

# **SKILLS FOR SUCCESS**

## **WORK READY YOUTH PROGRAM**

### **FACILITATORS' GUIDE**



## Acknowledgement

The Skills for Success Work Ready Youth Program - Workbook Series was developed by Skills/Competences Canada, with support from the Government of Canada.

Acknowledgement is given to Bow Valley College who were instrumental in developing the content of the workbooks.

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This document is distributed by Skills/Competences Canada

Funded in part by the  
Government of Canada's  
Skills for Success Program

**Canada** 

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### Important Note

**PLEASE NOTE:** In the communication workbook, Workout #3 Effective Listening, learners are asked to watch three of the Skills Canada videos: Communication, Numeracy, and Reading, and to complete activities related to what they see and hear.

**IF RELIABLE INTERNET IS NOT AVAILABLE AT YOUR LOCATION**, please contact Marisa Sosa, Director, Programs and Diversity & Inclusion to receive copies of the videos that can be run without internet access. Marisa's contact information is [marisas@skillscanada.com](mailto:marisas@skillscanada.com) or 343-883-7545 x 517.

The introductory PowerPoint that accompanies this guide is designed to help you provide learners with an orientation to the content and purpose of the workbooks. It is strongly recommended that facilitators take the time to walk through the PowerPoint with learners before they begin to work with the materials.

The PowerPoint slides include speaking notes to assist the facilitators.

### Welcome

Welcome to Skills/Compétences Canada's (SCC) *Skills for Success: Work Ready Youth Program*. The program uses the Skills for Success to help bridge the gap between the world of learning and the world of work.

If you are reading this, you likely work with youth who are interested in exploring the skills they have, and growing skills they need to have, to succeed in the workplace. You may be a classroom teacher, facilitate a community youth or jobs-club program, work in an on-reserve program, in youth apprenticeship, or simply work one on one to support youth you know. Whatever your role, we believe the *Skills for Success: Work Ready Youth Program* can help.

### Skills/Compétences Canada and Skills for Success

Skills for Success are a major component of Skills/Compétences Canada (SCC) initiatives. The national competitions include a Skills for Success Youth Assembly, there is an SCC YouTube channel, and a skills mobile app.

### Skills for Success Youth Assembly

The Skills for Success Youth Assembly, held in conjunction with the Skills/Compétences Canada National Competition, provides a venue for young adults, aged 18-22, to discuss current SCC programming and Skills for Success. To learn more about this SCC initiative visit <https://www.skillscompetencescanada.com/en/program/skills-for-success/>

### Skills/Compétences Canada YouTube Resources

You will find multiple, short, informative videos on a variety of skills for success topics, at the Skills/Compétences Canada YouTube channel  
[https://www.youtube.com/user/SkillsCanadaOfficial/videos?view\\_as=subscriber&spfreload=5](https://www.youtube.com/user/SkillsCanadaOfficial/videos?view_as=subscriber&spfreload=5)

### Skills/Compétences Canada Mobile App

SCC's *Skills for Success Mobile App* for learners and teachers is designed for iPhone®, iPad® and iPod Touch® and Android devices and is currently available free for download in the App Store and [Google Play](#).

The App features profiles of over 40 different trade and technology careers, a summary of the skills for success and a comprehensive set of questions for users to test their skills. Questions can be completed in 15 to 20 minutes. Social media features allow users to share their findings and results with friends, teachers, and parents.

## Skills for Success Background

The Skills for Success were identified and launched by the Government of Canada in May of 2021 to update the existing essential skills framework in response to an evolving labour market. The skills were updated to reflect rapidly changing skill needs and requirements. The nine Skills for Success are:

- Adaptability
- Collaboration
- Communication
- Creativity & Innovation
- Digital
- Numeracy
- Problem solving
- Reading
- Writing

In the updated framework two new skills have been introduced – *Adaptability* and *Creativity & Innovation*. These added skills represent the growing demand for socio-emotional skills from Canadian employers. In other changes, Thinking Skills has been renamed to Problem solving, Working with Others to Collaboration, and Oral Communication to Communication. Document use has been embedded in Reading, Writing and Numeracy. These changes allow for descriptions and training better tied to the needs of the evolving labour market.

## What are Skills for Success?

Skills for Success are necessary abilities that are developed through planned, regular, and continued practice. These skills help us to be efficient and adaptable and to carry out complex activities or job tasks involving ideas, things, and/or people.

Skills for Success provide Canadians with everyday skills needed for work, learning and life. Improving them helps individuals succeed in today's and tomorrow's workplaces.

## Why are these Skills Important?

The skills are important because research suggests that they are skills that all people need for work, learning and life no matter where they live or what jobs they pursue. They are skills that are the foundation for learning other skills, and they enable people to evolve with their jobs and their lives and to adapt to change in the workplace and in life.

Regarding the impact on work, the skills are used, to different degrees, in every job at different levels of complexity. For example, some jobs require significant amounts of reading, others require very little; however, all jobs require some amount of reading at some point.

The required reading may be basic or more advanced. For example, basic reading tasks might require the reader to read email messages. Advanced reading tasks might require the reader to extract formulas, procedures, and data collection methodologies for use in their work.

The level of the skills required for most trades is as high, or higher than it is for many office jobs. Having strong Skills for Success means learners in the trades are better prepared to understand, remember, and utilize concepts introduced in technical training.

### Why are the Skills Important to Industry?

While most Canadians can read, almost half the population of working age adults has reading skills at levels below what research shows is required for success in work, learning, and life. Additionally, almost as many people have limited proficiency in other skills - such as using numbers. Many employers now also state that they are looking for workers who have skills such as problem solving, adaptability, and creativity and innovation.

49% 43%

of Canadians  
have limited  
Reading skills.










of Canadians  
have limited  
Numeracy  
skills.

Source: PIACC 2012

As noted above, many Canadian workers do not have skills that are strong enough to equip them to meet the typical skill demands of their jobs. Being unable to meet the minimum performance requirements of their jobs limits their career opportunities and wages and makes them vulnerable to a variety of other negative outcomes such as lower levels of social participation and poorer health outcomes over their life spans.

Employers are affected when they have employees with low skill levels because the lack of skills reduces businesses' productivity and increases the risk of down time due to accidents and errors.

## Skills for Success Close Up

	Adaptability	The ability to achieve or adjust goals and behaviours when expected or unexpected change occurs.
	Collaboration	The ability to contribute and support others to achieve a common goal.
	Communication	The ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.
	Creativity & Innovation	The ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.
	Digital	The ability to use digital technology and tools to find, manage, apply, create, and share information and content.
	Numeracy	The ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.
	Problem solving	The ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience.
	Reading	The ability to find, understand, and use information presented through words, symbols, and images.
	Writing	The ability to share information using written words, symbols, and images.

### Examples of the Skills for Success in Action

#### Adaptability

- Hair stylists can have customers that change their minds or demand styles that are unfamiliar. Adapting to these demands on the fly can be a challenge.  
(adaptability Basic level)
- Gasfitters working on a simple residential job may find poor prior work or access issues impact on both time and cost, but they have to handle it professionally with the client  
(adaptability Intermediate level)
- Safety Inspectors must stay up to date with changing health and safety regulations and monitor workspace risks that can change rapidly due to weather and co-worker behaviour.  
(adaptability Advanced level)

#### Collaboration

- Accounting and related clerks collaborate when assisting accountants and when working with partners to complete routine tasks. They may be members of administrative and office support teams, working together to ensure that services are provided efficiently.  
(collaboration Basic level)
- Automotive painters may be required to coordinate activities with workers from body repair and vehicle preparation departments to ensure a smooth supply of vehicles to be painted. Automotive painters may also work directly with co-workers who assist them with vehicle preparation duties, such as sanding and masking.  
(collaboration Intermediate level)
- Computer network technicians coordinate and integrate job tasks with co-workers, such as programmers, technical support staff, system analysts, other network and web technicians and supervisors.  
(collaboration Advanced level)

#### Communication

- Refrigeration and air conditioning mechanics interact with dispatchers to receive work assignments and to report work site delays and other problems.  
(communication Basic level)
- Web designers discuss the suitability of web designs with clients and co-workers. They interact with clients for the duration of projects to keep them informed and seek approval on designs.  
(communication Intermediate level)

- A civil engineer may facilitate and lead public information sessions on the construction and repair of structures and systems related to highway and transportation services, water distribution and sanitation.  
(communication Advanced level)

### Creativity & Innovation

- Chefs need to take creative ideas and turn them into table-ready, innovative dishes.  
(C&I Basic level)
- Custom car painters design and apply dramatic paint jobs to personalize vehicles.  
(C&I Intermediate level)
- Power equipment mechanics may follow routine maintenance schedules, but when things go wrong a creative mind finds solutions that work.  
(C&I Advanced level)

### Digital

- Aircraft assemblers and assembly inspectors use custom-designed software to read procedures and review descriptions of problems. (Digital Basic level)
- Cabinet makers can use specialized programs like Cabinetware and 3d Architect, to design and produce dimensional drawings. (CAD/CAM, Car-CAD, equipment with numerical control controlled by computer). (Digital Intermediate level)
- Web designers and Developers use hardware and system skills to update and reload application software and configure network settings for clients' computers. They also recommend equipment and software purchases, install programs and hardware to upgrade their own and clients' computers, and set up networks writing batch files and operating system scripts.  
(Digital Advanced level)

### Numeracy

- Welders estimate the quantity of consumables, such as welding rods or wire, required to complete jobs based on the volume of welding to be done.  
(numeracy Basic level)
- Construction electricians may calculate amounts for estimates and invoices. They multiply hours worked by labour rates and add amounts for parts, materials, supplies and applicable taxes.  
(numeracy Intermediate level)
- Cabinetmakers lay out curves for the finished ends of a cabinet, using a compass.  
(numeracy Advanced level)

### Problem Solving

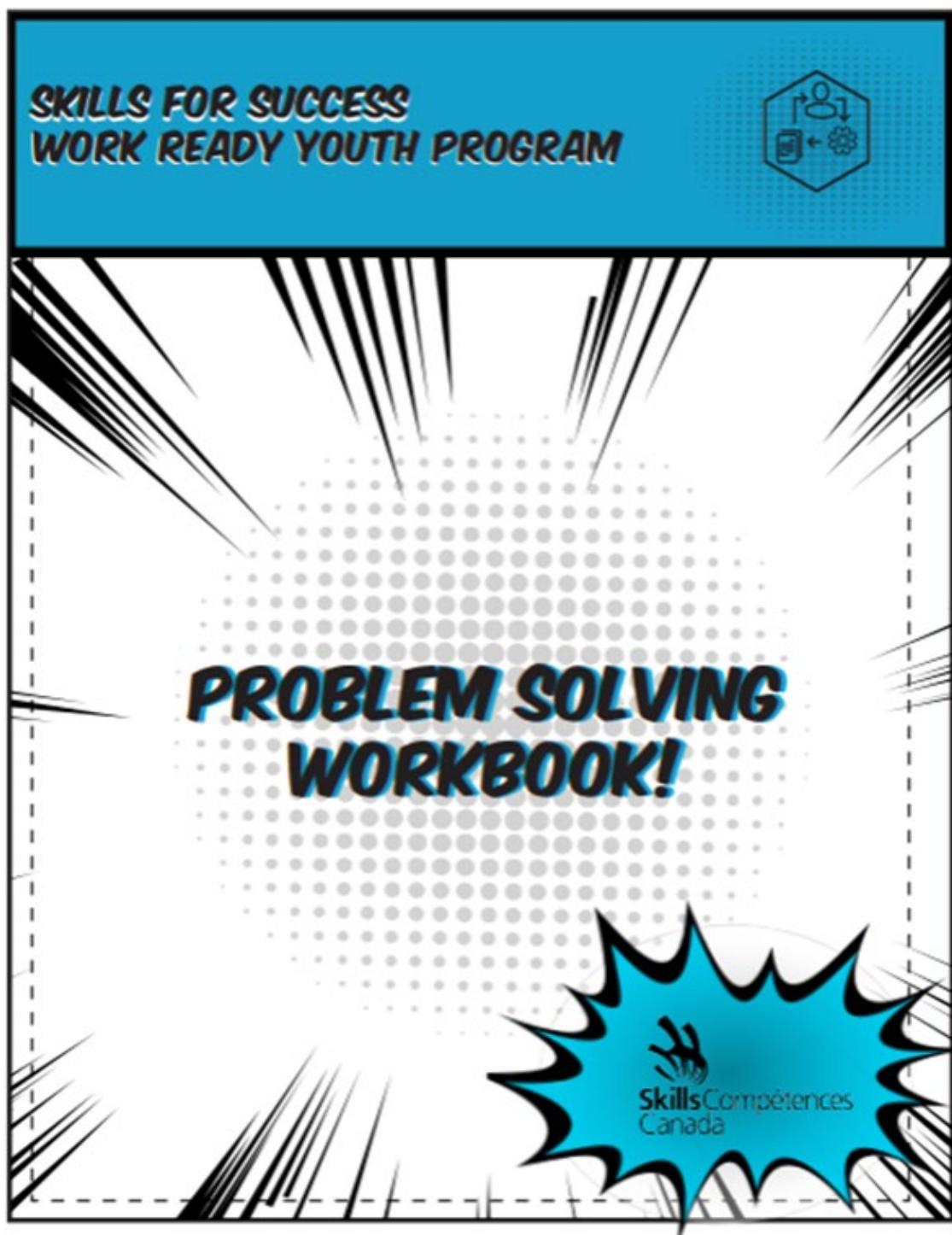
- Bakers select decorating styles and products for cakes and pastries considering material and ingredient costs, transportability, availability of supplies, ripeness of fresh fruit, and flavour combinations.  
(problem solving Basic level)
- Steamfitters look for solutions when they encounter failures in a pipe. They shut off the steam, identify the reasons for the failure and consult with engineers to determine the proper course of action to rectify the situation.  
(problem solving Intermediate level)
- Outdoor power equipment technicians evaluate the quality of repairs, for example they inspect repairs for misaligned belts and pulleys, excessive noise and vibrations, unusual fumes and leaking seals, connections, and hoses.  
(problem solving Advanced level)

### Reading

- Mining mechanics read short handwritten notes and text entries on forms, for example, they read short descriptions on maintenance forms of work completed and troubles encountered.  
(reading Basic level)
- Heavy equipment operators read a variety of set-up, operating and maintenance manuals, for example they read manuals to learn how to operate equipment, such as earthmovers, grapplers, graders, and skidders.  
(reading Intermediate level)
- Graphic designers read software and hardware manuals, both online and paper-based, to locate instructions for specific tasks, troubleshooting information, or more efficient ways of performing tasks.  
(reading Advanced level)

### Writing

- Transformer fabricators write memos to suppliers on a weekly basis.  
(writing Basic level)
- Construction electricians may write detailed descriptions of installation and repair procedures.  
(writing Intermediate level)
- Web designers write technical articles for on-line newsletters. For example, a web developer may write an article on coding shortcuts for creating web page style sheets. They strive to explain the technical procedures using plain language.  
(writing Advanced level)



There are nine workbooks in the *Skills for Success: Work Ready Youth Program* series. In addition to the paper workbooks, as of October 2022, learners can engage in an interactive online experience that can track answers and progress for each workbook in a student dashboard. <https://yourskillsforsuccess.com/> This online experience has the added benefit of providing some practice of digital skills due to the requirements of accessing and navigating the workbooks.



Each workbook centres on one of the Skills for Success, using as context occupations within the trades and technologies sectors on which SCC focuses:

- Transportation
- Information Technology
- Manufacturing and Engineering
- Services
- Construction
- Employment

Each of the workbooks is laid out in five sections.

1. Welcome and Introduction – content and fun facts related to Skills for Success in general and to the specific skill of focus.
2. Workouts - learning activities that make explicit reference to Skills for Success and how they connect to tasks in daily life and at work. The Workouts help users to increase their awareness of how the skills are used in trades or technology careers, and, at times, in their daily lives.
3. Boosters - short informational pieces describing ways to build the skill of focus.
4. Answer Keys – provide answers to the tasks in the Workouts.
5. Assessment Questions and Answers - informal Skills for Success assessments targeting the skill that is the focus of the workbook. Answers are included as is a description of what a score on the assessment questions indicates.
  - Assessments are not formal, and results should be taken as general indicators only.



## How Learners Use the Workbooks

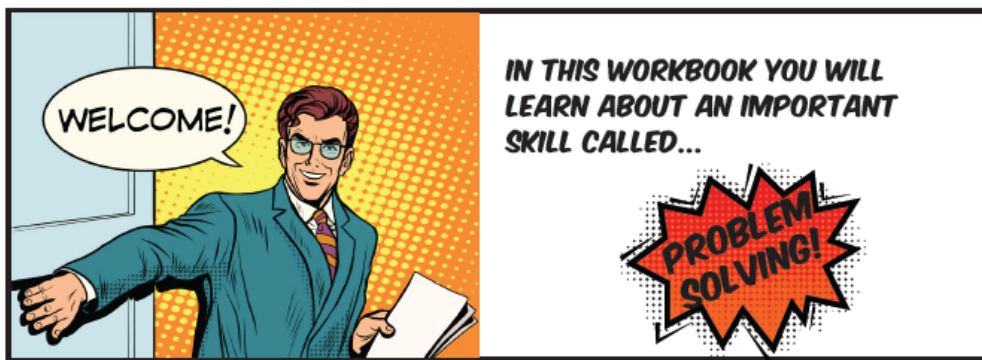
Workbook activities are designed to be used by learners working on their own or in small groups. All the activities are stand-alone; learners do not need to complete one activity to complete a subsequent activity; although, the topics may be related. This allows learners to move through the workbooks in the order they wish, and to focus on the activities that they find most relevant.

The activities can, for the most part, be completed in time frames that vary from 5 minutes to 20 minutes. A few activities that involve collecting information from friends or family require more time, but when learners complete the work, and how long they spend on it, is self-determined or determined in consultation with an instructor or facilitator.

Total time to complete a workbook varies according to the skill of focus and the number and range of difficulty of the activities in the workbook. To be of interest to a wide cross section of learners and abilities, levels of difficulty vary.

## Section 1: Skills for Success Content and Fun Facts

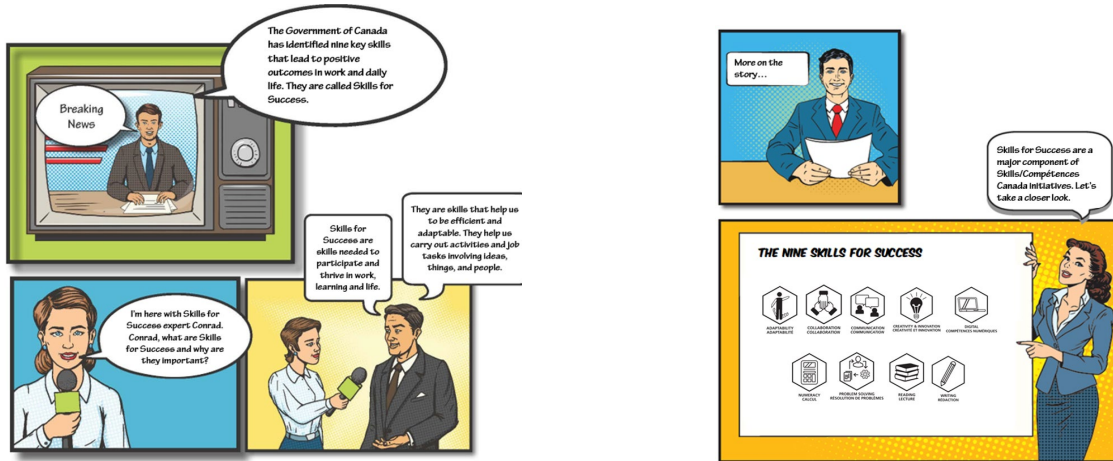
Each workbook begins with a short introduction to the Skills for Success, including how the skills are used and measured. This introduction is provided in every workbook, as learners may choose to do all workbooks, one, or some, depending on their reasons for exploring the program. The image below is from the first page of *Problem solving*. The same first page appears in each workbook – with the name of the skill changed to match the topic.



### Q: HOW DO I USE THIS WORKBOOK?

- 1 **START BY REVIEWING THE INFORMATION AND FUN FACTS ABOUT PROBLEM SOLVING AND SKILLS FOR SUCCESS.**
- 2 **PRACTICE YOUR SKILLS IN THE "WORKOUT" SECTION.**
- 3 **BUILD YOUR SKILLS IN THE "BOOSTER" SECTION.**
- 4 **IN THE ANSWER KEY SECTION, CHECK YOUR WORK FROM THE WORKOUT SECTION.**
- 5 **TRY THE ASSESSMENT QUESTIONS AT THE END TO GET AN IDEA OF HOW STRONG YOUR SKILLS ARE.**

The introduction is followed by basic information about the skills,



information regarding how skills are measured and what the levels mean,

<b>SKILLS FOR SUCCESS LEVELS</b>		
Entry	Intermediate	Advanced
Practice needed	Ready to keep learning	Good to go!

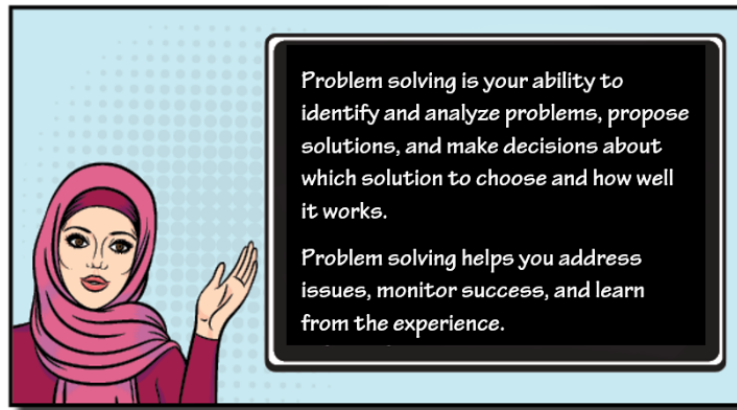
an opportunity to try a few tasks related to the skill being profiled,

Think about how you use your problem-solving skills every day – whether at a job or in your daily life. Complete the following table with an example of how you complete each of the steps in the problem-solving process either at work or in daily life; be as specific as you can. We've filled in examples from a landscaper solves a problem, to help you get started.



LEARNING CONTEXT	LANDSCAPER	YOU
Recognize the problem	Newly planted cedar trees are turning red.	
Research possible causes	Conduct internet research into cedar tree diseases and best conditions for growing. Discuss with co-workers. Inform supplier.	
Select the best solution	Decide trees need more water at root level.	
Implement and evaluate the solution	Install temporary irrigation system. Research says it will take 2 weeks to see the effect. Monitor then evaluate in 2 weeks.	

a more detailed description of the skill of focus,



#### **ABOUT PROBLEM SOLVING SKILLS**

Every day you face new challenges at school or at work or in daily life. Some of these challenges require you to solve problems. Problem solving refers to all the steps in the process you use to identify and effectively address a challenge.

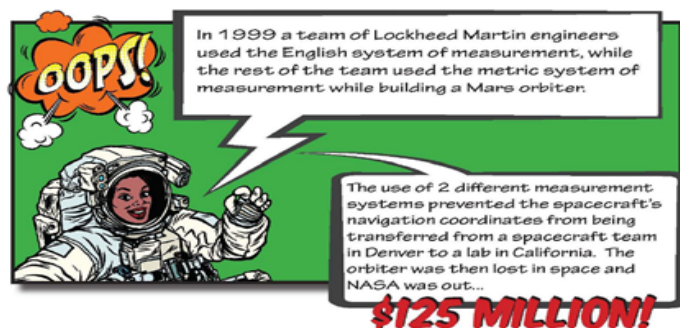
Problem solving can include things like thinking about different ways to complete a task and

and, as the springboard for the Workouts, each workbook also contains, in the first section, short stories, highlights and information pieces profiling the skill that come from real companies, organizations, and media sources. The use of authentic resources is intentional both because it is engaging, and because it provides users with exposure to many of the types of materials that workers use on the job. Stories and statistics have been selected to be of high interest to youth.

As an example, in the numeracy workbook, a true story (found on page 13) about a costly NASA satellite disaster caused by measurement conversion errors is revisited in a Workout set called *Lost in Space* (on page 45) which provides an opportunity to practice just these sorts of conversions.

#### **THINK NUMERACY MISTAKES AREN'T A BIG DEAL? THINK AGAIN!**

CHECK OUT THIS STORY ABOUT METRIC CONFUSION AND A LOST NASA SATELLITE.



The introduction to the activity provides a link back to the original story.

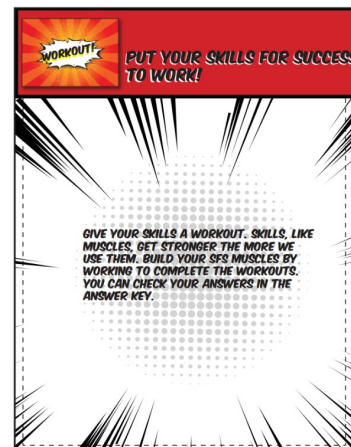
## Section 2: Workouts

The Workouts provide opportunities for learners to explore the ideas raised in the introductory content, by practicing skill-focussed tasks.

Each task includes an indication of its complexity level, so that learners can become familiar with the levels of task difficulty described briefly in the introductory section.

The tasks are described as one of:

- Entry or Basic level
- Intermediate level
- Advanced level



And while each workbook highlights a particular skill, we know skills are often used in combination when they are used to complete real-world tasks so there may be more than one skill indicated. In these cases, tasks are identified first by the skill of focus and then by any additional skills that would be used to complete the task. For example, from the Problem solving workbook, activity 5, page 84, (*problem solving Intermediate level, reading Basic level*)

## Section 3: Boosters

Each workbook includes a section of short, stand-alone lessons identified as Boosters. The Boosters provide learners with “how to” information specific to some types of tasks they will need to complete, or relevant overview information.

For example, to successfully complete the NASA Workout referenced earlier, learners must understand how to convert from one measurement system to another. The Conversions Booster provides learners with a brief refresher on the topic, improving their understanding of the concepts, and their ability to work through the material alone.



**3. NUMERACY BOOSTER – CONVERSIONS**  
**METRIC TO IMPERIAL**  
**IMPERIAL TO METRIC**

For you as an instructor, if you are providing any group instruction, the Boosters work well as short lessons. The Skills for Success Boosters are included at the end of this guide.

## Section 4: Answer Keys

Answers are provided for most Workouts in each workbook. Answer format varies depending on the type of Workout. In some cases, answers may be a number or a single word. In others, where learners are asked to show their calculations, the expected calculations are provided in the Answer Key. In cases where learners need to add information to a document such as a table or chart, the Answer Key provides a copy of the completed document.

For Workouts at higher complexity levels, such as those that require learners to research and enter their own findings, answer variations are accepted consistent with the parameters of the task. For tasks such as those that require learners to interview classmates, friends, or family, answers are not provided due to the wide variety of responses that could be gathered.

## Section 5: Assessment

At the end of each workbook, learners can complete a short informal assessment that provides a very general idea of how strong their skills for success are.

Each of the workbooks follows the same 5-section pattern laid out in the previous pages

## To Learn More

### Skills/Compétences Canada (SCC)

Skills/Compétences Canada is a nationally registered charity that actively promotes careers in skilled trades and technologies to Canadian youth. Along with our many public and private sector partners, we are helping to address the issue of the skilled labour and/or skills gap issues that Canada currently faces in many sectors across the country.

As a pan-Canadian organization and Canada's member organization of WorldSkills International, Skills/Compétences Canada currently offers a wide range of skilled trade and technology activities including competitions at the regional, provincial/territorial, national and international levels. Our current programs are centered around building awareness for young Canadians about the many career opportunities in the skilled trade and technology sectors through hands on interactive, dynamic events and activities.

The Skills/Compétences Canada website includes a variety of information and training materials related to the Skills for Success. An introduction to the skills can be found here.

<https://www.skillscompetencescanada.com/en/new-skills-for-success/>

**Employment and Social Development Canada, Skills for Success**

Employment and Social Development Canada (ESDC) works to improve the standard of living and quality of life for all Canadians. They do this by promoting a labour force that is highly skilled and prepared for an efficient and inclusive labour market.

According to ESDC, the Skills for Success:

- are the skills needed to participate and thrive in learning, work and life.
- include skills that are foundational for building other skills and knowledge and important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.
- are for everyone – employers, workers, training providers, governments, and communities.

At their site you can find details on the skills, tools and resources for learners, instructors and employers, useful videos and webinars and useful links to additional information.

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

**The Job Bank**

<https://www.jobbank.gc.ca/essentialskillsprofilelist/A>

At the link above you can access information in the Canada Job Bank related to essential skills for a large number of Canadian occupations. Click on or enter the link into your browser.

1. Type the name of an occupation into the search bar and click “search”.
2. When the profile appears, click on the arrows to the left of each skill to expand the field and review the information on how the chosen occupation uses the essential skills, contained in the profile.

*Please note:* The Government of Canada is in the process of updating the Essential Skills profiles to align with the Skills for Success framework.