:	**How will I know if I have learned this?**
Objective 1:	
Objective 2:	
Objective 3:	

Objective 4:	
Objective 5:	
Objective 6:	

Check each objective you have written using these guidelines:

Each of my objectives:

- ☐ uses action verbs that refer to actions that can be seen and measured.
- ☐ uses simple language.
- ☐ describes what I want to learn in this course or program.
- ☐ describes something I will learn or be able to do after participating in the activity.
- ☐ includes a single result (only one result per objective).
- ☐ can be assessed.
- ☐ is realistic and doable.
- ☐ can be understood by anyone reading it even those not in my course or program.

Application:

Complete column 2. How will you know if you have accomplished each objective?

Reflection:

Now that you understand how to write objectives and performance criteria, you will better understand how objectives and performance criteria are used in your training programs. Objectives and performance criteria are also used by employers to do performance reviews.

Try writing objectives and performance criteria for other areas of your life such as budgeting, family goals, life plans, etc. Remember: developing objectives allows you to create action plans. Objectives and performance criteria also allow you to assess your progress and make changes to your plans if necessary.

LABEL READING

HOW TO DELIVER A LESSON ON LABEL READING (ESPECIALLY SAFETY AND FIRST AID MESSAGES)

Background and Context

What is the workplace task?	Reading labels
What is a label?	Show trainees a number of products with labels and generate a group definition.
What kinds of products have labels?	Brainstorm a list with trainees (e.g.) medicines, hair products, processed food, thinners, glue, cosmetics, cleaners, paints, cement, machinery, shipping boxes, furniture that needs to be put together, toys, CDs, tools, etc.
What information can be found on a label?	Ask trainees to brainstorm a list based on label samples (e.g.) safety precautions, first aid treatment, warnings, directions for use, product name, dosage or amounts to use, ingredients or parts, nutrition information, use restrictions, proper storage instructions, expiry date, manufacturer, etc.
What are some ways to emphasize information on a label?	Brainstorm a list with trainees based on label samples (e.g.) bright colour, hazard symbols, block letters, bolding, extra white space, larger font size, exclamation mark, placement on label, etc.
Why is it important that we know how to read key messages on labels?	Brainstorm a list with trainees (e.g.) to work safely with the product, to use the product correctly and avoid damaging or wasting materials, to apply first aid correctly if there is an accident, to store the product correctly to avoid wastage or accidents, etc.

Specific Example (Practice Exercise: Acetone Label)

What design features of the label "jump out at you" at first glance? (Previewing before reading in more detail.)	Some possible answers: ▪ some words are bold and all letters are in capitals ▪ there is a picture of a fire ▪ ACETONE with a chemical name and some numbers ▪ the letters HCL are at bottom in a box ▪ three sentences begin with IF ▪ information in the top half of the label is about how to use the product safely ▪ information in the bottom half is first aid procedures
What vocabulary words and symbols need to be addressed in order to read this label?	Some possible answers: flammable (and symbol), irritation, mucous membranes, ventilation, flush, inhaled, artificial resuscitation, dilute, unconscious, convulsive
What does the Acetone label tell readers when read in detail?	There will usually be 4 sections or categories of information: ▪ hazard symbol: flammable ▪ precautions: keep away from heat, sparks and flame; keep away from eyes, skin and clothing; keep container closed; use adequate ventilation; wash thoroughly after handling ▪ what medical conditions can result if you don't follow the precautions: causes irritation of eyes, skin and mucous membranes (acute); may cause dermatitis (chronic) ▪ first aid treatment: see below
What pattern does the first aid section follow?	Complete the first aid label table.

First Aid Label Table

If the Product <u>Acetone</u>:	Action (verb)	Part (noun)	Manner (how)	Time (when) *
contacts the eyes	Flush Get	eyes medical attention	with lots of water for at least 15 minutes	immediately immediately
contacts the skin	Wash	skin	with soap and lots of water	immediately
contacts clothing	Wash	clothing		before using again
is inhaled and the person is breathing	Remove	person	to fresh air	immediately
is inhaled and the person is not breathing	Give	person	artificial respiration	Immediately
is swallowed and the person is conscious and not convulsing	Give Consult	person doctor or poison centre	water to dilute	immediately immediately
is swallowed and the person is not conscious	Don't give Consult	person doctor or poison centre	anything	 immediately

** May not be stated – if this is the case, assume the answer is "immediately."*

Transferability Practice Exercise (Grease Remover Label)

What design features of the label "jump out at you" at first glance? (Previewing before reading in more detail.)	Some possible answers: ▪ some fonts are larger and in bold ▪ there is are 2 hazard symbols ▪ there is an underline and a box ▪ there are block letters ▪ there are 2 sections – Precautions and First Aid
What vocabulary words and symbols need to be addressed in order to read this label?	Some possible answers: corrosive (and symbol), irritant (and symbol), nitrile, neoprene, contaminated, inhalation, ingestion, Material Safety Data Sheet
What does the Acetone label tell readers when read in detail?	▪ hazard symbol: corrosive, other toxic effects ▪ precautions: avoid contact with skin and eyes ▪ what medical conditions can result if you don't follow the precautions: causes irritation of eyes, skin and mucous membranes (acute); may cause dermatitis (chronic) ▪ first aid treatment: see below

First Aid Label Table

If the product **Grease Remover**:	Action (verb)	Part (noun)	Manner (how)	Time (when) *
contacts skin	Wash	skin	with soap and water	immediately
and if irritation continues	Seek	medical attention		
contacts eyes (3 steps)	Flush	eyes	with lots of water for at least 15 minutes	immediately
	Lift	upper and lower eyelids	while flushing	occasionally
	Get	medical attention		immediately
is inhaled	Move	exposed person	to fresh air	immediately
and if irritation continues	Seek	medical attention		
is swallowed and the person is not conscious	Do not induce	vomiting		
	Do not give	the person	any liquids	
is swallowed and the person is conscious	Do not induce	vomiting		
	Give	the person	lots of water to drink	immediately

** May not be stated – if this is the case, assume the answer is "immediately."*

Extension Activity: Create Your Own Label (WD-40) Exercise

Create a label	Ask participants to create a label using the cut up label information pieces (each participate gets an envelope of pieces). Participants glue the information onto a landscape oriented piece of white paper using a glue stick. Ask participants to outline in red any words they think should be printed in red.
What vocabulary words and symbols need to be addressed in order to read this label?	Ask participants to volunteer vocabulary words and symbols and their meanings (record on flipchart paper). Possible answers: flammable, petroleum distillates, inhalation, battery terminals, radiators, ventilation, vapour
What does the WD-40 label tell readers when read in detail?	▪ hazard symbol: flammable, poisonous, explosive ▪ precautions: do not use near open flame or spark, electrical current or batteries. Disconnect electrical tools and appliances before spraying. Do not place in hot water or near radiators, stoves, or heat sources. Do not puncture, crush or burn can (even when empty). Do not store at temperatures near 50 degrees C. Use under well ventilated conditions. Do not inhale vapour or spray. ▪ first aid treatment: see below

First Aid Label Table

If the Product <u>WD-40</u>:	**Action (verb)**	**Part (noun)**	**Manner (how)**	**Time (when) ***
is swallowed	Call	physician or poison control centre		immediately
contacts the eyes	Flush	eyes	with lots of water for at least 15 minutes	immediately
contacts the skin	Wash	skin	with soap and water	immediately
is inhaled	Remove	person	to fresh air	immediately

** May not be stated – if this is the case, assume the answer is "immediately."*

DANGER	DANGER	DANGER	DANGER	DANGER
DANGER	DANGER	DANGER	DANGER	DANGER
DANGER	DANGER	DANGER	DANGER	DANGER
DANGER	DANGER	DANGER	DANGER	DANGER
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DANGER	DANGER	DANGER	DANGER	DANGER
DANGER	DANGER	DANGER	DANGER	DANGER

DIRECT INHALATION OF SPRAY MAY BE HARMFUL.

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EXTREMELY FLAMMABLE. CONTAINER MAY EXPLODE IF HEATED.

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EXTREMELY FLAMMABLE. CONTAINER MAY EXPLODE IF HEATED.

Precautions: Extremely flammable. Do not use in presence of open flame or spark. Keep can away from electrical current or battery terminals. Disconnect electrical tools and appliances before spraying. **Contents under pressure.** Do not place in hot water or near radiators, stoves or other sources of heat. Do not puncture or incinerate (burn) container or store at temperatures near 50° C. Do not puncture, crush or incinerate can, even when empty. **Ventilation:** Use under well ventilated conditions. Deliberate or direct inhalation of vapour or spray mist may be harmful or fatal.

Precautions: Extremely flammable. Do not use in presence of open flame or spark. Keep can away from electrical current or battery terminals. Disconnect electrical tools and appliances before spraying. **Contents under pressure.** Do not place in hot water or near radiators, stoves or other sources of heat. Do not puncture or incinerate (burn) container or store at temperatures near 50° C. Do not puncture, crush or incinerate can, even when empty. **Ventilation:** Use under well ventilated conditions. Deliberate or direct inhalation of vapour or spray mist may be harmful or fatal.

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First Aid Treatment:	**First Aid Treatment:**	**First Aid Treatment:**
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First Aid Treatment:	**First Aid Treatment:**	**First Aid Treatment:**
First Aid Treatment:	**First Aid Treatment:**	**First Aid Treatment:**

Contains petroleum distillates. If swallowed, call physician or poison control centre immediately.
Eye Contact: Immediately flush eyes with large amounts of water for 15 minutes.
Skin contact: Wash with soap and water.
Inhalation: Remove to fresh air.

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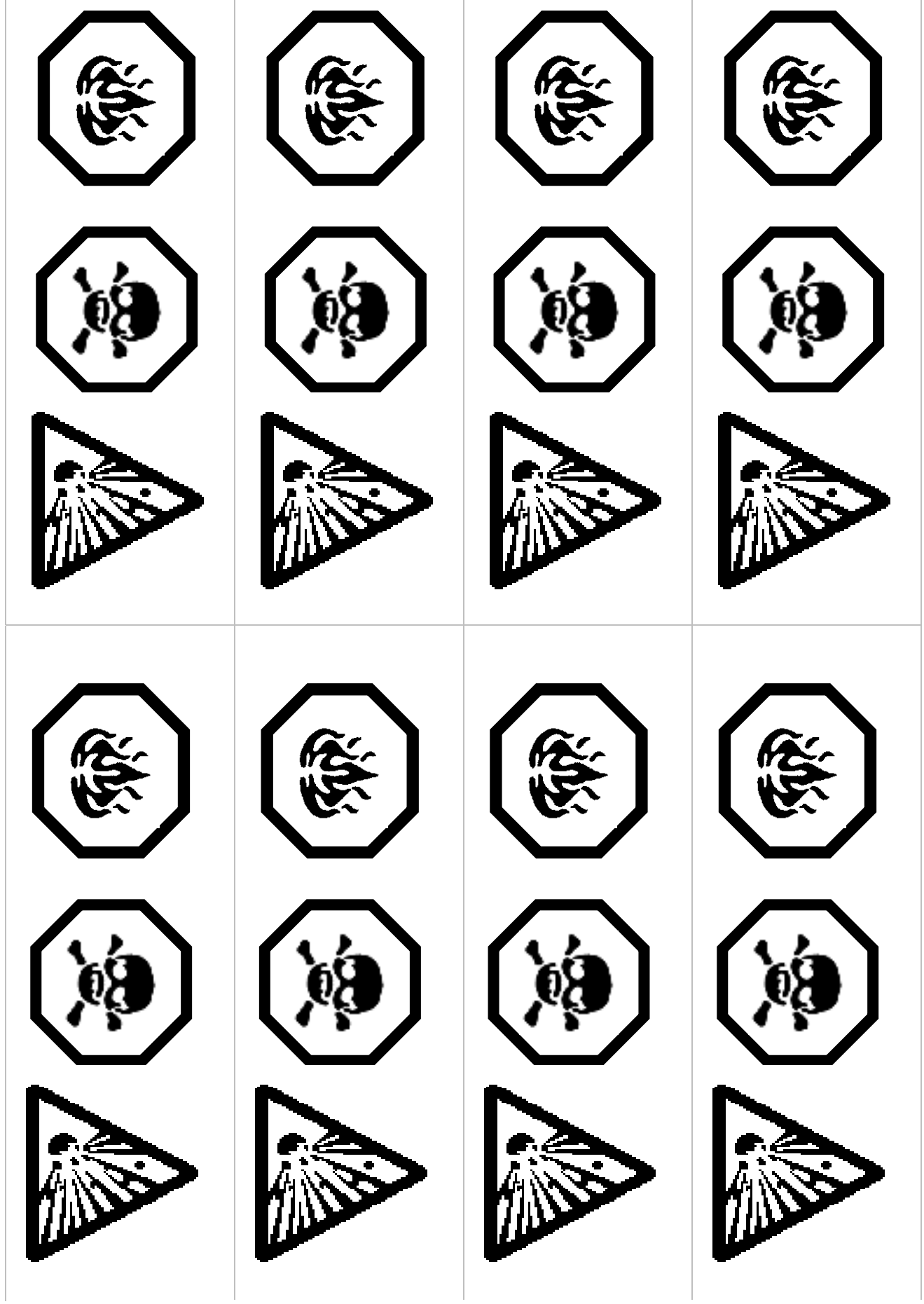
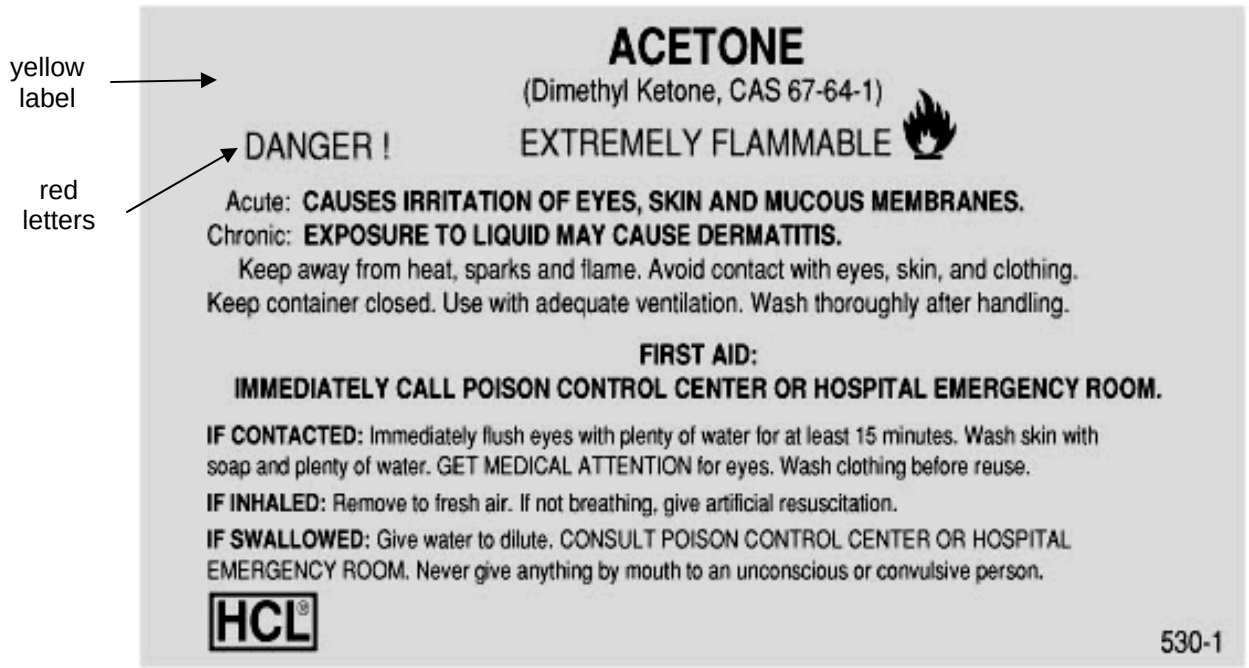


READING SAFETY MESSAGES ON LABELS

Steps for reading a safety message in a label:

1. Look at the safety messages on the label and note the content and design features that "jump out" at you. For example:
    - colours
    - pictures
    - font size
    - italics
    - bolding
    - capital letters
    - underlining
    - boxes
    - exclamation marks
    - white space
    - information placement
2. Identify all key words and symbols whose meanings must be clear in order to understand the label's safety messages.
3. Define these words and interpret the symbols.
4. Read the label's safety messages in detail and try to understand what they are saying. There will usually be 4 sections or categories of information:
    - hazard symbols: why the product is dangerous
    - precautions: what to do (and not to do) when using the product
    - what medical conditions can result if you don't follow the precautions
    - first aid treatment
5. Look for the patterns in the first aid section and develop a first aid "label table based on "if" statements.

Practice Exercise: Acetone Label (acetone is a solvent found in paint and varnishes)



Product: _____

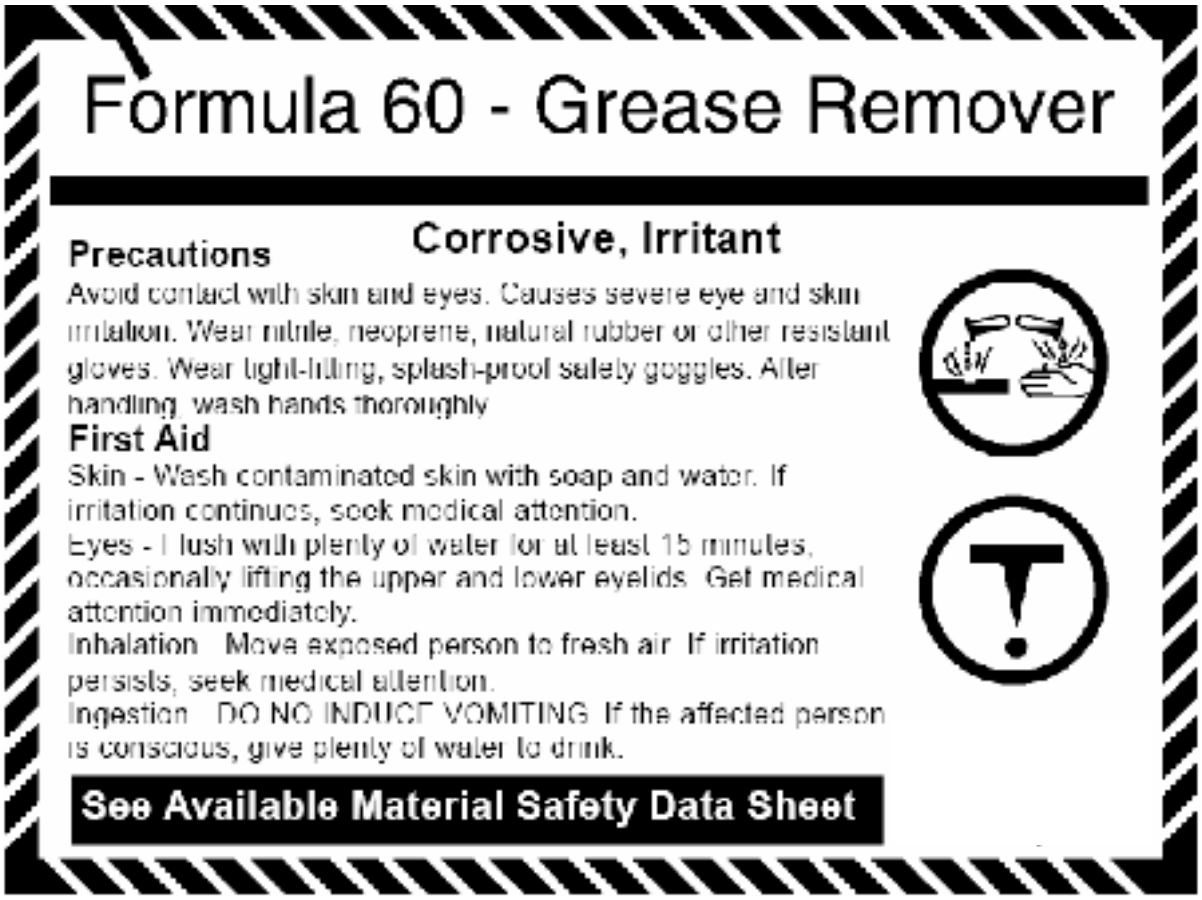
What **design features** of the label "jump out" at you at first glance?	
What are the **key vocabulary** words and their meanings?	
What do the **hazard symbols** tell you?	
What are the **precautions** for using the product?	
What **medical conditions** (immediate and long term) can result from improper product use?	

Use the **first aid treatment** information from the label to complete the label table below.

If the Product <u>Acetone</u>:	Action (verb)	Part (noun)	Manner (how)	Time (when) *
contacts the eyes	Flush	Eyes	With water	Immediately
contacts the skin				
contacts clothing				
is inhaled and the person is breathing				
is inhaled and the person is not breathing				
is swallowed and the person is conscious and not convulsing				
is swallowed and the person is not conscious				

** May not be stated – if this is the case, assume the answer is "immediately."*

Transferability Practice: Grease Removal Label



SYMBOLS & ICONS

SKILLBUILDER: SYMBOLS AND ICONS

What is a symbol?

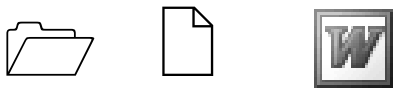
- A symbol is a picture, shape or letter that represents an object, action or idea.
- A symbol does not look like the object, action or idea it represents.
- A symbol's meaning has been agreed upon by society, industry, government, a user group, etc.
- A symbol's meaning **must be taught** and learned (e.g.) most WHMIS and TDG symbols

What is an icon?

- An icon is a picture that represents an object, action or idea.
- An icon looks like the object, action or idea it represents.
- An icon's meaning is intuitive (automatic or instinctive).

What is a computer icon?

- A computer icon is a picture on a computer screen that you click to produce an action.
- The computer icon usually looks like the action or idea it represents.
- A computer icon in many cases is the creation of Microsoft.



Advantages of using icons and symbols

- Icons can be quickly understood.
- Symbols and icons can be "read" at a glance.
- Symbols and icons are easier for low literacy or non-native language speakers to understand.
- Icons can be understood by young children.
- Icons and symbols are more visually recognizable than words.
- Icons and symbols are more "compact."

Parts of an icon or symbol

- An icon may be made up of several parts: a picture (a requirement), border (optional), background (optional), and label (optional).
- If the meaning of an icon is not obvious, a label can be added. A picture plus a text label can be understood faster than a picture alone (unless the picture is self-explanatory).

Designing and selecting symbols and Icons

Symbols and icons used for the pubic will be different than those used for a specific group such as an occupation or organization. Icons and symbols should:

- Be designed with the user group in mind.
- Be effective as a representation of a specific action, idea or object.
- Make use of standardized symbols and generally accepted meanings of certain colours and shapes whenever possible.
- Use simple, uncluttered designs.
- Not use the same picture for more than one meaning.
- Be easy to understand if aimed at the general public.
- Be tested with user groups and checked for unintended meanings (especially cultural).
- Take into account the viewing angle, viewing distance, and vision characteristics of the user group.

Exercise:

The following safety icons were created by the US Department of Homeland Security in 2002 as part of a $100 million advertising campaign to inform American citizens how to respond to specific events that might occur during a nuclear, chemical or biological terrorist attack. State what you think they mean. Do this exercise very quickly – these are icons you read when there is an emergency!

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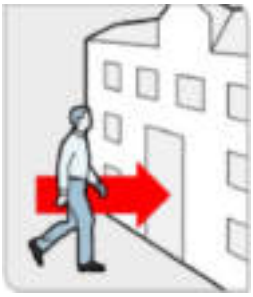
<tr><td>  </td><td>  </td></tr>
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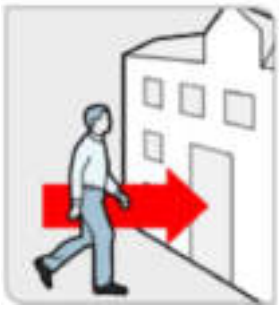
When you are finished, you will be given the meaning of the icons and the results from a study indicating the level of public recognition and correct interpretation. You will also be given possible responses to the icons based on the activities depicted in the pictures.

Icon Exercise:

The following safety icons were created by the US Department of Homeland Security in 2002 as part of a $100 million advertising campaign to inform American citizens how to respond to specific events that might occur during a nuclear, chemical or biological terrorist attack. Below are possible interpretations.

 If you spot a terrorist Arrow, pin it against the wall with your shoulder.	 If you spot a terrorist, blow your anti-terrorist whistle. If you are bald, yell really loudly.
 You can't help this poor arrow. Move along, there's nothing more to be done.	 If you lose a contact lens during a chemical attack, do not stop to look for it.
 If your building collapses, cower under your desk and kiss your butt good-bye.	 If the door is closed, karate chop it open.
 It takes 5 minutes and 12 seconds for your brain to register that your crotch has been irradiated.	 Be on the lookout for terrorists with pink-eye and leprosy. Also, many terrorists are amateur comedians - don't be thrown off guard by their feeble attempts at shadow puppets.



After exposure to radiation, it is important to consider that you may have mutated to gigantic dimensions: watch your head.

A one-inch thick piece of plywood should be sufficient protection against radiation. Always carry one.

Don't allow radiation sickness to make you forget to synchronize your clocks. Check your local radio stations, laptop, or as a last resort, fire up that iMac in your closet.

Don't touch faucets--they may be contaminated with biological or radioactive agents. Use telekinesis to levitate the faucet and your armless hand. Then wash.

When trapped in a confined space, you can pass time by making shadow puppets.

If you're not familiar with shadow puppets, consider moving your flashlight around wildly and pretending you're at a disco.

Figure 1. Department of Homeland Security safety symbols and participant feed back data related to comprehension and critical confusion.

Safety Icon	Message Content	% Correct Comprehension	% Critical Confusion	# Participant Design Suggestions
	Tap on pipe or on wall so that rescuers can hear you.	7.0%	0.0%	34
	Use a whistle if one is available. Shout only as a last resort – shouting can cause a person to inhale dangerous amounts of dust.	12.3%	86.0%	24
	If the door is not hot, brace yourself against the door and slowly open it.	15.8%	64.9%	26
	If you see signs of a chemical attack, try to define the impact area or where the chemical is coming from.	3 3.3%	21.1%	27
	Avoid unnecessary movement so that you don't kick up dust.	42.1%	15.8%	24
	Use the back of your hand to feel the lower, middle, and upper parts of closed doors.	45.6%	31.6%	27
	In the event of a biological attack, public health officials may not be immediately be able to provide information on what you should do. However, you should watch TV, or check the Internet for official news as it becomes available.	47.4%	35.1%	31
	Many sick or dead birds, fish or small animals are also cause for suspicion.	47.4%	40.4%	26
	If you catch fire do not run.	59.6%	28.1%	15
	Seek emergency medical attention.	63.2%	5.3%	11
	If possible use a flash light to signal your location.	63.2%	7.0%	10
	Time: Minimizing time spent exposed will also reduce your risk.	63.2%	15.8%	24

(Figure 1. continued)

Safety Icon	Message Content	% Correct Comprehension	% Critical Confusion	# Participant Design Suggestions
	If your eyes are watering, your skin is stinging, you are having trouble breathing or you just think you have been exposed to a chemical, immediately strip and wash. Look for a hose, fountain or any source of water.	71.9%	12.3%	24
	Stop, drop and roll.	78.9%	8.8%	6
	Do not go back into a burning building, and carefully supervise small children.	78.9%	3.5%	23
	Shielding: If you have a thick shield between yourself and radioactive materials, more of the radiation will be absorbed by the thick shield, and you will be exposed to less.	82.5%	10.5%	16
	Get away from the substance as quickly as possible.	42.1%	15.8%	24
	Do not use elevators.	84.2%	3.5%	8
	It would be better to go inside a building and follow your plan to "shelter-in-place."	84.2%	10.5%	9
	Use a wet cloth to cover nose and mouth.	96.5%	0.0%	8
	Wash with soap and water, but do not scrub the chemical into the skin.	98.2%	1.8%	24
	Take shelter against your desk or a sturdy table.	98.2%	0.0%	5
	Exit the building as quickly as possible.	98.2%	1.8%	9
	Do not open the door if it is hot. Look for anther way out.	100.0%	0.0%	2

HAZARD SYMBOLS

Workplace Hazardous Materials Information System (WHMIS)

CLASS A
compressed gases

CLASS B
flammable and combustible material

CLASS C
oxidizing material

CLASS D,1
immediate toxic effects

CLASS D,2
other toxic effects

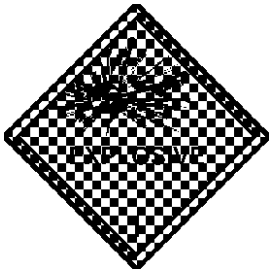
CLASS D,3
biohazardous infectious material

CLASS E
corrosive materials

CLASS F
dangerously reactive materials

Transportation of Dangerous Goods (TDG)

CLASS 1
explosives

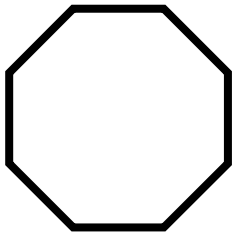
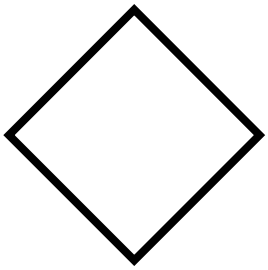
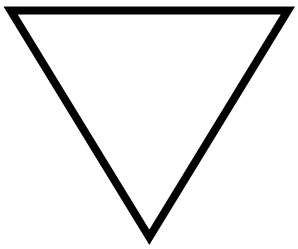


CLASS 7
radioactive materials

CLASS 8
corrosives

CLASS 9.1
miscellaneous dangerous goods

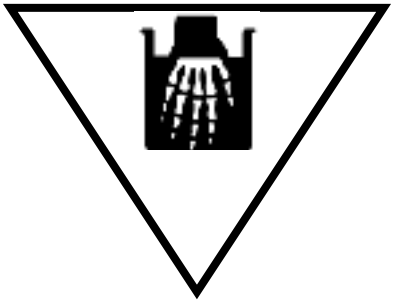
RESTRICTED PRODUCT LABELLING

Symbol	Signal Word		Symbol
	Degree of Hazard	Nature of Primary Hazard	
	Danger	Poison	
	Warning	Corrosive	
	Caution	Flammable	
		Explosive	

Signal Words (Poisons)	Meaning	Oral Lethal Dose (70 kg person)
Danger	highly toxic	Few drops to 5 ml (5 g)
Warning	moderately toxic	5 ml (5 g) to 30 ml (30 g)
Caution	slightly toxic	30 ml (30 g) to 500 ml (500 g)

DANGER

WARNING



CAUTION

FLOWCHARTS

Maintenance Worker Exercise

You are a maintenance worker with Vemakem Technologies. You are training a new employee in the Fabrication and Maintenance department. You are showing the employee the inspection process and corresponding flowchart. How would you answer the following questions posed by the new employee?

1. Who compiles all of the checklists?

2. What does administration do in the inspection process?

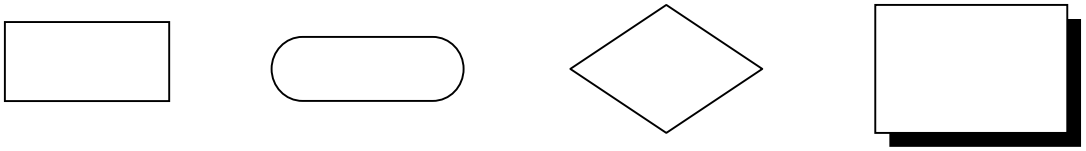
3. How many copies of the inspection report are required and what happens to each of them?

4. How many kinds of documents are used in the pre-release inspection process? What are they?

5. What happens if there are no checklists available?

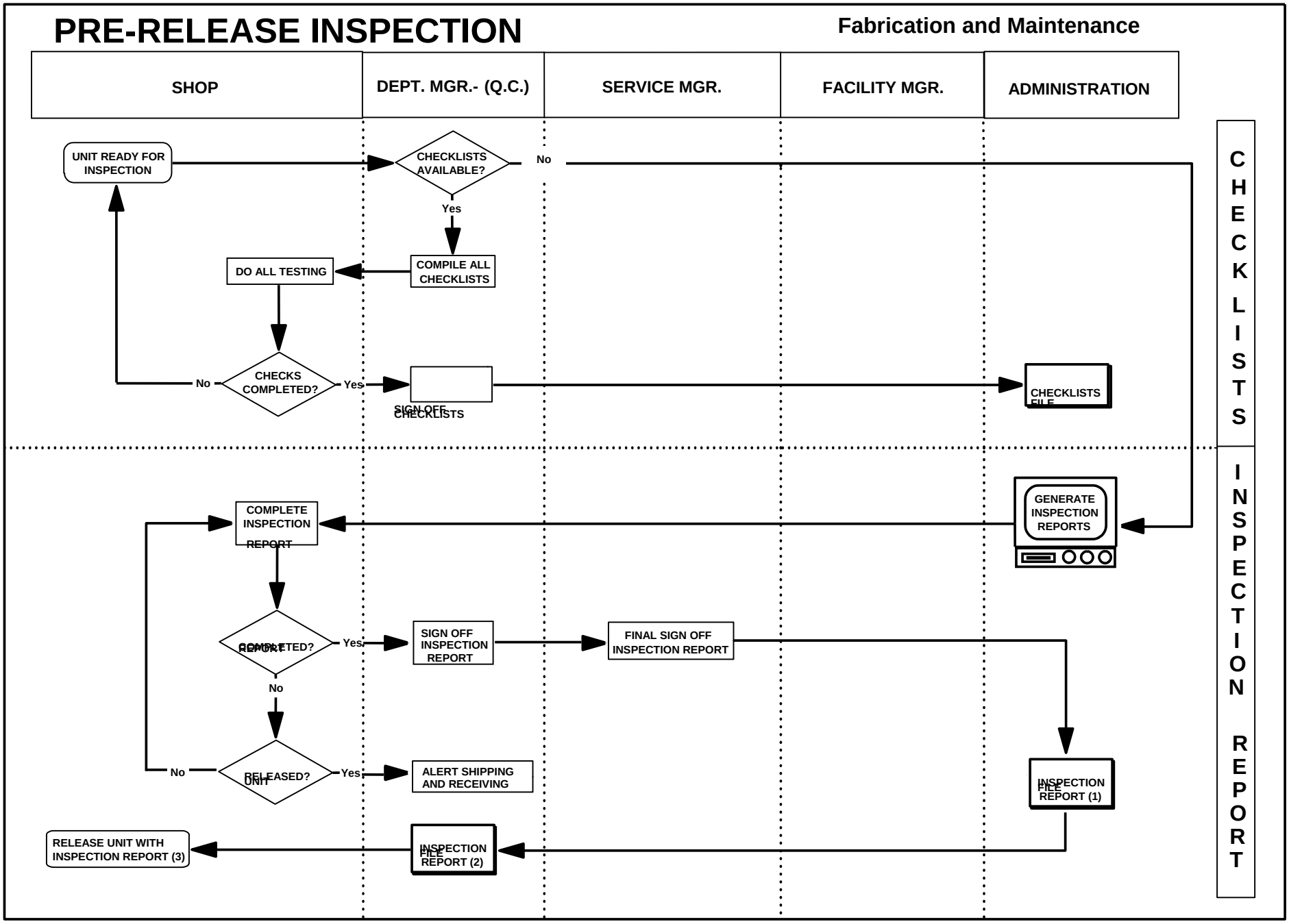
6. Who is in charge of quality control?

7. What do the following symbols represent?



PRE-RELEASE INSPECTION

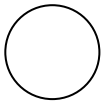
Fabrication and Maintenance



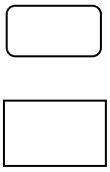
SKILLBUILDER – FLOWCHARTING

A flowchart shows a sequence of steps in a process. It sometimes indicates the amount of time each step should take. Flowcharts are an easy-to-read format for procedures that have many steps. They give us a "big picture" view. Usually the flowchart starts at the top of the page and works its way down the page. Text is short and to the point. Many abbreviations are used. A *label or title* explains the process being described.

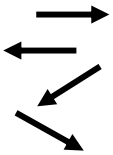
How to read basic flowcharts



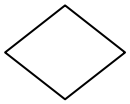
Start / Stop
A circle or rounded off rectange usually means the *start* or *end* of a process. The "start" refers to an action which "kicks off" the process. The "stop" means the final product or outcome.



Step / Task
A rectangle means a step or a task. Variations in rectangles can mean sub-steps or sub-processes. ( )  



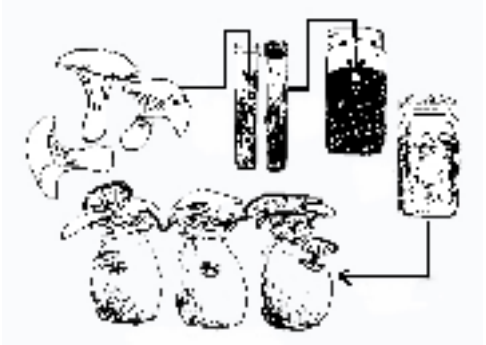
Process Flow
Arrows indicate the direction of the process. Only *one* arrow leads to the next step. Several arrows can go to the same activity box. The boxes in a flowchart are like nouns and the arrows are like the verbs directing the action.



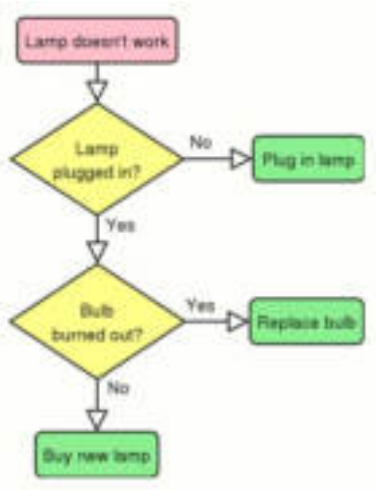
Decision Point
This means a question is asked and a decision must be made. There are different processes depending on the answer. Usually the possible answers are Yes or No.

How can flowcharts be used in a training situation?

- to reinforce or assess a trainee's understanding by having the trainee flowchart the process or procedure
- to teach a process or procedure to trainees by presenting the concepts via a flowchart (e.g. how to make a product, how to operate a machine, what to do if there is an emergency, the steps in making a sale to a customer, etc.)
- to organize production and assign tasksto show the "big picture" – an entire process at a glance
- to address the use of symbols (rectangles, arrows, etc.)to teach industry-specific terminology / abbreviations
- to teach reading – flowcharts use few words
- to explain a process to someone with low literacy – use pictures instead of words
- to teach decision making processes



How to grow mushrooms



Development Plan Approval Process Flowchart Questions
(Refer to Flowchart 4 and Flowchart 4 Revised.)

Flowchart Chart 4 and Flowchart Chart 4 Revised refer to the Development Plan Approval Process. They are the SAME flowchart laid out in different ways. Use either or both versions to answer the following questions:

1. Complete column 2 of the following table.

Action or Duty	Who is Responsible?
Approving the Benefits Plan	
Conducting the Technical Review	
Assigning the project manager	
Deciding if an Environmental Assessment is necessary	
Conducting the Environmental Assessment	
Making recommendations based on the EA	
Submitting the Development Plan to the GIC	
Approving the Development Plan	
Writing the Technical Report	
Notifying the DIAND-NOGD of the application	
Consenting to Part I	

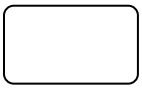
2. What happens if the Development Plan is not approved?

3. What happens if an Environmental Assessment is required?

4. If you were asked to label the four columns in Flowchart 4 Revised, what labels would you use?

5. Which of the two flowcharts did you use most? Why?

6. What do the following symbols mean?



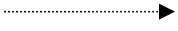
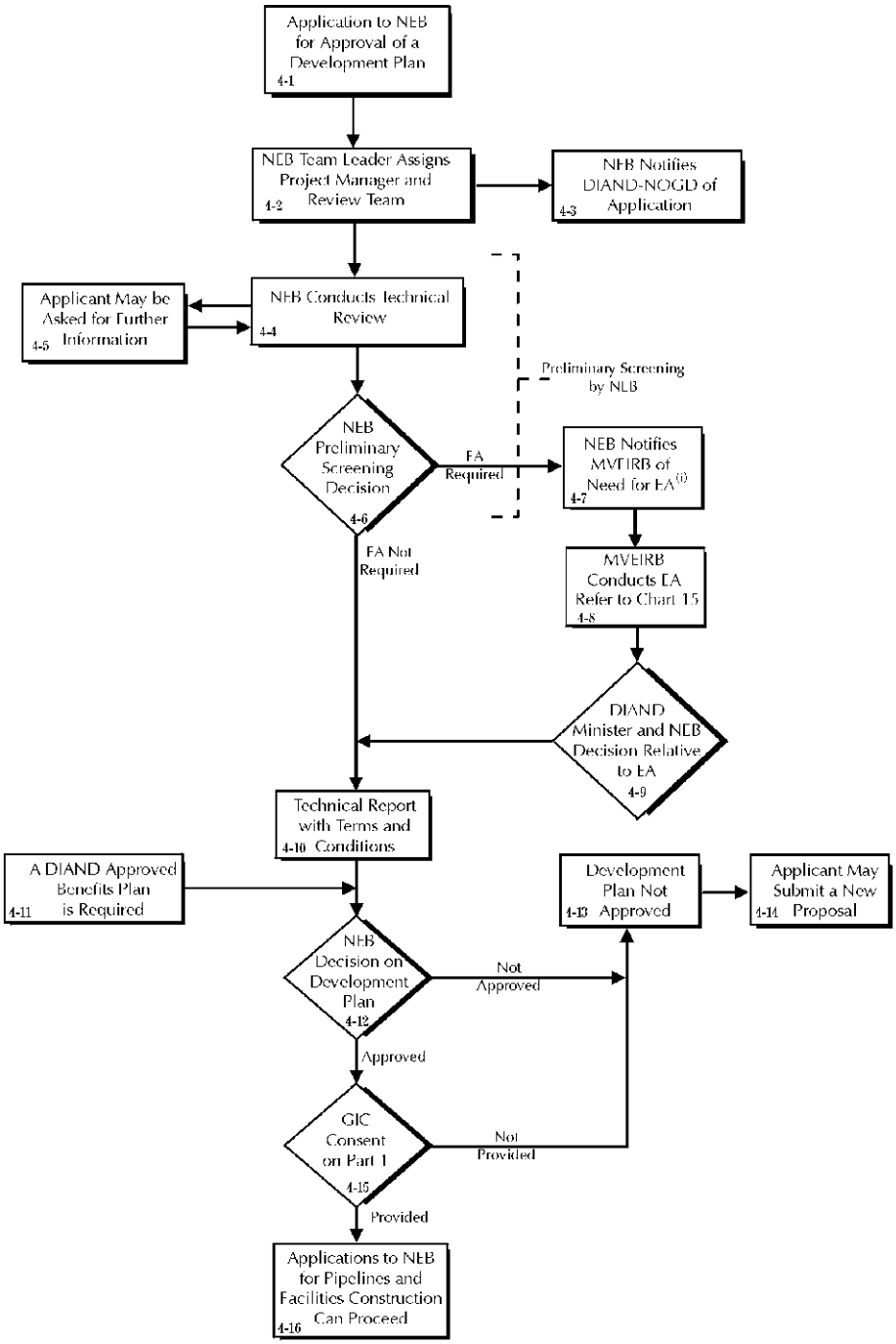
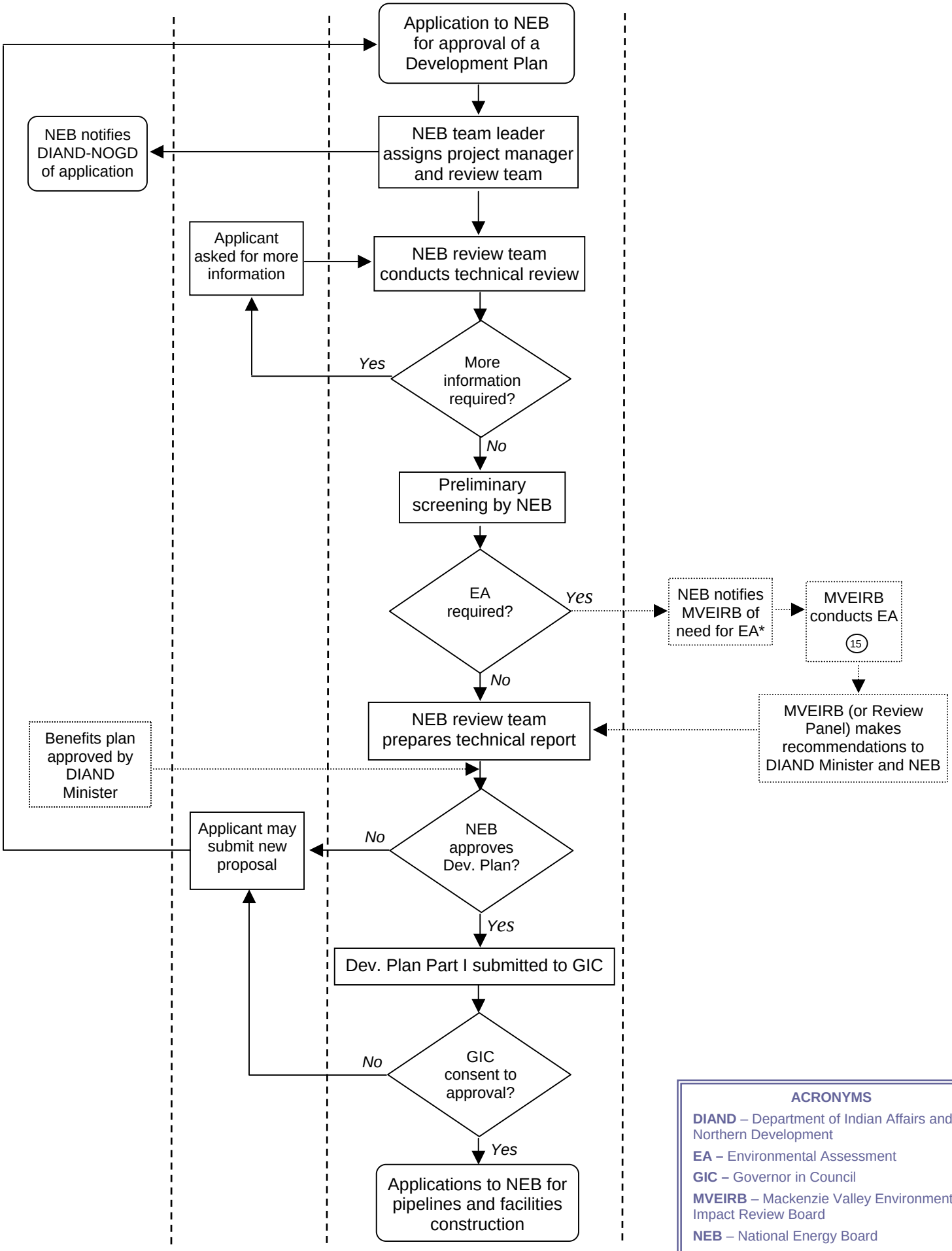


CHART 4
Development Plan Approval
October 2000



i Other parties may also refer an application to the MVEIRB for environmental assessment (see also 15-1, para. 2).

DEVELOPMENT PLAN APPROVAL PROCESS (Flowchart 4 Revised)



ACRONYMS

DIAND – Department of Indian Affairs and Northern Development

EA – Environmental Assessment

GIC – Governor in Council

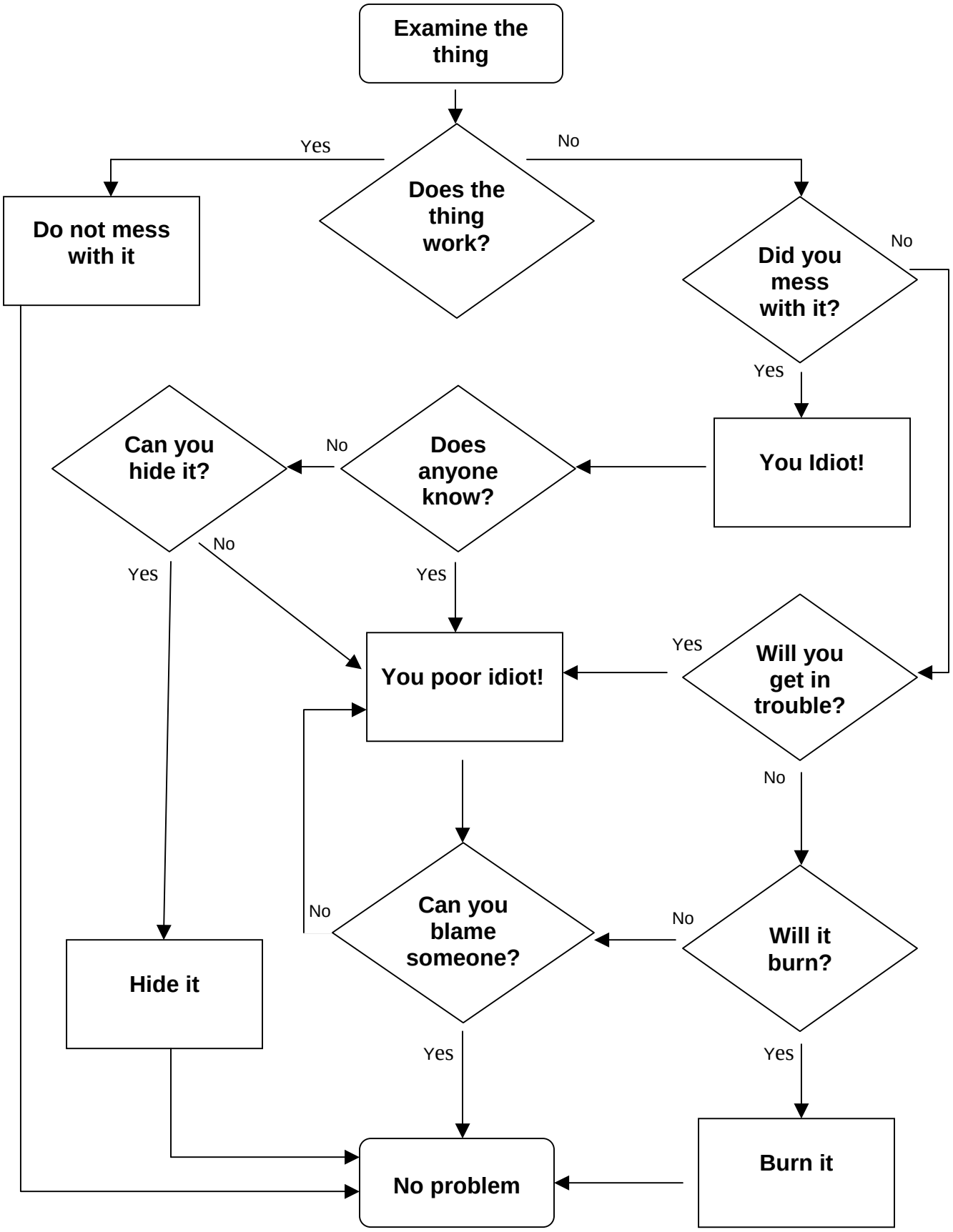
MVEIRB – Mackenzie Valley Environmental Impact Review Board

NEB – National Energy Board

NOGD – Northern Oil and Gas Directorate

** Other parties may also refer an application to the MVEIRB for an EA.*

PROBLEM SOLVING FLOW CHART



TABLES

HOW TO DELIVER A LESSON ON TABLES

Background and Context

What is the workplace task?	Using tables, schedules and production plans
What kind of tables do we use at work?	Brainstorm a list with trainees (e.g.) inventory control sheets, hours worked logs, production plans, class lists, teaching timetables, students assessment tables, holiday schedules, calendars, hours of operation schedules, shift rotation schedules, equipment sign out lists, interest rate tables, loan repayment schedules, etc.
What is a table?	Ask trainees to develop a definition based on the examples of tables they listed above. For example: ▪ a table is a group of lists ▪ a table has headings (across the top, down the side or both) ▪ columns in a table can be read as a series of vertical lists ▪ rows in a table can be read as a series of horizontal lists ▪ lists in a table can be read both vertically and horizontally ▪ a table has a title that says what the table is about ▪ a table can have words, numbers or pictures
Why do we use tables?	Brainstorm some ideas with trainees. For example: ▪ to present information so it can be read quickly ▪ to put information into categories ▪ to show how types of information interact with each other ▪ to make it easy to write information (few words are needed)

Specific Example: Data Tables

How can we use tables to sort and obtain information?	• Refer trainees to the sewing machine document they used in the morning interviewing exercise. • Ask trainees to complete the Equipment Specifications Table Exercise in pairs. (This exercise can be completed with tool or equipment lists of any kind as well as materials lists, product lists, etc). This is a good exercise to get trainees to understand product specifications and to learn about the tools, equipment and materials used in their studies. This exercise also shows how categories in a table are dependent on what kinds of information readers need and what kinds of information are available. • Debrief as a group.

Application Exercises

Applying concepts to another set of information	Repeat the exercise using information from product ads (televisions and vehicles). This exercise can be done using supplier catalogues, product brochures, actual products (market research), etc.
A closer look at table structure	Ask trainees to look at the stock market and mortgage rate tables. Discuss how the information is arranged, which other columns could be the lead column and why, what changes to the order would have to be made. Using these kinds of tables allows for lessons on the stock market and market listing, and mortgages and home purchses.

Equipment Specifications Table Exercise

Directions: Read the following information about sewing machines and do the following:

- Make a list of all the KINDS of characteristics that can be found in the sewing machine write ups (e.g.) model number, # of stitch functions, etc.
- Turn the items in your list into column headings for a table (use the graph paper provided).
- Decide which column heading should come first and why.
- Fill in your table using information from the sewing machine write-ups. Add a title.
- What will you do if you have a piece of information that only applies to some sewing machines?

8280
• 38 stitch functions • 7 built-in stitches • 4-step buttonholer • front-load bobbin • free-arm

5050
• 50 stitch functions • 34 built-in stitches • 4-step buttonhole •free-arm

4830
• 32 stitch functions • 18 built-in stitches • 4-step buttonhole • free-arm

2732
• 60 stitch functions • 32 built-in stitches • 4-step buttonholer • built-in needle threader

1748
• 65 stitch functions • 30 built-in stitches • 4-step buttonholer • front-load bobbin • adjustable presser foot

1725
• 30 stitch functions • 7 built-in stitches • 4-step buttonholer • front-load bobbin • adjustable presser foot • free-arm • 3 needle positions

1507
• 35 stitch functions • 7 built-in stitches • 4-step buttonholer • free-arm • adjustable presser foot

1120
• 40 stitch functions • 22 built-in stitches • 4-step buttonholer • front-load bobbin

Added activities (use your problem solving skills):

- Now change your table so # of Stitch Functions is the first column. Should you change the order of the items in this column? Why? When would it be useful to have a table like this?
- Now change your table so # of Built In Stitches is the first column. Make all changes necessary. (HINT: think about what to do if several machines have the same number of built in stitches)
- Make a checklist table from the sewing machine information given in the write-ups.

Application Exercise:

- Develop a data table for big screen televisions or vehicles, using the advertisements required.
- Construct three scenario-type questions based on your data table that you could ask learners – these questions must use an integrated essential skills approach and develop learners' critical thinking and problem solving skills.

Another look at data tables:

- Look at the stock market listings and decide what the purpose of this table is. What information is it conveying?
- Note the column headings.
- Review the vocabulary and abbreviations (a necessary step in deciphering a table).
- Familiarize yourself with the layout and formatting.
- Answer the following questions:
    - ♦ Could any other column or columns be the lead column? If yes, what would be the purpose of listing the information that way?
    - ♦ If the lead column is changed, do changes to ordering have to be made? Why or why not?
    - ♦ What kinds of integrated essentials skills lesson could you deliver using this table?
- Repeat the exercise above using the mortgage rate table.

More Practice With Tables

Airfare comparisons:

Develop a table that includes all the information presented in the airfare ad. Decide which column should be the lead (and why) and what the titles of the columns and rows should be. Don't forget to name your table. Use the graph paper and rulers you have been given.

Hotel vacation packages

Develop a table that includes all the information in the hotel vacation ad. For this table, you may want to split your column and/or rows into sub-sections. Don't forget to name your table.

Application:

How can you use this type of lesson in your own training areas? (Think about schedules).

Constructing Schedules

Movie Schedule

Look at the movie schedule and think about the following:

- Around what category of information is the schedule organized? What determines the order of the listings?
- List all the categories of information in this schedule. Then circle the categories which would be logical and “workable” leads.

- What are the rows and what are the columns in this table? Is it easy to use? How else could you lay out this table?

Hockey Schedule

Turn the information in this schedule into an easy to read table. Start with Saturday, May 20. (Saturday May 20 is refered to as “today” in the clipping.) Do not include any scores but do indicate which TV channel will carry the game.

Application:

List as many types of schedules used at work as you can. Circle those which you could use in your training sessions.

MEXICAN HOLIDAY AD

PUERTO VALLARTA

México
BEYOND YOUR EXPECTATIONS

NEW this summer!

PUERTO VALLARTA
Saturday departures

Hacienda Hotel & Spa • 3★
ALL-INCLUSIVE • Standard room
July 1 – August 26 • 1 week
$999

Buenaventura Hotel & Beach Club • 3★
ALL-INCLUSIVE • Standard room
July 1–August 26 • 1 week
$1089

Occidental Allegro Nuevo Vallarta • 3 1/2★
ALL-INCLUSIVE • Standard room
July 1–August 26 • 1 week
$1149

Golden Crown Paradise • 4 1/2★
ALL-INCLUSIVE • Standard oceanview room
July 1–August 26 • 1 week
$1289

PUNTA CANA
Saturday & Sunday departures (via Toronto)

Platinum Club Princess All Suites Resort, Spa, Casino & Golf • 5★
ALL-INCLUSIVE • Platinum suite
June 3–18 • 1 week
$1329

Occidental Allegro Punta Cana • 4★
ALL-INCLUSIVE • Superior room
July 1 – August 20 • 1 week
$1449

Occidental Grand Punta Cana • 4 1/2★
ALL-INCLUSIVE • Deluxe room
July 1–August 20 • 1 week
$1549

CANCUN / MAYAN RIVIERA
Saturday departures

Occidental Grand Xcaret • 4 1/2★
ALL-INCLUSIVE • Deluxe room
1 week • June 3–17
$1139

Barceló Maya Beach • 4 1/2★
ALL-INCLUSIVE • Standard room
1 week • June 3–17
$1389

VARADERO
Saturday departures (via Toronto)

Meliá Varadero • 4 1/2★
ALL-INCLUSIVE • Standard room
June 3–17 • 1 week
$1169

AIRFARES

AIRFARES ROUND-TRIP

CALGARY DEPARTURES

MANCHESTER
JUNE from $699
JULY from $899
AUGUST from $949

LONDON
JULY from $899
AUGUST from $899

FRANKFURT
JULY from $949
AUGUST from $999

GLASGOW
JULY from $1049
AUGUST from $1049

MUNICH
JULY from $1049
AUGUST from $1099

AMSTERDAM
JULY from $1099
AUGUST from $1149

MOVIE LISTINGS

15 BRIDGES (14A)

CANYON MEADOWS 9:20

AMERICAN ANIMALS (HF)

CANYON MEADOWS 1:20, 4:05, 7:20

ART SCHOOL CONFIDENTIAL (18A)

EAU CLAIRE MARKET FRI,TUE-THURS 3:20, 6:35, 9:15; SAT-MON 12:40, 3:20, 6:35, 9:15
EMPIRE STUDIO 16 FRI-THURS 9:10

AUGUST (PG)

TELUS WORLD OF SCIENCE FRI-MON, THU 3; TUES-WED 3

A WRINKLE IN TIME (PG)

MOVIEDOME 1:15, 4:10

BIRD BOX (PG)

CANYON MEADOWS 1:50, 9:35,
MOVIEDOME 12:50, 3:40, 6:50, 9:40

BLACK PANTHER (PG)

CANYON MEADOWS 1:15, 4, 7:10, 9:55
MOVIEDOME 1, 3:55, 7:10, 9:50

BLACKKKLANSMAN (14A)

THE UPTOWN 4:40; SAT-SUN, MON 12:40

BLOCKERS (14A)

GLOBE CINEMA 7, 9:20; SAT-MON 1, 3:30

BOHEMIAN RHAPSODY (PG)

MOVIEDOME 5

BOOK CLUB (14A)

CROWFOOT CROSSING FRI-THURS 12:30, 2:45, 5, 7:20
EMPIRE STUDIO 10 FRI-THURS 12:30, 3:40
EMPIRE STUDIO 16 FRI-THURS 1:05, 3:30
PARAMOUNT CHINOOK FRI-THURS 12:55
PARK PLACE FRI 4:20; SAT-MON 11:30, 4:20
SUNRIDGE SPECTRUM FRI, SAT,MON-THURS 11:50, 2:05, 4:55; SUN 12:10, 2:35
WESTHILLS 10 FRI-MON 11:50

BREAKTHROUGH (PG)

CANYON MEADOWS 1, 3:55, 7, 9:55
MOVIEDOME 12:45, 3:35, 6:45, 9:35

A WRINKLE IN TIME (PG)

CROWFOOT CROSSING FRI-THURS 1:00, 3:50, 7:15, 9:50
EMPIRE STUDIO 10 FRI-THURS 7:15, 9:40
EMPIRE STUDIO 16 FRI-THURS 6:55, 9:35
LUX THEATRE 7:30; SAT-MON 12:30, 3:30
PARAMOUNT CHINOOK FRI-THURS 3:35, 7:20, 9:50
PARK PLACE FRI-THURS 6:50, 9:30
SUNRIDGE SPECTRUM FRI-THURS 1:10, 3:40, 6:55, 9:25
WESTHILLS 10 FRI-MON 2:05, 6:30, 9:20; TUE-THURS 6:30, 9:20

BUNNY BOOTS (PG)

WESTHILLS 10 FRI-MON 1:10, 4:20, 7:45, 10:15; TUE-THURS 7:45, 10:15

CHAPPAQUIDDICK (PG13)

CROWFOOT CROSSING FRI-THURS 12:45, 3:15, 3:45, 4:35, 6:45, 7:45, 9:45, 10:40
EAU CLAIRE MARKET FRI,TUE-THURS 3:40, 6:40, 9:30; SAT-MON 12:20, 3:40, 6:40, 9:30
EMPIRE STUDIO 10 FRI-THURS 1:10, 4, 6:40, 7:10, 9:30, 10:05
EMPIRE STUDIO 16 FRI-THURS 12:20, 12:50, 3:20, 3:50, 6:40, 7:05, 9:10, 10:10
LUX THEATRE 7:30; SAT-MON 1, 3:30
PARAMOUNT CHINOOK FRI-WED 11:45, 1:25, 2:50, 4:25, 6:40, 7:40, 9:40, 10:40; THURS 11:45, 1:25, 2:50, 4:25, 7:40, 9:40, 10:40
PARK PLACE FRI 3:50, 6:40, 9:30, 10; SAT-MON 12:40, 3:50, 6:40, 9:30, 10:15; TUE-THURS 6:40, 9:30, 10:15
SUNRIDGE SPECTRUM FRI-THURS 11:40, 12:50, 2:35, 3:50, 6:35, 7:05, 9:30, 10:05
WESTHILLS 10 FRI-MON 12:05, 3:15, 7:05, 10:20; TUE-THURS 7:15, 10:20

MUSIC (18A)

CANYON MEADOWS 9:10

NANNY MCPHEE (G)

CANYON MEADOWS 12:55, 3:20, 6:35

NEIL YOUNG: HEART OF GOLD (G)

THE UPTOWN 4:50

OVER THE HEDGE (G)

COCHRANE MOVIE HOUSE 7:15, 9 SAT-MON 2:15
CROWFOOT CROSSING FRI-THURS 1:45, 12:15, 1:00, 2:45, 3:40, 4:40, 5:40, 6:40, 7:30, 9, 9:40
EAU CLAIRE MARKET FRI,TUE-THURS 4, 7:30, 9:55; SAT-MON 12:10, 2:20, 5, 7:30, 9:55
EMPIRE STUDIO 10 FRI-THURS 12:10, 12:50, 2:30, 3:40, 4:40, 5:25, 6:40, 7:10, 9:15
EMPIRE STUDIO 16 FRI-SAT 12:10, 12:40, 2:10, 2:30, 3:40, 4:30, 4:50, 6:40, 7:10, 7:40, 9, 9:30, 10; SUN-THURS 12:10, 12:40, 1:10, 2:30, 3:40, 4:10, 4:50, 6:40, 7:10, 7:40, 9, 9:30, 10
PARAMOUNT CHINOOK FRI-THURS 11:55, 12:05, 12:35, 1:10, 1:45, 2:15, 2:45, 3:40, 4:05, 4:30, 5:05, 6:35, 7:05, 7:35, 8:30, 9:30, 10:05
PARK PLACE FRI 4, 5, 5:30, 6:15, 6:20, 7:15, 9, 9:40; SAT-MON 12:00, 12:50, 1:30, 2:45, 3:15, 4, 5, 5:30, 6:15, 6:20, 7:15, 9, 9:40; SUN 12:30, 12:50, 1:30, 2:45, 3:15, 4, 5:30, 6:45, 7:20, 7:45, 9, 9:40; TUE-THURS 6:45, 7:20, 7:45, 9, 9:40
ROXY THEATRE 7:30, 9; SAT-SUN 2:30, 5; MON 5
SUNRIDGE SPECTRUM FRI-THURS 12:10, 12:40, 1:30, 2:20, 3:05, 4, 4:45, 6:50, 7:20, 9:10, 9:40
WESTHILLS 10 FRI-MON 11:40, 12:25, 1:55, 2:40, 4:10, 4:55, 6:40, 7:30, 9:10, 9:55; TUE-THURS 6:40, 7:30, 9:10, 9:55

POSEIDON (14A)

CROWFOOT CROSSING FRI-THURS 1:20, 4:20, 7:40, 10:20
EAU CLAIRE MARKET FRI,TUE-THURS 3:10, 6:50, 9:35; SAT-MON 12:30, 3:10, 6:50, 9:35
EMPIRE STUDIO 10 FRI-THURS 1:20, 4:10, 7:10, 9:50
EMPIRE STUDIO 16 FRI-THURS 12:45, 3:25, 3:45, 4:40, 6:30, 7:20, 9:50
LUX THEATRE 7:10, 9:20; SAT-MON 1:10, 3:20
PARAMOUNT CHINOOK FRI SAT,MON-WED 1:15, 4:20, 7:15, 7:45, 10:15, 10:45; SUN-THURS 1:15, 4:15, 7:15, 10:00, 10:15
PARK PLACE FRI 3:40, 6:30, 9:20; SAT-MON 1:05, 3:40, 7:30, 9:50; TUE-THURS 7:30, 9:50
SUNRIDGE SPECTRUM FRI-THURS 12:20, 2:55, 6:45, 7:25, 9:20, 9:55
WESTHILLS 10 FRI-MON 12:10, 6:45, 7:40, 10:05; TUE-THURS 7:40, 10:05

POSEIDON: THE IMAX EXPERIENCE (14A)

PARAMOUNT CHINOOK FRI-THURS 12:15, 3:15, 6:15, 9:15

ROCKY HORROR PICTURE SHOW & KABUKY GUYS (ETC)

PLAZA THEATRE FRI, SAT-SUN 11:30

SEX (PG)

CROWFOOT CROSSING FRI-THURS 1:40, 4:25, 6:50, 9:30
EMPIRE STUDIO 10 FRI-THURS 1:30, 3:50, 7:20, 9:45
EMPIRE STUDIO 16 FRI-THURS 1:20, 3:45, 6:50, 9:20
PARAMOUNT CHINOOK FRI-WED 1:00, 3:35, 7:25, 10:20; THURS 1:00, 3:35, 10:20
PARK PLACE FRI 4:10, 7:10, 9:45; SAT,MON 1:40, 4:10, 7:10, 9:45; SUN 1:40, 4:10, 9:45; TUE-THURS 7:10, 9:45
SUNRIDGE SPECTRUM FRI-THURS 1:20, 3:15, 6:40, 9:15
WESTHILLS 10 FRI-MON 12:45, 3:10, 6:50, 9:30; TUE-THURS 6:50, 9:30

SEEKING EVIL (PG)

EMPIRE STUDIO 16 FRI-SUN 11:40, 4:20, 7:50, 10:15; SUN-THURS 11:40, 4:20, 7:50, 10:15
PARAMOUNT CHINOOK FRI-THURS 1:35, 4:05, 7:30, 10:30
SUNRIDGE SPECTRUM FRI-THURS 1:40, 4:05, 6:15, 9:35

SHES THE MAN (PG)

CANYON MEADOWS 1:30, 3:50, 7:10, 10
MOVIEDOME 1:50, 3:45, 6:50

SILENT HILL (18A)

LUX THEATRE 9:10;
SUNRIDGE SPECTRUM FRI-SAT,MON-THURS 7:10, 9:10; SUN 9:10

STAY ALIVE (14A)

CANYON MEADOWS 9:55
MOVIEDOME 10:10

STEEL (PG)

CROWFOOT CROSSING FRI-THURS 9:35
EMPIRE STUDIO 16 FRI-SAT,MON-THURS 12:35, 3:05, 7:05, 9:40; SUN 12:35, 9:40
PARAMOUNT CHINOOK FRI-THURS 12:15, 2:55

SPRING (14A)

CANYON MEADOWS 6:50, 9:45

SPRING BREAKERS (18A)

GLOBE CINEMA 7:10, 9:20; SAT-MON 1:15, 3:20

THE DAY I DIED (14A)

COCHRANE MOVIE HOUSE 6:45, 9:10; SAT- MON 2
CROWFOOT CROSSING FRI-THURS 11:30, 12:1, 3:30, 4:30, 6:30, 7, 8, 10, 10:30
EAU CLAIRE MARKET FRI,TUE-THURS 3, 4:30, 6:30, 8, 10; SAT-MON 12:1, 3:30, 4:30, 7, 8, 10:30
EMPIRE STUDIO 10 FRI-THURS 12, 12:20, 1, 3:15, 3:30, 4:30, 6:35, 7, 8, 10, 10:10
EMPIRE STUDIO 16 FRI-SAT 12, 12:30, 1, 1:30, 3:15, 4, 4:30, 6, 6:35, 7, 7:20, 8, 8:30, 10, 10:20, 10:50; SUN-THURS 12, 12:30, 1, 1:30, 3:15, 4, 4:30, 6, 6:35, 7, 7:20, 8, 8:30, 10, 10:20, 10:50
LUX THEATRE 6:50, 10; SAT-MON 12:50, 3:50
PARAMOUNT CHINOOK FRI-SUN 11:30, 12:30, 1, 1:30, 3, 4, 4:30, 5, 6, 6:30, 7:30, 8, 8:45, 9:30, 10, 11; MON-THURS 11:30, 12:30, 1, 1:30, 3, 4, 4:30, 5, 6, 6:30, 7:30, 8, 8:45, 9:30, 10 FRI-THURS 12, 3:30, 7, 10:30
PARK PLACE FRI 3:50, 4:50, 6:30, 7, 8, 10, 10:30; TUE-THURS 6:30, 7, 8, 10, 10:30 SAT-MON 11:30, 12, 1, 3:50, 4:30, 6:30, 7, 8, 10, 10:30
ROXY THEATRE 6:45, 9:30; SAT-SUN 12:45, 4:30; MON 6:30
SUNRIDGE SPECTRUM FRI-SUN 11:30, 12, 12:30, 1, 3, 3:30, 3:55, 4:30, 6:30, 7, 7:30, 8, 10, 10:30, 11; MON-THURS 11:30, 12, 12:30, 1, 3, 3:30, 3:55, 4:30, 6:30, 7, 7:30, 8, 10, 10:30
WESTHILLS 10 FRI-MON 11:30, 12, 1, 2:55, 3:30, 4:30, 6:20, 7, 8, 9:45, 10:30; TUE-THURS 6:20, 7, 8, 9:45, 10:30

THE FIRST GHOST (PG)

CANYON MEADOWS 9:40
MOVIEDOME 7:05, 9:50

THE HUMAN BODY (G)

TELUS WORLD OF SCIENCE FRI-MON, THUS 12:4; TUES 12, WED 12

THE MOTORCYCLE DIARIES (14A)

THE UPTOWN 7:10; MON 3:10; SAT-MON 2:50, 2:10

THE PINK PANTHER (PG)

CANYON MEADOWS 1:25, 4:10, 7:25, 10
MOVIEDOME 1:10, 4:05, 7:10

THE ROCKET (PG)

PLAZA THEATRE 1, 4, 6; SAT-MON 2, 7; TUES 7
MOVIEDOME 12:55, 6:55

THE SHAGGY DOG (G)

CANYON MEADOWS 12:45, 3:10, 6:45

HOCKEY GAMES

SPORTCHEK
THE POWER OF SPORT

NHL Playoffs

(Times MDT, best-of-seven series, seedings in parentheses)

Conference Finals

WESTERN CONFERENCE

Anaheim (6) vs. Edmonton (8)

(Oilers lead series 1-0)

Friday — Edmonton 3 Anaheim 1
Sunday — at Anaheim, 7 p.m. (CBC)
Tuesday — at Edmonton, 6 p.m. (CBC)
Thursday — at Edmonton, 5 p.m. (CBC)
x-Saturday, May 27 — at Anaheim, 7 p.m. (CBC)
x-Monday, May 29 — at Edmonton, 6 p.m. (CBC)
x-Wednesday, May 31 — at Anaheim, 7 p.m. (CBC)

EASTERN CONFERENCE

Carolina (2) vs. Buffalo (4)

Today — at Carolina, noon (TSN)
Monday — at Carolina, 5:30 p.m. (TSN)
Wednesday — at Buffalo, 5:30 p.m. (CBC)
Friday — at Buffalo, 5:30 p.m. (CBC)
x-Sunday, May 28 — at Carolina, 5:30 p.m. (CBC)
x-Tuesday, May 30 — at Buffalo, 5:30 p.m. (TSN)
x-Thursday, June 1 — at Carolina, 5:30 p.m. (TSN

x — if necessary

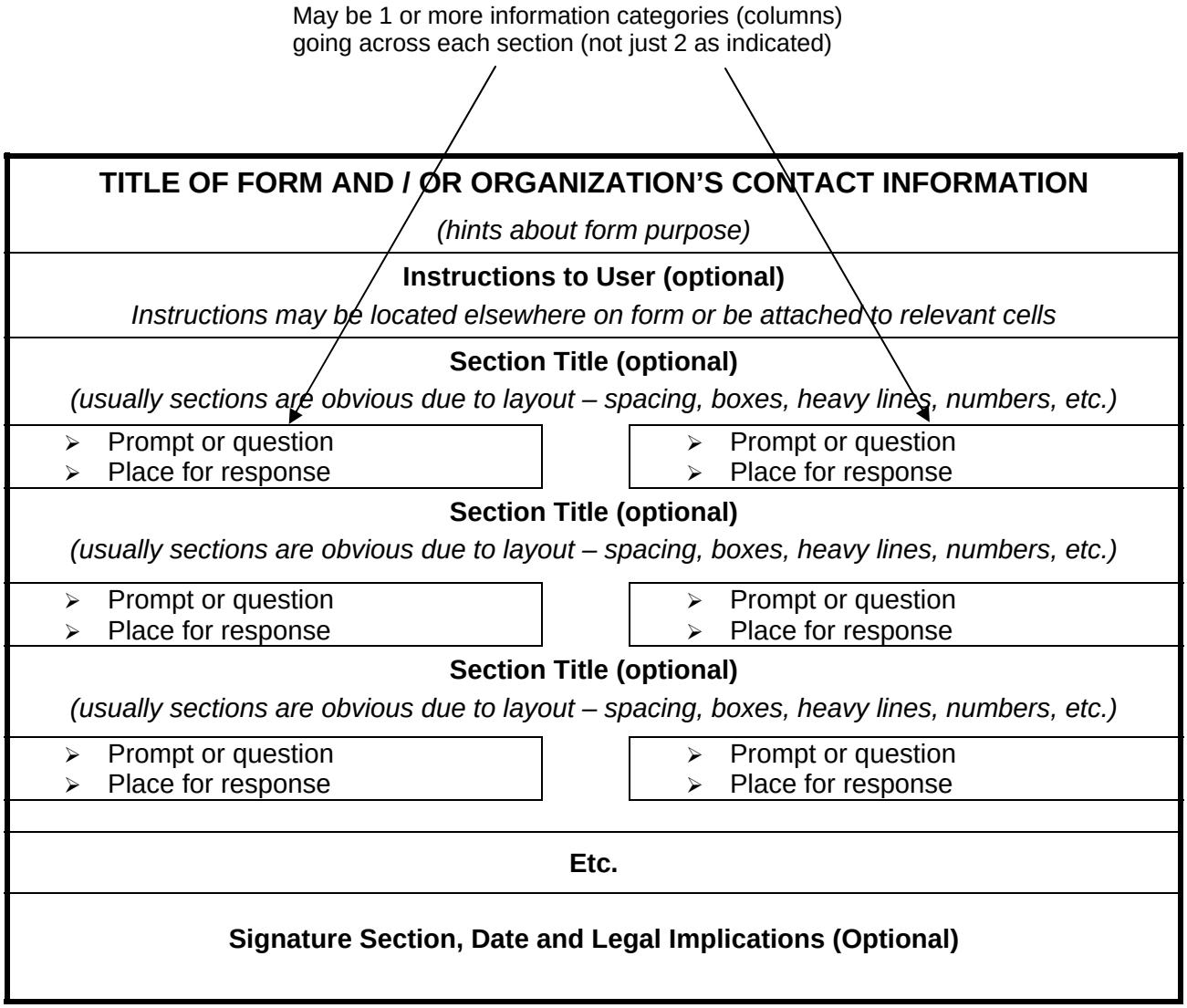
ENTRY FORMS

SKILLBUILDER: ENTRY FORMS

Entry forms:

- used to collect information in a compressed format
- used to present information in a short, efficient format
- people usually act on the information conveyed in forms
- heavy use of abbreviations, acronyms, references, and form conventions (which must be taught since they apply to most forms)
- much of what is communicated is shorthand
- usually highly structured
- many forms are not well designed or user-friendly

Entry form structure (layout):



About entry forms:

- people fill out forms and they also read forms
- information is organized into categories or sections (information that is somehow related)
- sections may or may not be labeled – labels help us to understand what is required
- sometimes section titles are printed down the left hand side of the form instead of at the top of each section
- may be directions to tell you how to fill out the form
- shaded boxes usually mean that we should not fill out that cell or section OR that the information is very important (maybe a total at the bottom of a column of numbers)
- character separators may be used to divide words into separate letters OR to separate dates into month, day, year _/_/_/_/
- response modes tell the user how to fill out the form – fill in the blanks, circle the correct answer, cross out irrelevant data, tick boxes, write in boxes, etc.
- forms are designed so they can be mass produced and filled out by hand
- many forms can now be filled in electronically

Before filling out any form:

- always determine the purpose of the form (title usually helps) – this dictates word choice, level of detail, level of formality, level of perfection, tone, etc.

Purpose Of Forms **(a form can have several purposes)**	**Examples**
to collect information	order forms, application forms, medical histories
to draw conclusions / make decisions	customs form, assessment form, SWOT analysis form
to document events	time card, accident report, medical chart, itinerary, schedule
to check or integrate information	bills and invoices, claim forms, treatment option form
to provide directions	operating procedures, recipes, process directions
to control a process	inspection checklist, production plan, inventory control form

- look through the form to determine what is required – tasks involved, information required, entry style preferred, etc.
- read all directions carefully (e.g. may say to write in block letters or not to fill in a section if a certain condition exists)
- look at the layout and identify sections
- look at design features such as font sizes, bolding, italics, white spaces, etc.
- do all sections – if you need information to complete a question and you do not have it with you, flag the section so you will not forget to complete it at a later date (use a sticky note)
- always ask yourself, “How will information I give be used?” and “Who will be reading this form?”
- be aware of the 24 hour clock if you are asked to use it
- determine if there are legal implications around completing and signing the form

ANALYSING FORMS

TITLE

Given G Implied I

ORGANIZATIONAL CATEGORIES **SUB-CATEGORIES**

1. _____ G I _____
2. _____ G I _____
3. _____ G I _____
4. _____ G I _____

VOCABULARY

Give examples:

Abbreviations _____

_____

Acronyms _____

Technical Words or Words with special meaning in the context of the form:

DESIGN

Which design features are used?

Different Fonts ☐ Bolded Font ☐ Shaded Areas ☐ Italics ☐ Separators ☐

RESPONSE MODES

Fill in the blank: Words ☐ Phrases ☐ Sentences ☐ Numbers ☐

Circle ☐ Tick ☐ Other ☐ _____

PURPOSE Of FORM (explain)

Who fills in form? _____

Who reads form (audience)? _____

COMMON WORDS AND PHRASES FOUND IN FORMS

Acknowledgement of receipt Appendix Applicant's signature Approved by Area code (telephone) Attachment Authorized by Authorized signature Billing date Block letters Branch By hand - delivered by hand By registered mail Calendar day Certified Certify Change of address Citizenship Claimant Client Comments, remarks Complete the form Completion date Confidential Country of origin Current fiscal year Customer's copy Dated at (town, city) Date due Date of birth; DOB Date of issue Date paid Date of purchase Date of receipt; date received Date submitted Day, D Delete Divorced	Effective from / to Employee number Employee signature Enquiry - address enquiries to: Extension (telephone) Form number Full name Family name; surname File copy Fiscal year Floor (in a building) For further information Given name; first name Head office Home address If applicable Initial (vb.) Item description Item umber Job title Language preference Local (telephone) Maiden name Mailing address Marital status Married Month, M Mother tongue N/A; not applicable New mailing address Non-stocked item On behalf of Optional Original copy Originator Particulars Period covered Period ending	Period of employment Place of birth Point of origin Postal code Post Office Box; P.O. Box Prepared by Proof of age QTY; quantity Quarter Reason Registered mail Reporting period Signed, sealed and delivered Social insurance number, SIN; Single (person) Requestor Requisition number Return envelope Return signed copy Schedule Section See other side; see reverse Separated (person) Shaded area Spouse Stock number Street address Submit in duplicate Supporting documents Target date Telephone number Title Transaction code Widow Widower Work history Working language Year; Y

Van Isle Windows Ltd.

Level 3

Victoria: 404 Hillside Avenue, Victoria, BC V8T 1Y7
Tel: 250-383-7128 Fax: 250-383-7271

Courtenay: #8 - 241 Puntledge Road, Courtenay, BC V9N 3P9
Tel: 250-897-3347 Fax: 250-897-1841

ORDER # 9912607
G.S.T. 105490478

SOLD TO	SHIP TO	PAGE 1 OF 1	SALES REP KEN	CUSTOMER ACCT #
THE CUSTOMER	SAME	ORDER DATE JAN. 31/99	CONTACT BOB	CUSTOMER P.O. #
123 MAIN ST.		SCHEDULED DATE FEB. 19/99	PHONE 1 383-1234	PAYMENT TERMS COD
VICTORIA, B.C.		REVISED DATE	PHONE 2	
V8T 1Y7	LAWN SIGN	MUNTINS TYPE / COLOUR / CUSTOM / LEAD TAPE PATTERN	PICKUP ☐ DELIVER ☐	FAX AD CODE RC
VINYL ☒	ALUMINUM ☐	1 3 / 2 4	INSTALL LES.	DELIVER VIA:

QTY	SERIES	COLOUR	SIZE (WIDTH X HEIGHT)	HANDING	SPACER	DESCRIPTION	ROOM	FRAME	SCREENS	UNIT PRICE	AMOUNT
3	2000	WH	95 x 47	XOO	HB	2'ENDS	BED/STUDY	RB	✓	100-	300-
4	2000	WH	47 x 35	XO	HB		BASEMENT	RB	✓	100-	400-
1	2000	WH	59 x 34	XO	HB		BASEMENT	RB	✓	100	100-
1	2000	WH	95 x 55	XOO	HB	2'ENDS	L'ROOM	RB	✓	100	100-
1	2000	WH	63 x 40	XO	HB		L'ROOM	RB	✓	100	100-
										INSTALLATION CHARGE:	100-

REMOVE EXISTING WINDOWS. SUPPLY & INSTALL NEW VINYL WINDOWS & SEAL.
CLEAN UP AND REMOVE ALL DEBRIS.

PLEASE READ CAREFULLY:

- PURCHASER'S (OR PURCHASER'S AGENT) SIGNATURE CONSTITUTES AN ORDER.
- ORDERS ARE SUBJECT TO MANAGEMENT ACCEPTANCE
- NO RETURNS ON CUSTOM MADE ITEMS
- 20% RESTOCKING CHARGE APPLIES TO ALL STOCK ORDER RETURNS
- NO RETURNS ACCEPTED WITHOUT PRIOR AUTHORIZATION
- 2% PER MONTH (26.8% PA) SERVICE CHARGE ON ALL CHARGES OUTSTANDING PAST THE PAYMENT TERMS

SPECIAL INSTRUCTIONS

SALES REP SIGNATURE

CUSTOMER SIGNATURE

X

PURCHASER AGREES THAT SIZES, TYPES, QUANTITIES AND DETAILS ARE CORRECT.

PLEASE SEE REVERSE FOR TERMS, CONDITIONS AND CODES

DELIVERY	N/A
PST	N/A
GST	77.00
TOTAL	$1177.00
DEPOSIT PAID	$600-

CHEQUE #434

WHITE-OFFICE, CANARY-PRODUCTION, PINK-CUSTOMER, GREEN-PACKING SLIP

SALES ORDER

PRESS HARD YOU ARE MAKING MULTIPLE COPIES

LEGENDS

Colours
WH-White
BN-Brown
AL-Almond
BK-Black
GY-Grey
PB-Brass (polished)
GC-Gold

Spacer
HB-Hard Bar
SB-Black Swiggle
SG-Grey Swiggle

Muntin Types
GE-Georgian
VC-Victorian

Frame
NO-Nail on
RB-Rebate
EL-Equal Leg
ER-Equal Leg with rebate sill

Lead Tape
SQ-Square
DI-Diamond

THE PURCHASER AGREES TO THE FOLLOWING TERMS AND CONDITIONS:

1. ACCEPTANCE

All contracts, quotations and orders are not enforceable until accepted by an authorized management representative of Van Isle Windows Ltd. (hereinafter called Van Isle). Non-acceptance by the management representative may be for credit reasons or otherwise.

2. DELAYS

Van Isle will not be responsible for any loss resulting from delays in supply caused by strikes, lock-outs, labour disputes, raw material shortages, transportation delays or other matters beyond its control

3. PAYMENT

Approved credit customers will pay the total purchase price within 30 days of the date of delivery. Customers without charge accounts will pay COD balance upon delivery of product. In default of payment, the purchaser agrees to pay interest on the unpaid balance at the rate of 2% per month (26.8% per annum). Van Isle reserves the right to exercise its Mechanic's Lien rights or the service of a third party collector at any time to insure collectability of all charges.

4. SALES TAX

The purchaser will pay the appropriate adjustment should there be a change after the date of contact in the rate of federal or provincial sales tax.

5. DELIVERY

The purchaser will provide an authorized representative to accept and acknowledge delivery of the material. If this is not done, previous practice will prevail. The purchaser agrees that shipping damages or shortages not noted at the time of delivery will be the responsibility of the purchaser.

6. GENERAL

a) Van Isle reserves the right to decline warranty service to accounts which are not current and/or warranty on products for which payment has not been received by Van Isle in full.

b) The cost of cleaning glass, metal or related products is not included in the contract price

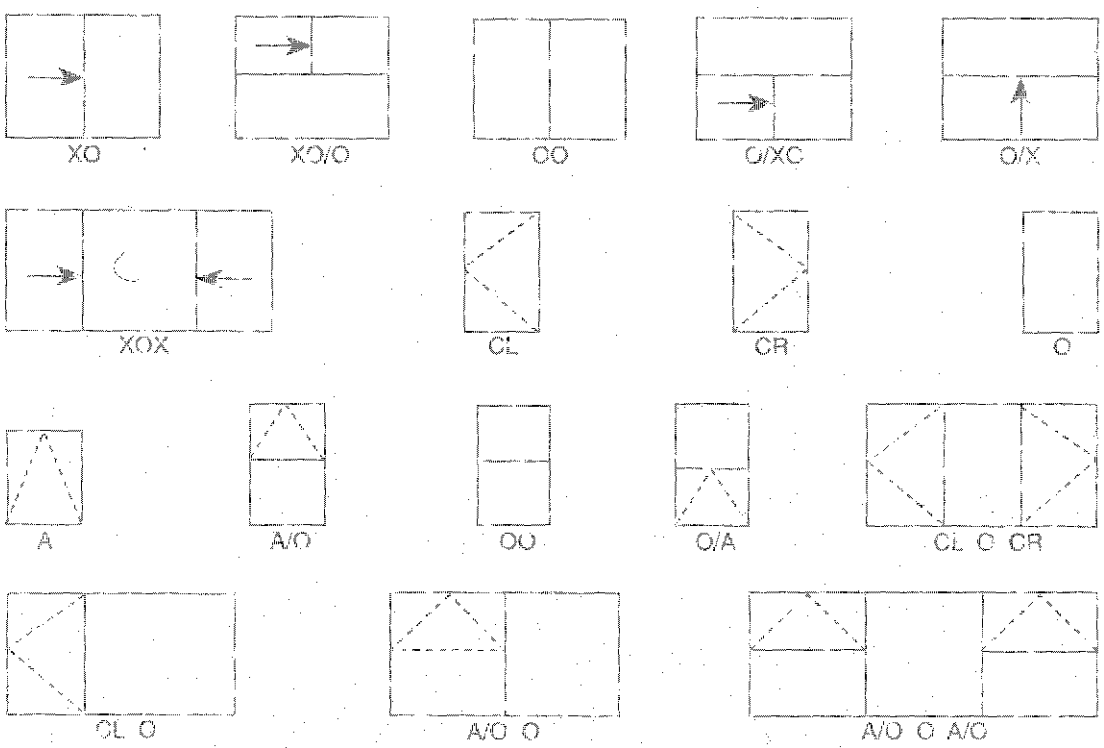
c) Van Isle will not assume responsibility for damages to building interior from condensation or frosting of glass and aluminum products.

d) Van Isle will not assume responsibility for costs incurred for "closing in" or "temporary glazing" necessitated by delays as outlined in paragraph 2 above.

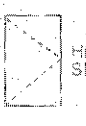
e) Van Isle will not assume responsibility for any repairs done or materials supplied by 3rd parties unless previously authorized by a management representative of Van Isle.

f) Any non-standard products or custom fabricated material ordered by the purchaser, which is not used for any reason will not be accepted back for credit and will be charged to the purchaser at the contract price.

g) Van Isle assumes no responsibility for scratched glass unless the scratch is inside the thermal sealed unit.



WINDOW CONFIGURATIONS – ALWAYS AS VIEWED FROM OUTSIDE



O = NON OPENING SECTION
X = SLIDING VENT
A = AWNING VENT
C = CASEMENT VENT

READING & NAVIGATING REGULATIONS

READING AND NAVIGATING REGULATIONS

Table of Contents

- use the table of contents to locate regulations according to their subject area or according to their regulation number
- the table of contents is located at the front of the regulations document (in this case, the Act)
- the table of contents lists the titles of the sections contained in the regulations document, the subject addressed by the regulation, and the number of each regulation
- the table of contents is arranged according to the order in which the regulations appear in the regulations document (they are in numerical order)
- the table of contents provides an overview of all the regulations contained in the regulations document

Index

- the index (if there is one) is used to locate specific information (words, names, concepts, etc.) found in the regulations document
- the index is located at the end of the regulations document
- the index lists key words and phrases, and all of the pages on which each can be found
- the index is arranged alphabetically

Glossary (Definitions)

- the glossary defines terms used in the regulations
- the glossary usually addresses technical vocabulary and not "reg talk"
- the glossary provides the specific meanings of words according to how the words are actually used in the regulations
- the glossary is a good place to start for "teachable" vocabulary

Reg Talk

- "reg talk" is the terminology that appears in most regulations documents (the "legalese")
- "reg talk" is the words and phrases that must be understood in order to understand any regulations document (e.g. shall, wherein, in accordance with, hereby, section repealed)

Roman Numerals

- many Canadians cannot read Roman numerals beyond the lowest levels, and there are usually Roman numerals in a set of regulations.
- the basic rules for reading Roman numerals are:
  - there can never be more than three i's in a row (iii)
  - for most regulations documents, the key numerals are i, iv, v, x, xv, xx

    i = 1
    iv = 4
    v = 5
    x = 10
    xv = 15
    xx = 20

  - v, x, xv, xx are centerpoints – any number to the right of the centerpoint is added to the centerpoint number; any number to the left of the centerpoint is subtracted. For example:

iii = 3
vii = 5 + 2
ix = 10 – 1
xviii = 15 + 3
xiv = 10 + 4
xix = 10 + 9

Numbering Systems

- regulations are usually organized by using numbers and letters OR by using decimals
- details are indented to the right (the larger the indent, the more detailed the piece of information)
- for example, numbering and lettering method:

Chapter
Part
Division
1 Section
(1) subsection
(a) paragraph
(i) subparagraph

- for example, decimal method:

Chapter
Part
Division
01. Section
01.01 subsection
01.01.01 paragraph
01.01.01.01 subparagraph

- when citing a regulation, all relevant numbers and letters must be included. For example, regulation 115(1)(b)(ii) OR regulation 112.03.12.02

Sentences

- regulations read like sentences containing lists– the section starts the sentence and the first letter of the section should be capitalized. To help you read the regulations, change each sentence into **plain English**.
- the subsections, paragraphs and subparagraphs are like the items in a list (look for the commas at the end of each line)
- there will usually be an “and” or an “or” before the last item in the list. If there is an “and”, it means all items in the list apply; if there is an “or”, it means only 1 item applies
- there should be a period at the end of the regulation “sentence.” For example:

117 (1)Every supervisor must
(a) ensure the health and safety of all workers under the direct supervision of the supervisor, ←
(b) be knowledgeable about this Part and those regulations applicable to the work being supervised, and ←
(c) comply with this Part, the regulations and any applicable orders. ↖

- each stem applies to the entire list. In the example above, the stem is Every supervisor must and it applies to (a), (b), (c). The stem also assigns responsibility and accountability

Table of Contents Exercise
based on LABOUR STANDARDS ACT
RSNWT 1988, cL-1 Table of Contents

Directions: for each of the following, indicate the Part (section) where you would most likely find the information you need, and cite the page number of the relevant regulation. Remember – skim the section headings first before focusing on specific regulations.

Question or Situation	PART #	SECTION #
If I am part time, do I get any paid vacation days?		
I'm pregnant; how much time do I get for maternity leave?		
Can I save up my overtime pay and use it for paid time off?		
How do I extend my parental leave?		
I work in a bar; does my employer have to pay minimum wage?		
Do I get paid extra if I work on Christmas Day?		
Am I allowed to work 11 hour shifts 5 days per week?		
Do I get holiday pay if I get fired?		
My employer says I have to work while I eat lunch. Is this right?		
How do I calculate vacation time?		
I have been fired; am I entitled to termination pay?		
I'm 13; can I be hired to work at the local golf course?		
I work full time; how often does my employer have to pay me?		
How do I go about getting permission to work 14 hours per day?		
How much notice does my employer have to give before laying me off?		
Can I substitute pay for Christmas with pay for another holiday?		
If I am adopting a child, can I get time off?		
Is it to my advantage to have an averaging agreement?		
What does "termination of employment" mean?		

TABLE OF CONTENTS

TABLE DES MATIÈRES

PART II.1

TERMINATION OF EMPLOYMENT

PARTIE II.1

LICENCIEMENT

PART III

ANNUAL VACATIONS

PARTIE III

CONGÉS ANNUELS

PART IV

GENERAL HOLIDAYS

PARTIE IV

JOURS FÉRIÉS

EXERCISE

based on an excerpt from the LABOUR STANDARDS ACT [RSNWT 1988, c.L-1] PART 11.1

Directions:

Choose a partner. You and your partner will be given 1 of the scenarios below. Each scenario requires information from Part II.1 of the NWT Labour Standards Act. For your scenario:

- Find the regulations in Part II.1 that apply.
- Summarize them in a way that can be easily understood.
- Provide the information you have been asked about in your scenario.
- Write down the number of the regulation(s) you use.
- Be prepared to present your scenario and answers to the class in such a way that we learn about the regulation.

Scenarios:

1. I have been working for my employer for 1 year. My employer said I could have some time off because it wasn't busy at work. Then I got a letter saying I should come back to work in two days. I stayed away from work for about 10 days after I got the letter. Today I went back to work and my boss said I was fired. He gave me no notice and he said I can't have termination pay. What can I do?

2. I have worked for my employer for 6 years. Now I am getting permanently laid off. My boss gave me 3 weeks' notice in writing and wrote the date I will be terminated on my notice. He said I can't have termination pay because he gave me enough notice. Can I take any action?

3. Our company laid off 30 workers. I was one of those workers. I have worked for the company for two years. I received no notice but I did receive two weeks' pay. Did my employer follow the rules?

4. I have worked for the company for 2 months. Today I got fired – no extra pay and no notice. Should I get some extra pay?

5. I am going on my 2 weeks of annual leave. I got a letter today that said I was being permanently laid off in two weeks (the day I return from my leave). I have worked for the company for a year. I will receive no termination pay. Is my employer breaking the law?

6. After 6 months of work, I got fired today because I refused to do another type of job. The job was okay but I didn't want to work in a part of the building where my friend doesn't work. I didn't get any notice or any extra pay. Is this legal?

7. I was told today that I was temporarily laid off for 30 days. My lay-off starts tomorrow. I have worked for the company for two years. Am I owed any money?

8. I was temporarily laid off for a month but when the end of the month came, I was not called back to work. I have worked for the company for five years. What do they owe me?

9. I have worked for the company for four years. My employer gave me 3 weeks' notice that I will be terminated. Now, my employer is making me do all the jobs no one else wants to do and not letting me do any of my other work. I feel like quitting. What can I do?

10. My boss gave me notice I was being laid off. When the lay-off date came, there was too much work going on so I just kept working. Am I considered employed or what is the story?

11. a) I was laid off for 50 days over the past 2 months. Is this still considered a temporary lay-off?

    b) Last year I worked for one employer and then worked for someone else for 6 months. Then I went back with my first employer. Does this count as 2 or 3 employers?

12. My employer decided today that they will be laying off 55 employees. The boss said that we will receive termination pay. What is the earliest I could receive my termination pay? (In how many weeks?)

13. I was temporarily laid off for 40 days. At the end of the 40 days, I was told there is no more work for me. I have worked for the company for 8 months. My boss said I will not receive termination pay since I was temporarily laid off. Is this right?

14. I was temporarily laid off for 30 days which is now extended to 60 days. What can I do?

15. I have worked for the company for a year. I was told that I was terminated and I received 2 weeks' pay which did not include benefits. Can I complain to the company?

job, if the training facilities provided and used by the employer are adequate to provide a training program that will increase the skill or proficiency of an employee; and

(h) prescribing minimum wages for domestic workers or types of domestic workers. R.S.N.W.T. 1988,c.88 (Supp.), s.3; S.N.W.T. 2002,c.20,s.6(2); S.N.W.T. 2003,c.13,s.3.

L.R.T.N.-O. 1988, ch. 88 (Suppl.), art. 3; L.T.N-O. 2002, ch. 20, art. 6(2); L.T.N.-O. 2003, ch. 13, art. 3.

PART II.1

TERMINATION OF EMPLOYMENT

PARTIE II.1

LICENCIEMENT

Definitions

14.01. In this Part,

"notice of termination" means a written notice of termination of employment given by an employer to an employee in accordance with subsection 14.03(2); (*préavis de licenciement*)

"temporary layoff" means an interruption of the employment of an employee by an employer for a period

(a) not exceeding 45 days of layoff in a period of 60 consecutive days, or

(b) exceeding 45 days of layoff, where the employer recalls the employee to employment within a time fixed by the Labour Standards Officer; (*mise à pied temporaire*)

"termination pay" means a payment made by an employer to an employee in accordance with subsection 14.03(4) or section 14.06. (*indemnité de licenciement*) R.S.N.W.T. 1988,c.20(Supp.),s.2.

Définitions

14.01. Les définitions qui suivent s'appliquent à la présente partie.

«indemnité de licenciement» omme que l'employeur verse à l'employé en conformité avec le paragraphe 14.03(4) ou l'article 14.06. (*termination pay*)

«mise à pied temporaire» Interruption du travail d'un employé décidée par l'employeur :

a) soit pour une période maximale de 45 jours sans travail pendant une période de 60 jours consécutifs;

b) soit pour une période supérieure à 45 jours sans travail, si l'employeur rappelle l'employé au travail dans un délai fixé par l'agent des normes du travail. (*temporary layoff*)

«préavis de licenciement» Préavis écrit de licenciement que l'employeur remet à l'employé en conformité avec le paragraphe 14.03(2). (*notice of termination*) L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Separate periods of employment

14.02. For the purpose of this Part, where an employee has been employed by the same employer more than once, those periods of employment shall be deemed to be one period of employment if not more than 90 days have elapsed between each period of employment. R.S.N.W.T. 1988, c.20(Supp.),s.2.

Périodes multiples d'emploi

14.02. Pour l'application de la présente partie, lorsqu'un employé a été au service du même employeur à plusieurs reprises, ces périodes d'emploi sont réputées n'en constituer qu'une seule, si elles sont séparées par une période d'au plus 90 jours. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Termination of employment

14.03. (1) No employer shall terminate the employment of an employee who has been employed by that employer for a period of 90 days or more, unless the employer

(a) gives the employee notice of termination; or

(b) pays the employee termination pay.

Licenciement

14.03. (1) L'employeur ne peut licencier l'employé qui a été à son service pendant une période égale ou supérieure à 90 jours qu'à l'une ou l'autre des conditions suivantes :

a) il lui donne un préavis de licenciement;

b) il lui verse une indemnité de licenciement.

Notice of termination

(2) An employer who wishes to terminate the employment of an employee by notice of termination shall

Préavis de licenciement

(2) L'employeur qui désire licencier un employé en lui remettant un préavis de licenciement :

a) lui remet un préavis écrit de licenciement

(a) give the employee written notice of termination of not less than
(i) two weeks, if the employee has been employed by the employer for less than three years, and
(ii) an additional week for each additional year of employment, to a maximum of eight weeks; and
(b) indicate in the notice of termination the date
(i) on which the notice is given, and
(ii) on which the employment is terminated.

d'au moins deux semaines, si l'employé a été à son service pendant une période de moins de trois ans, ce délai de préavis étant, sous réserve d'un maximum de huit semaines, augmenté d'une semaine par année de service;
b) indique dans le préavis la date à laquelle celui-ci est donné et la date à laquelle le licenciement sera effectif.

Annual leave

(3) The period of notice required by subsection (2) shall not coincide with the annual leave of the employee whose employment is being terminated.

(3) Le délai de préavis exigé par le paragraphe (2) ne peut coïncider avec le congé annuel de l'employé en question.

Congé annuel

Termination pay

(4) An employer who wishes to terminate the employment of an employee by paying termination pay in place of giving notice of termination shall pay the employee termination pay in an amount equal to the wages and benefits to which the employee would have been entitled if the employee had worked his or her usual hours of work for each week of the period for which notice would otherwise be required by subsection (2). R.S.N.W.T. 1988, c.20(Supp.),s.2.

(4) L'employeur qui désire licencier un employé en lui remettant une indemnité de licenciement au lieu d'un préavis lui verse une somme égale au salaire et aux autres avantages auxquels l'employé aurait eu droit s'il avait travaillé pendant le nombre normal d'heures durant chacune des semaines servant, dans son cas, à déterminer le délai de préavis mentionné au paragraphe (2). L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Indemnité de licenciement

Exceptions

14.04. Section 14.03 does not apply to an employee
(a) who is temporarily laid off;
(b) who is employed in an activity, business, work, trade, occupation or profession that is exempted by regulation;
(c) whose employment is terminated for just cause;
(d) whose employment is terminated because the employee has refused an offer by the employer of reasonable alternative work; or
(e) on temporary layoff who does not return to work within seven days after being requested to do so in writing by the employer. S.N.W.T. 1988,c.20(Supp.), s.2.

14.04. L'article 14.03 ne s'applique pas à l'employé :
a) qui est mis à pied temporairement;
b) dont les activités, le travail, le métier ou la profession sont exemptés par règlement;
c) dont le congédiement est justifié;
d) qui est congédié parce qu'il a refusé l'offre de l'employeur de l'affecter à un autre travail constituant une solution de rechange raisonnable;
e) qui a fait l'objet d'une mise à pied temporaire et ne se présente pas au travail sept jours après y avoir été appelé par écrit par l'employeur. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Exceptions

Temporary layoff

14.05. (1) Where an employer wishes to temporarily lay off an employee, the employer shall
(a) give the employee written notice of temporary layoff; and
(b) indicate in the notice of temporary layoff the expected date on which the employer will request the employee to return to work.

14.05. (1) L'employeur qui désire procéder à des mises à pied temporaires :
a) donne à l'employé visé un préavis écrit de mise à pied temporaire;
b) indique dans le préavis la date prévue à laquelle il entend rappeler l'employé au travail.

Mises à pied temporaires
Deemed termination

Deemed termination

(2) Where an employer temporarily lays off an employee without giving the employee notice of temporary layoff in accordance with subsection (1), the

(2) La mise à pied temporaire qui n'est pas conforme au paragraphe (1) est assimilée au licenciement. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Présomption

employer shall be deemed to have terminated the employment of the employee. R.S.N.W.T. 1988,c.20 (Supp.),s.2.

Permanent layoff

14.06. Where an employer temporarily lays off an employee and the layoff exceeds a temporary layoff,

(a) the employment of the employee shall be deemed to have terminated on the last day of temporary layoff; and

(b) the employer shall pay the employee termination pay, calculated in accordance with subsection 14.03(4).

R.S.N.W.T. 1988,c.20(Supp.),s.2.

Mise à pied permanente

14.06. Lorsqu'une mise à pied dure plus longtemps qu'une mise à pied temporaire :

a) l'employé est réputé avoir été licencié le dernier jour de la mise à pied temporaire;

b) l'employeur lui verse l'indemnité de licenciement calculée en conformité avec le paragraphe 14.03(4).

L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Notice to Labour Standards Officer

14.07. (1) Where an employer wishes to terminate the employment of 25 or more employees at one time or within any period not exceeding four weeks, the employer shall, in addition to any notice required by subsection 14.03(2), give the Labour Standards Officer written notice of not less than

(a) four weeks, where the employment of less than 50 employees is to be terminated;

(b) eight weeks, where the employment of more than 49 and less than 100 employees is to be terminated;

(c) 12 weeks where the employment of more than 99 and less than 300 employees is to be terminated; or

(d) 16 weeks where the employment of 300 or more employees is to be terminated.

Préavis à l'agent des normes du travail

14.07. (1) Avant de procéder au licenciement simultané, ou échelonné sur au plus quatre semaines, de 25 employés ou plus, l'employeur, en plus du préavis qu'exige le paragraphe 14.03(2), donne à l'agent des normes du travail un préavis écrit d'au moins :

a) quatre semaines, en cas de licenciement de moins de 50 employés;

b) huit semaines, en cas de licenciement de plus de 49, mais de moins de 100 employés;

c) douze semaines, en cas de licenciement de plus de 99, mais de moins de 300 employés;

d) seize semaines, en cas de licenciement de 300 employés ou plus.

Expiry of notice

(2) Termination for which notice is required under subsection (1) shall not take effect until the required period of notice has expired. R.S.N.W.T. 1988,c.20(Supp.),s.2.

Expiration du délai

(2) Le licenciement pour lequel le paragraphe (1) exige un préavis ne peut avoir lieu avant l'expiration du délai de préavis. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Alteration of wages

14.08. (1) Where notice of termination is given, the employer

(a) shall not reduce the wages or rate of wages or alter any term or condition of employment of the employee to whom notice is given; and

(b) shall, between the date that the notice of termination is given and the date of termination of employment, pay wages and benefits to the employee to whom the notice is given in an amount not less than the wages and benefits to which the employee would have been entitled if the employee had worked his or her usual hours of work in that period, whether or not work is required or performed.

Modification des salaires

14.08. (1) Une fois donné le préavis de licenciement, l'employeur :

a) ne peut réduire les salaires ou le taux des salaires ou modifier les conditions de travail d'un employé à qui il a remis le préavis;

b) entre la date du préavis et celle du licenciement, verse à l'employé un salaire et des avantages au moins égaux à ceux que l'employé aurait reçus s'il avait travaillé un nombre normal d'heures pendant cette période, qu'il ait effectivement travaillé ou non.

Constructive termination

(2) Where an employer has substantially altered a condition of employment and the Labour Standards Officer is satisfied that the purpose of the alteration is to discourage the employee from continuing in the

Interprétation

(2) L'agent des normes du travail peut assimiler à un licenciement toute modification importante que, selon lui, l'employeur a apportée aux conditions de travail dans le but d'encourager un employé à

employment of the employer, the Labour Standards Officer may declare that the employer has terminated the employment of the employee. R.S.N.W.T. 1988, c.20(Supp.),s.2.

démissionner. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Continuation of employment after termination

14.09. Notice of termination is void and of no effect if an employee continues to be employed by his or her employer after the date for termination of employment specified in the notice of termination. R.S.N.W.T. 1988,c.20(Supp.),s.2.

14.09. Le préavis de licenciement est nul, si l'employé continue d'être au service de son employeur après la date y prévue pour son licenciement. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Poursuite du travail

Deeming provision

14.10. Termination pay shall for all purposes be deemed to be wages. R.S.N.W.T. 1988,c.20(Supp.), s.2.

14.10. L'indemnité de licenciement est assimilée en tout état de cause au salaire. L.R.T.N.-O. 1988, ch. 20 (Suppl.), art. 2.

Présomption

PART III

ANNUAL VACATIONS

PARTIE III

CONGÉS ANNUELS

Definitions

15. In this Part,

"vacation pay" means 4% of the wages of an employee during a year of employment in respect of which the employee is entitled to a vacation of two weeks duration, and 6% of the wages of an employee during a year of employment in respect of which the employee is entitled to a vacation of three weeks duration; (*indemnité de congé annuel)*

"year of employment" means continuous employment of an employee by one employer for a period of 12 consecutive months beginning on the date the employment began or any subsequent anniversary date after that. *(année de service)*

15. Les définitions qui suivent s'appliquent à la présente partie.

«année de service» Période d'emploi ininterrompu de 12 mois à compter de la date d'engagement ou du jour anniversaire de celui-ci par le même employeur. *(year of employment*)

«indemnité de congé annuel» Indemnité égale à 4 % du salaire gagné au cours de l'année de service donnant droit à un congé annuel de deux semaines ou 6 % du salaire gagné au cours de l'année de service donnant droit à un congé annuel de trois semaines. *(vacation pay*)

Définitions

Annual vacation with pay

16. (1) Subject to this Part, every employee is entitled, after each year of employment with any one employer,

(a) for the first five years of employment, to an annual vacation with vacation pay of two weeks; and

(b) for the years of employment following the first five years of employment, whether or not that period of employment is made up of continuous years of employment or of years of employment accumulated within the past 10 years, to an annual vacation with vacation pay of three weeks.

16. (1) Sous réserve des autres dispositions de la présente partie, tout employé a droit, par année de service accomplie :

a) à deux semaines de congés annuels payés pour les cinq premières années de service;

b) à trois semaines de congés annuels payés après cinq années de service, que cette période de service soit ininterrompue ou qu'il s'agisse d'années de service accumulées au cours des 10 dernières années.

Congés annuels payés

Retroactivity

(2) For the purposes of this Part, employment before November 28, 1976, shall be included in computing years of employment.

(2) Pour l'application de la présente partie, les années de service complétées avant le 28 novembre 1976 sont incluses dans le calcul.

Rétroactivité

Granting vacation with pay

17. The employer of an employee who, under this Part, has become entitled to a vacation with vacation pay, shall

17. Une fois que l'employé a, aux termes de la présente partie, acquis le droit à des congés annuels, l'employeur est tenu :

Congés annuels payés

INTEGRATED TRAINING

INTEGRATED PROJECT IDEAS

Project	Technical Skills Addressed	Essential Skill Tasks Addressed	Learning Objectives	Assessment Strategies

WELDING AND FABRICATION: FLOWER OR PLANT STAND (PROJECT #2 of 7)

Design Brief:

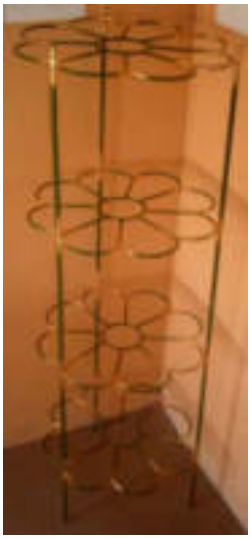
Customer: Researched target market
User: Customer and family
Product: Flowerpot or plant stand

Specifications List:

- Should be made from round bar (various sizes including reinforced round bar)
- Should be able to stand on its own
- Should be decorative
- Should be painted in one or more colours
- Should be able to hold 3 or more pots
- Should reflect the natural environment
- Can use sheet metal if compatible with design
- Should be finished within 2 weeks
- Should be about 1300 mm high
- The width should not be more than 450 mm
- Should not cost more than N$150

Technical Skills Addressed:

- ♦ Perform basic maintenance on tools/machines
- ♦ Identify tools and materials required for tasks
- ♦ Use cutting template
- ♦ Measure and mark out
- ♦ Cut metal using hack saw, angle grinder, cut off machine
- ♦ Cut sheet metal using tin snips, shears, guillotine, angle grinder
- ♦ Bend metal using hammer, bench vice, roller, jig, pipe bender
- ♦ Assemble pieces and tack weld
- ♦ Weld using round bar, flat bar
  - Make a butt weld using arc welder
  - Make a fillet weld using arc welder
  - Make an open corner weld using arc welder
  - Make a lap joint using arc welder
- ♦ Weld using black sheeting and galvanized sheeting
- ♦ Weld horizontally and vertically
- ♦ Finish using files, angle grinder, pedestal grinder, sand paper
- ♦ Paint metal
- ♦ Identify welding defects and causes



Essential Skills-related tasks

- Write a design brief
- Conduct target market research
- Summarize research findings
- Develop a specifications list based on research
- Sketch and label design ideas
- Choose the most appropriate design
- Read invoices to get material costs
- Complete a production plan, including estimated times
- Complete a cutting list
- Do a cost estimate (costing and pricing exercise) and compare to targeted price (re-design if necessary)
- Make a technical drawing if the design meets cost requirements
- Read metal rod and bar dimensions to choose the correct materials
- Measure and mark out
- Read product labels
- Read and interpret safety regulations
- Complete a quality control assessment of final product
- Do an actual costing and pricing to verify price
- Take colour marketing photo of product
- Develop a marketing strategy
- Communicate with potential customers and make the sale
- Write a receipt
- Complete project self-assessment form with instructor
- Update learner portfolio

USE IT OR LOSE IT

Sellina's Dried Fish Selling Business (Market Stall)

All references to currency are in Namibian Dollars (ND). All costs are based on real data.

# fish purchased to re-sell	150 / week
Cost of fish	$2.00 / fish
Plastic bags	$10.00 for 100 bags (when customers buy fish, the purchased fish are put into bags)
Transport	$60.00 per weekly trip to buy fish for selling
Market stall rent	$12.00 / month
Sellina's wage (amount needed to live)	She needs $100 per week to pay for her family's food, clothes, school fees, and necessities
Work hours	5 days per week (8 hour days)
# fish sold to customers	150 / week (on average)
Reasonable profit margin (for market stall fish sellers)	20%

Using the above information, answer the following questions:

1. What is lowest price at which Sellina can sell 1 fish if she wants to make a profit considered reasonable for fish sellers in the market?
2. Sellina actually sells her fish in the market for $4.50 / fish. What is her profit margin (a percentage)?
3. What is Sellina's wage per hour? Per day?
4. Approximately how much does Sellina earn per month in Canadian dollars? (1 CD = 4.88 ND)

(No pressure: women in northern Namibia with little formal education and little familiarity with calculators can successfully complete these questions).

Bonus Question:

5. Sellina's uncle wants to hire her on Saturdays to clean fish. He will pay Sellina her fish selling wage. Sellina's uncle has observed that it takes two workers 1 hour and 40 minutes to clean one crate of fish. He pays per crate of fish cleaned. What will Sellina earn (ND) per crate of fish she cleans?

Sellina selling dried fish at her market stall in Katima Mulilo.

SAFETY & WORKPLACE READING
SYNCRUDE APPLIED MATH / WORKPLACE APPLIED MATH

Safety and Workplace Reading:

NATO Alphabet Exercise

Recall and being an active reader to improve recall are a major focus in the Safety and Workplace Reading workshops offered by Keyano College.

Practice Recall

This reading/ memory task will test your ability to manage your workplace memory habits. The NATO alphabet is used to communicate messages over the radio in a variety of worksites.

Divide into groups and do whatever it takes in 4-5 minutes to memorize the NATO alphabet (below). Realistically, time is money in the workplace and we are often not given much time to read and act. Also, distractions are part of the workplace.

A=Alpha
B=Bravo
C=Charlie
D=Delta
E=Echo
F=Foxtrot
G=Golf
H=Hotel
I= India
J =Juliett
K= Kilo
L= Lima
M= Mike
N= November
O= Oscar
P= Papa
Q= Quebec
R= Romeo
S= Sierra
T= Tango
U= Uniform
V= Victor
W= Whiskey
X= Xray
Y= Yankee
Z= Zulu

ACTIVITY: Ask each group to phonetically spell one of the following words

evacuate
emergency
oil sands
rescue
medical aid
toxicity
MSDS
urgent
Syncrude
gas leak
Keyano
man down
explosion
hydrogen sulfide

Debrief

- Being in the moment for reading tasks begins with AWARENESS: awareness of your purpose, awareness of your strategies, awareness of your habits.
- Being in the moment requires replacing passive reading with active reading.

What strategies did you use?

Did you reorganize the data?
Did you engage your senses?
Did you use repetition?

Safety and Workplace Reading:

Previewing Exercise

Previewing sets the stage for recall and comprehension and reduces stress. How does it reduce stress? The reader sees the scope of the task quickly; we are more stressed by what we don't know. It is also the first step in tackling a large quantity of reading. Previewing is done to acquire a quick visual survey. A preview:

- can determine the purpose and strategy for further reading.
- aids comprehension and recall.
- tackles a large quantity of information faster.
- may be all that is necessary.

Once previewing is taught in the workshop, all the reading encountered including trades books in the classroom, is previewed.

For the trainer:
a simple 5 minute preview can save time and promotes a greater understanding and confidence for the employee. Encouraging questions from the preview reveals levels of understanding that may require further training or upgrading.

Activity

Use a safety handbook or other instructional document used by all employees/learners in the group.
Tell them to take 3 minutes to preview the document using the steps outlined below.

1. Check the title, length, source and year.
2. Determine the purpose and intended audience.
3. Note the organization of text and graphics.
4. Read the introduction and check the end pages.
5. Predict your workplace responsibilities.
6. What questions do you need answered?

Then discuss the answers to questions that pertain to the document.

As an example:

The sample activity from Keyano College used a safety handbook for employees working in extraction and asked the following questions.

1. What three steps must you take when injured at work.
2. In what areas of extraction are you permitted to have a beard?
3. When is fall protection required?
4. What are the four steps in the Syncrude Environment Health and Safety Management System?
5. What questions do you need answered? (this especially important for the trainer)

The answers were:

1. Inside front cover: tell your employer, tell your doctor, tell the WCB

2. Page 17, every area but Plant 6, 67 or composite tailings or when you are doing work that requires air purifying or air supplying respiratory protection.

3. Section 3 PPE page 15 required when worker can fall greater than 10 ft from a temporary work area or 4 feet from a permanent work area.

4. See back cover: assess plan, do, review

5. As a new employee, you may not be familiar with LEL (Lower explosive Limit), PPM (part per million), Tag I System, Voicecard, 3 point contact Purple flagging means radiation (a good thing to know!) What are the pictures on front??

Syncrude Applied Math (SAM) / Workplace Applied Math (WAM)

The four themes of the SAM/WAM program are:

1. Numbers and Number Sense: fractions, decimals, percentages, ratios rate and proportions.

Workplace examples include:

1. calculations of number of barrels of bitumen per year given barrels per day;
2. number of people needed to do a specific task if one person can do the task in a specified number of hours.

2. Measurement/Geometry: imperial and metric measurement and conversions between the two as well as geometry

Workplace examples include:

1. metric to imperial conversions
2. division of a pipe into two pieces of specified length, how much is left over after the cutting;
3. Length of conduit needed given angles of the path it will travel

3. Graphing and Statistics:

Workplace examples include:

1. Reading graphs to assess the number of barrels of oil produced in a certain year
2. Reading projected increases in manpower needed.

4. Introduction to algebra: solving equations, transpositions of formulas and signed fractions and decimals

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Practice Question 1

The idea for this question came from the Syncrude Central Machine Shop. It is a daily workplace task. The question itself comes from the numbers and number sense unit and focuses on percentage application.

A CMS machinist is to allow a 1.5% tolerance on a shaft 18 feet in length. How much tolerance is allowed? Give answer in inches.

Answer:

To teach this, instruct that all practical percentage applications have three basic parts:

Actual amount
Base (whole or original amount)
Rate (%)

Actual amount = Rate(%) x Base (whole amount) = 1.5% x18 feet = 27/100 = .27 ft.
Measurement conversion = .27 feet x12 in /1 ft = 3.24 inches

Practice Question 2

Syncrude is moving away from a dragline/conveyor belt operation to trucks and shovels, but it still has one dragline working in the north mine. Syncrude uses both metric and imperial measures onsite. A lot of their equipment comes from the US, so employees constantly have to make conversions. This is a conversion question and comes from the introductory section of the Measurement and Geometry unit of SAM.

The bucket on this unit holds 2,430 cubic feet of oil sand. It takes 55 seconds to pick up a load and dump it. How many whole cubic feet can it move per hour?

Next, determine how many cubic yards it can move per hour, round to the nearest cubic yard.

Answer:

To teach this, use the following calculations:

- Number of seconds per hour
- 1 cubic foot = 1/27 cubic yard

60 x 60 = 3600 seconds per hour

3600/55 = 65.454545 dumps per hour

65.454545 x 2430 = 159,055 cubic feet per hour

159,055/27= 5891 cubic yards per hour

EVALUATION RECAP

Integrating Essential Skills into Training Materials - Workshop Evaluation

Workshop participants were asked to evaluate sessions based on the following rating scale:

5 = high / very good 1 = low / poor

May 24, 2006 - Day One

1 2 3 4 5

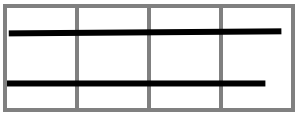
Welcome and Overview: Jonas Sammons

success in terms of preparing you for the workshop

Workshop 1: Pat Salt

quality of workshop

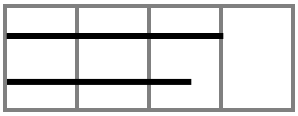
effectiveness in providing you with tools for your work



Ready to Work North: Wenda Dahl

quality of presentation

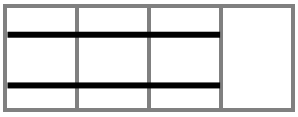
effectiveness in providing you with tools for your work



Workshop 2: Lynda Fownes

quality of workshop

effectiveness in providing you with tools for your work



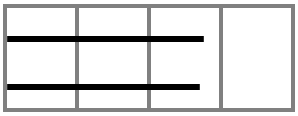
May 25, 2005 Day Two

1 2 3 4 5

Bridge River Project: Courtney Fidler

quality of presentation

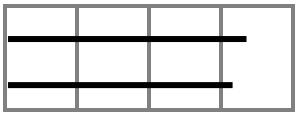
usefulness of the discussion to your work context



Workshop 3: Hildy Hanson

quality of workshop

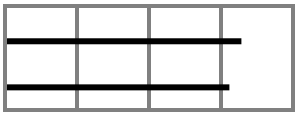
effectiveness in providing you with tools for your work



MGP Training Update: Tom Williams

quality of presentation

effectiveness in providing you with tools for your work



Workshop 4: Pat Salt

quality of workshop

effectiveness in providing you with tools for your work

Did We Accomplish Our Goals?

1 2 3 4 5

To raise your awareness of the importance of integrating essential skills into training programs

To acquaint you with essential skills tools and resources

To deliver practical hands-on train the trainer sessions

To provide opportunities for you to network and share information

To explore what further trainer development and teaching/learning resources are needed

Comments/Suggestions

- I found the workshops very informative...they helped clarify how to make ES a part of adult learning.
- Would like more hands on activities
- Liked the workshop because it was so practical...lots of helpful strategies
- Would have liked to have more time on each subject
- Found the presenters extremely motivating...thanks to Pat for being that friendly voice
- I hope we could do this all again
- Would like a combination of southern and northern presenters
- Very useful in helping me to understand what essential skills are and how to incorporate them
- Good cross section of presenters
- A+. Jonas had great stories and a friendly welcoming attitude
- Pat Salt had some really wonderful tools that we can use.
- Great conference. Topics were timely and relevant and the presenters were knowledgeable and interesting.
- Good quick overview on POTC/APG

How will you use what you learned?

- Am developing resources to support ALBE curriculum and will now include more workplace documents and essential skills in the resources.
- I will take the information to my colleagues to generate discussion about the need to implement essential skills training within our own organization...I will also promote the need to have Es training as an integral component of any educational and training program we are developing, funding or supporting.
- To assist organizations in developing relevant training plans for trainees.

- ...integrating the information into a small training program which will hopefully be applied province wide
- In curriculum development
- To contribute to the development of training curriculum in my region
- Will use the information in the literacy classes I teach
- Employer education; weave into learning plan for training-on-the job; creativity and problem solving will now be the driving force for all workshops that need to be designed
- Will incorporate the new ideas into my existing curriculum and activities; will try to teach everything from an essential skills perspective
- I'll definitely have a closer look at the Numeracy at Work and Reading at Work materials
- Will review all my materials and resources to see if they're pertinent to teaching essential skills
- Will use the ES websites and will share ideas with my clients on how they can acquire ES and why they are important

Other

- Very professional and well organized.
- Lots of fun, good networking opportunity.
- Really liked the workbook
- Need more frequent short breaks / healthy snack alternatives
- Room too hot

You said it best!

I wanted to let you both know about the success of the conference from my point of view, on different levels. I admit I didn't know how useful Essential Skills would be for a CDO, thought I'd learn. ...and learn I did! You'd think that everybody knows about transferable skills like reading documents and finding information. However, it's sort of like discovering the secret of opening the little plastic pre-packaged vinegar used in diners. I was managing quite fine - eight out of ten times I didn't spill the vinegar on myself AND my fries. However, the day I discovered the secret slit in the corner of the package -- it was like I had gained some sort of magic touch. Mercy. It was the same thing with the Essential or transferable skills like common sense - is not so common.

The magical moment for me was one of the resources from Pat Salt, the use of the flow charts. Did you know that there is a meaning for different shapes? Probably...but I didn't. It was like opening the vinegar package once again! Using each shape during the flow chart process creates clear understanding, cuts the time factor - and keeps things simple. It'll be most useful when I am meeting with employers to assist with training plans. FINALLY, I have something that I can suggest be woven into any training plan. Flowcharts are such simple tools yet the usefulness for explaining progressive steps within the education and training system is invaluable. Education of employers regarding essential skills will not only help them with being clear about duties, but also save time, and help create a plan for accountability. For the trainee it will aid in his/her gaining useful skills for present and future use.

Another level of success was meeting the different CDO's from the region. It was especially useful for me to meet Gaylene and Tannis since I haven't been to Trout Lake or Wrigley. We've spoken over the phone - now those same people and I can "see" the other person when we talk on the phone. It's really helpful to gain rapport and trust with our fellow compatriots in education, employment....and training.

Yessiree....I have to say it was a well organized refreshing conference that will be very useful for this CDO in her adventures in the Deh Cho. I wanted you to know how important education and training like this is, just as important for us in the frontline as for our clients. We all benefit....and on that note....I've decided to have french fries and vinegar for supper tonight.

Thanks for sending me!
Marion

NETWORKING LIST

Integrating Essential Skills Networking List

Last	First	Position/title	Organization	Address	City/ Prov.	P.Code	Telephone	E-mail
Bird	Pearl	Career Counsellor	NWT Métis Nation	Box 1508	Fort Smith, NT	X0E 0P0	867 872 3630	training@nwtmn.nt
Blake	Janine	Career Development Officer	GNWT EC&E	Bag Service 1	Inuvik, NT	X0E 0T0	867 777 7435	janine_blake@gov.nt.ca
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Fidler	Courtney	Natural Resource Specialist	BC Hydro, Bridge River Generation	Site 1, Box 18	Shalalth, BC	V0N 3C0	250 259 6338	Courney.fiddler@bchydro.com
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Integrating Essential Skills Networking List

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Oskenekisses	Gaylene	Human Resource Officer	Pehdzeh Ki First Nations	PO Box 56	Wrigley, NT	X0E 1E0	867 581 3229	
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Salt	Pat		PLS Consulting	Suite 242 919 Centre St. NW	Calgary AB	T2E 2P6	403 230 8265	p.salt@shaw.ca
Sammons	Jonas	President	MacSam International Ltd.	27 Shier Dr	Winnipeg, MB	R3R 2H2	204 895 0162	Jsammons6@shaw.ca
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Integrating Essential Skills Networking List

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