



# SKILLS ENHANCEMENT GUIDE



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

Partnership between  
**Alberta Human Services**

**Manitoba Entrepreneurship, Training and  
Trade**

&

**The Canadian Career Development  
Foundation**



# If you are choosing or entering training or an upgrading program, this guide is for you.

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It has four sections:

## 1. CONFIRM MY EMPLOYMENT GOAL



Section 1 will help you be sure that your training or upgrading is actually going to help you get a job that is a good “fit” for you (skills, interests, values and life situation) and for labour market needs.

## 2. CHOOSE MY LEARNING OPTION



Section 2 will help you to zero in on the right kind of training/upgrading for you and to take the initial steps needed to access it.

## 3. PREPARE FOR SUCCESS



Section 3 will give you strategies and tips to get ready for training/upgrading. It will help you to understand how you learn best and anticipate and manage possible obstacles that might get in your way.

## 4. MANAGE MY LEARNING

Section 4 will help you to identify and deal with possible barriers to success once you're in training/upgrading.

You may not need to do all sections of this guide. You'll find a quick check-in at the beginning of each section to help you decide if it will be useful to you.

If you want to find a specific activity or work sheet as you're working through the guide, you can use the Page Finder on page 83 (the last page of this guide). It provides a listing of all the content of the guide and the corresponding page numbers.

In addition to the guide, you will need access to a computer to access recommended websites and research training/upgrading options.

If you do not have a computer at home, you may use the computers at the Employment Resource Centre. If you need any help with computer use, don't hesitate to ask Employment Resource Centre staff for help

***Training/Upgrading is an investment of your time and resources. This guide will take you step-by-step to get clear and connected to the right training/upgrading for you.***

# What is Skills Enhancement?

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Skills Enhancement is all about getting the skills you need to succeed in the work you want to do.

Some jobs require specific technical skills and specific education, accreditation or licencing – you will need to know what is required for kind of work you want.

There are other skills that are important ***no matter what kind of work you want to do***. These are usually called TRANSFERABLE or ESSENTIAL skills and they are REALLY important to getting and keeping a job. They are skills like:

- Getting along with fellow workers;
- Asking for help when you need it;
- Customer courtesy;
- Punctuality;
- Time management;
- Being able to solve problems;
- Being adaptable and responsible;
- Basic reading, writing and math skills;
- Basic computer skills; and
- Being open to new learning.

Workers often underestimate and undervalue the importance of their transferable skills.

Before starting training or upgrading, it can be useful to do an inventory of your transferable skills – they will help you succeed while you're in training/upgrading and, if you are weak in some areas, you'll want to find ways to strengthen these skills.

Before starting this Guide, go to Appendix A (page 73) to complete the inventory of transferable skills.

# Why Enhancement?

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Once upon a time, people thought it was possible to qualify for a job and then just do that job forever without having to learn more.

This was probably never really true...but it is DEFINITELY NOT true now!

The technical skills and knowledge needed for work are changing all the time now and everyone needs to be learning throughout their careers to stay relevant and competitive.

Learning is skills enhancement – and skills enhancement will help you to get employed and stay employed.

No training or upgrading program will guarantee you the perfect job or indeed any job... but it can definitely improve your chances for success.

***TIP: If you think training is an expensive option, think about the cost of not training. In the end, it is more costly! Training is an investment in you.***



# SKILLS ENHANCEMENT GUIDE

## SECTION 1

### 1. CONFIRM MY EMPLOYMENT GOAL

This section will help you check to be sure that your training or upgrading is actually going to help you get work that is right for you. It will help you confirm that your employment goal:

- Is a good match for your skills, values, interests and life situation
- Is a good match for current and future labour market needs

## Is this section really for you?

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Here's a quick check-in to see if this section is relevant to you:

*I have a clear employment goal.*

No |-----| Sort of |-----| Yes

*I know what skills I have and what skills I need to achieve my employment goal.*

No |-----| Sort of |-----| Yes

*I can describe how the work I want to do is a good "fit" for my interests and my values.*

No |-----| Sort of |-----| Yes

*I know that I have the support and resources I need to achieve my employment goal.*

No |-----| Sort of |-----| Yes

*I am confident that the training/upgrading I want to do will help me achieve this goal*

No |-----| Sort of |-----| Yes

If you did **NOT** answer a full "YES" to one or more of these questions, then this section could be useful to you.

If all your answers were a full "YES", you can go directly to **SECTION 2 (Choose My Learning Option)** on page 21.

Training/upgrading should help you get the work you want. BUT, are you sure that the work you want is really a good fit for you and for the labour market?

***If learners are purposeful (i.e. they know what they want to learn and why they want to learn), they are much more likely to be successful.***

Purposeful doesn't have to mean 100% certain – but it does mean that you're pretty confident it fits your skills, interests, values and unique situation and life demands AND has decent prospect in the labour market.

Some people may be able to set realistic goals to be achieved 2 to 5 years from now. For example:

- I want to work in early childhood education and work in a pre-kindergarten setting.
- I want to be a welder and work in construction and eventually own my own business.

Others may have more immediate goals – for the next few months. Examples might be:

- I want to upgrade my small engines qualification and work in a family run business.
- I want to get the qualifications I need to work in a seniors' retirement facility and stay in my own community.

Whether it is a longer-term goal (you hope to achieve a few years from now) or a more immediate goal (you expect to achieve within the next few months), write your employment goal here:

**My Goal Statement**

I want to:

It's important to look at your career goal from a few different angles to be sure it's right for you. This **Career Wheel** will help you zero in on each of these angles.



*Adapted from and reproduced with permission from Career Pathways 2nd Ed. (Amundson & Poehnell, 2008)*

The top half of the Career Wheel helps you look how easy/hard it will be to access the training/upgrading you need to achieve your goal and, once you're done, how likely it is you'll be able to find employment. The bottom half of the Career Wheel will help you confirm that your goal is a good fit for your skills, interests, values and life situation.

Note that while the sections of the Wheel look almost equal in size, depending on your life circumstances, some sections of the Wheel might be more important to you than others. For example, if you have family commitments that make it impossible to leave your community, then local opportunities for training/education and employment will be really important.

Answer the questions for each section of the wheel (pages 12-16) to confirm that you have thought through your employment goal and can feel confident it is right for you.

**TIPS:**

- *Read the instructions carefully*
- *Be honest in your answers*
- *Remember that it's not a test – there are no right or wrong answers.*

# Career Wheel Worksheet

**Skills:** *If you're unsure about your skills, refer to the My Transferable Skills and the Abilities Worksheet in Appendix A (pages 73-77).*

1. **What skills do you *already* have that will help you achieve your goal?** Include technical skills needed to do the work you want to do AND transferable skills you've used in different parts of your life that could also help you do this work well and succeed in learning.


2. What gaps can you identify between the skills you will need and the skills you currently have? **List the skills you still need to develop.**


**Interests:** *If you're unsure about your interests, refer to the Interests Worksheet in Appendix B (pages 78-80).*

1. As you consider your goal, what excites you/attracts you to the goal?


2. As you think ahead to a time when you have completed your learning and achieved your goal, how is your life more enjoyable/fulfilling now?


# Career Wheel Worksheet

**Values:** *If you're unsure about your values, refer to the Interests Worksheet in Appendix B (pages 78-80).*

1. Values are beliefs and feelings about what is important to us. As you think about your goal, what values are driving you to want to achieve this goal?


### Life Situation

Your life situation can affect what goal is realistic for you, at least for now. Things like your financial situation, your health, family demands, personal resources and support system can make a big difference.

1. What current circumstances are helping you to move toward your employment goal?


2. What current circumstances are getting in your way, at least for now?


3. Have you talked about your goal with important people in your life? If not, consider asking them how they see your goal fitting with how they see you (your skills, interests, values and life situation). What do they have to say?


# Career Wheel Worksheet

4. Are there specific ways you hope important people in your life will support you as you try to achieve your goal?


5. Have you told these important people what you want from them? What steps can you take to increase the likelihood they will play these support roles?


## Employment Opportunities – Locally, Regionally, Nationally or Internationally

Before you start training/upgrading for a job, you want to be fairly sure that the job has decent prospects – that you’re likely to actually find opportunities in the field. While there are no guarantees, the worst decision is to go into training/upgrading blind, with no idea what opportunities for work might be available to you once you’ve finished. There are many ways to explore employment prospects in the field you’ve chosen. Hopefully, you already have done most or all of these. If you have not, it is REALLY important to do so now.

1. Have you checked to be sure there will be jobs in your field by the time you’re qualified? If not, here are some ways to find out:
- Ask the training institution/school that offers the training/upgrading you want how many graduates get employment in their field and how long, on average, it takes graduates to find appropriate employment? Does the institution publish formal statistics on post-graduation employment? **What did you learn?**


# Career Wheel Worksheet

- Check projections for job growth and opportunities on national, provincial and local labour market information websites. See Useful Websites on page 18 if you're not sure where to go. **What did you learn?**


- Speak with local employers in your chosen the field to find out if they expect to have openings in the next 6-24 months (assuming a highly qualified candidate came along). **What did you learn?**


- Speak with people who are currently doing the work you want to do and ask them about how easy/hard they think it will be to get jobs in the field. **What did you learn?**


**TIP:** *There is no such thing as a stupid question, only stupid answers! Always confirm your information with at least two sources as one may be out-of-date, misleading or just plain wrong!*

# Career Wheel Worksheet

Now...based on everything you've considered, **to what extent does your employment goal fit your skills, interests, values and life situation?**

Well      Somewhat      Not sure      Not very well      Poorly

Based on your best available information, **to what extent are you confident in the prospects for work once you've finished training/upgrading?**

Totally      Somewhat      Not sure      Not very      Not at all

**If...**

- You don't feel you know yourself well enough to know if your goal is a good match for you;
- You don't feel you know enough about the prospects to be confident there will be work for you; OR
- You no longer believe your employment goal is a good fit for you or the labour market...

**Then...**

- This Guide may not be the most relevant for you. Talk with your Career Consultant about whether you might benefit more from the Career Decision Making Guide now.

**If...**

- You are confident that you know enough about yourself and the labour market to make a well-informed choice; AND
- You are confident that your employment goal is a good fit for you and the labour market

**Then...**

- Congratulations! You're ready to move to **SECTION 2 (Choose My Learning Option)**.

# Useful Websites

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## CanLearn

<http://www.canlearn.ca/eng/index.shtml>

CanLearn is a federal site devoted to supporting Canadians in their education and training. It includes a wide range of information on planning for, financing and succeeding with education and training.

## Career Cruising ([www.careercruising.ca](http://www.careercruising.ca))

This site includes occupational information, information about educational institutions and videos of working people.

## Working in Canada

[www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

This site includes information on occupations in Canada by occupational code, educational program or by wages and outlook or skills and knowledge.

## Skills Canada

[www.skillscanada.com](http://www.skillscanada.com)

This site includes information regarding the many skilled trades and technologies careers.

## The Canadian Apprenticeship Forum

[www.caf-fca.org](http://www.caf-fca.org)

Find links to all Provincial/Territorial apprenticeship branches and key industry partners.

## Career Directions

[http://www.ccdf.ca/ccdf/wp-content/uploads/2010/12/Career\\_Directions\\_profiles.pdf](http://www.ccdf.ca/ccdf/wp-content/uploads/2010/12/Career_Directions_profiles.pdf)

This resource provides detailed information on 186 occupations which do not require a university degree.

## Monster.ca ([www.monster.ca](http://www.monster.ca))

Monster provides access a wealth of job descriptions.

# Useful Websites - Alberta

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**ALIS Alberta** ([Careerinsite.alberta.ca](http://Careerinsite.alberta.ca)) - The Alberta Learning Information System (ALIS) provides all kinds of information to help you plan for and pay for your education and training.

## Universities and Colleges

- Athabasca University: <http://www.athabascau.ca/>
- Grant MacEwan University: <http://www.macewan.ca/>
- Mount Royal University: <http://www.mtroyal.ca/>
- University of Alberta: <http://www.ualberta.ca/>
- University of Calgary: <http://www.ucalgary.ca/>
- University of Lethbridge: <http://www.uleth.ca/>
- Alberta College of Art and Design: <http://www.acad.ca/>
- Bow Valley College: <http://www.bowvalleycollege.ca/>
- Grand Prairie Regional College: <http://www.gprc.ab.ca/>
- Keyano College: <http://keyano.ca/>
- Lakeland College: <http://www.lakelandcollege.ca/>
- Lethbridge College: <http://www.lethbridgecollege.ca/>
- Medicine Hat College: <http://www.mhc.ab.ca/>
- Norquest College: <http://www.norquest.ca/>
- Northern Lakes College: <http://www.northernlakescollege.ca/>
- Olds College: <http://www.oldscollege.ca/>
- Portage College: <http://www.portagecollege.ca/>
- Red Deer College: <http://www.rdc.ab.ca/Pages/default.aspx>

## Apprenticeship

- [http://www.tradesecrets.gov.ab.ca/index.html?page=index\\_content.asp](http://www.tradesecrets.gov.ab.ca/index.html?page=index_content.asp) - provides information on finding work as an apprentice in Alberta, including education requirements, information on hiring apprentices and the list of trade certificates available.
- <http://alis.alberta.ca/ep/eps/tips/tips.html?EK=183> –offers information on Apprenticeship in Alberta, registering for an apprenticeship and finding an employer to hire you.
- <http://www.programs.alberta.ca/Living/Dynamic.aspx?N=770+126+535> – This site includes programs and services in Alberta for Apprenticeship in Alberta.

# Useful Websites - Manitoba

**Campus Manitoba** (<http://www.campusmanitoba.com/>) - Campus Manitoba is a consortium of Manitoba's public post-secondary institutions. It serves as a conduit to provide access to college and university courses and programs for Manitoban and services that remove barriers and enable the achievement of educational goals. Toll free: 1-866-445-0063

**Manitoba Career Development** ([www.manitobacareerdevelopment.ca](http://www.manitobacareerdevelopment.ca)) - Click on Making Decisions for occupational and labour market information and to explore education and training options.

**Career Destination Manitoba** (<http://www.careerdestination.ca>) - provides advice from real people in real jobs in Manitoba. Also learn about the skills, education and abilities you need to be successful.

**Manitoba WorkinfoNET** (<http://mb.workinfo.net.ca/>) Connect with local employers and resources to support education/training.

**Regional CMB centres** ([http://www.campusmanitoba.com/main\\_where.asp](http://www.campusmanitoba.com/main_where.asp)) staffed by CMB coordinators provide academic and logistical support for students. Further academic support is provided through Off-Campus Library Services and an online Resource Directory.

**Government of Manitoba - Entrepreneurship, Training and Trade** ([http://www.gov.mb.ca/tce/edu\\_train/index.html](http://www.gov.mb.ca/tce/edu_train/index.html)) - Click on "Education and Training" and choose "Learners" for info on skills upgrading, post-secondary education, literacy, apprenticeship, PLAR and financial aid.

**Universities and Colleges:** <http://www.edu.gov.mb.ca/ael/unicoll/index.html>

- Brandon University: <http://www.brandonu.ca/>
- Canadian Mennonite University: <http://www.cmu.ca/>
- Université Saint-Boniface: <http://www.ustboniface.mb.ca/>
- University of Manitoba: <http://umanitoba.ca/>
- University of Winnipeg: <http://www.uwinnipeg.ca/>
- Assiniboine College: <http://public.assiniboine.net/default.aspx>
- École Technique et Professionnelle
- University College of the North: <https://www.ucn.ca/ics>
- Red River College: <http://www.rrc.mb.ca/>

## Apprenticeship

- <http://www.gov.mb.ca/tce/apprent/index.html> - information to get started as an apprentice, register for technical training, challenge the exam for your Certificate of Qualification and much more.
- [www.apprenticemanitoba.ca](http://www.apprenticemanitoba.ca) - find out what apprenticeship has to offer from real people involved in the skilled trades. Read their blogs to follow them on their journey, as they share their experiences getting hands-on training in actual workplaces.





# SKILLS ENHANCEMENT GUIDE

## SECTION 2

### 2. CHOOSE MY LEARNING OPTION

This section will help you to zero in on the right kind of training or upgrading for you and to take the initial steps needed to access it. It will help you to consider different ways you can learn and decide which is best for you. It will also help you take the first steps needed to access your chosen option.

# Is this section really for you?

Here's a quick check-in to see if this section is relevant to you:

1. *I am clear about what kind of training/upgrading that could be available to me.*

No
  Sort of
  Yes

2. *Of all the available options, I know which one is the best fit for my employment goal.*

No
  Sort of
  Yes

3. *Of all the available options, I know which one is the best fit for me given my life situation, personal resources/supports and employment prospects on graduation.*

No
  Sort of
  Yes

4. *I am clear on the initial steps I need to take to apply for my chosen training option and am ready to take them.*

No
  Sort of
  Yes

If you did **NOT** answer a full "YES" to one or more of these questions, then this section could be useful to you.

If all your answers were a full "YES", you can go directly to **SECTION 3 (Prepare for Success) on page 37.**

**You** have already done the most important work in setting yourself up to succeed—you know the direction you want to move in.

Now it's time to find out:

- 1. What kind of training is available which will move me toward my goal... and where is it accessible?*
- 2. Of the options available, which is the best option for me?*
- 3. What are the first steps I need to take to access the training?*

***This section will help you answer these questions.***

# Kinds of Training

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## 1. *What kind of training is available which will move me toward my goal... and where is it accessible?*

Here are some of the many training options you can consider:

### a) **Formal school program**

- Delivered by an accredited educational institution like a community college or university
- Program usually takes 1-4 years to complete (undergraduate) and can be completed full-time or part-time
- Usually lead to certificates, diplomas and/or degrees
- Typically, university courses are more academic and theoretical and college programs are more practical and hands-on. BUT – there are exceptions, so do your research!

### b) **Vocational school**

- Similar to the formal school program above, these deliver practical and hands-on learning in a specific skilled trade
- Programs range in duration and usually lead to a specific skill qualification
- These are usually full-time programs.

### c) **Apprenticeship**

- A combination of classroom training and supervised on-the-job experience to qualify for a skilled trade
- Generally takes several years to complete
- You are typically paid while you work as an apprentice
- Apprenticeships almost always require sponsorship by an employer and take research and pre-planning to arrange

- d) **Specialized skill courses**
- Typically short-term courses (2 weeks to 1 year) to acquire a specific skill or qualification.
  - They can be part of a larger program of study, but can also stand alone.
  - Can include refresher training in a specific area of expertise (i.e. CPR and first-aid training), upgrading in a particular field (i.e. a new computerized accounting program application), retention of an existing qualification (i.e. trucking license) and/or retraining.
- e) **Industry Specific**
- Many industries establish their own qualifications and their own mechanisms to acquire the qualification. For example, car salespersons must pass a formal examination which meets industry specifications and then complete a period of time on the job under supervision.
- f) **Adult Continuing Education**
- Typically for adult learners who are working and/or have other life responsibilities
  - Often delivered by universities/colleges, but not necessarily for credit
  - Courses range from personal interests and hobbies to highly specialized skill areas
- g) **Online courses**
- Many programs can now be completed online from anywhere
  - Academic/theoretical programs may be totally online; Programs with skills development may also include a classroom component
  - May require self-discipline and time management, but also allows for flexibility in fitting into the student's timeframe and lifestyle

Too often, we “go with what we know”. What most of us “know” is full-time formal schooling. But there are so many more options!

*Training is an investment by you in you.*

*You want to make sure it pays off for you and your future.*

**TIP:** *Don't close doors to learning options before doing your research.*

Here are some good places to start:

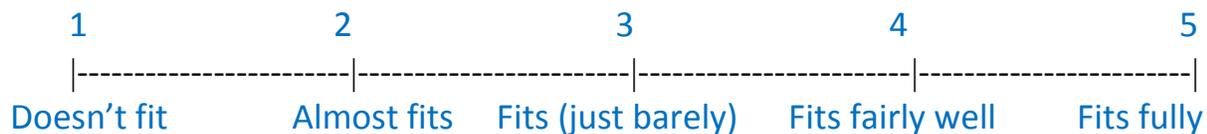
- Check out **Useful Websites** (pages 17-19) to find all kinds of information about training options, including specific programs available in your province. Make an appointment to speak with the admissions officer for any school you're considering to get information specific to your situation.
- Go to **Sector Council Websites** (pages 31-35) where you'll find out how to qualify for specific jobs and/or how to enter and move within an industry.
- **Talk to people who have the qualifications you are seeking.** Ask them about their work and what they've learned about how to succeed. People are usually more than happy to tell you!
- **Talk to people who are taking or have completed the program you want to take.** Find out how it helped them and what they've learned about how to succeed.
- Visit your **Employment Resource Centre.** Staff there can help you connect to websites on training options and how to qualify for financial assistance.

## 2. Of the options available, which is the best option for me?

There's a lot to consider in deciding which option is best for you:

- Is the program delivered in a way that fits my learning style?
- How long will it take me? Can I afford it?
- Will I have to move/travel? If there's nothing offered locally that will qualify me for my employment goal, is there anything that would at least move me closer to achieving it?
- Do I have enough support (from family, friends or others) to do it? Am I ready for this commitment?

Use the **Training Fit Worksheet** to put all of these pieces of information together so that you get some clarity for making your choice. Along the left column are a series of "fit factors" to consider when choosing training. For each factor, rate each training options as follows:



For each training option, add up the scores to see which has the best fit.

**TIP:** *In any decision, there are always elements that are difficult to put into words and rate. Make sure you also consider your 'gut feeling' before deciding.*

## 2. Choose My Learning Option

<b>Training Fit Worksheet</b>	<b>Training option 1:</b> _____	<b>Training option 2:</b> _____	<b>Training option 3:</b> _____
Fits employment goal directly			
Fits employment goal indirectly (right direction)			
Length of training is doable			
Distance to training is manageable			
I can afford the cost of training			
Employment prospects when finished are promising			
Financial subsidies/supports are available			
Needed support systems are in place			
Other:			
<b>TOTAL SCORE (add # of checkmarks in each column):</b>			

Depending on your life situation, you may want to do this exercise with people in your life who may be affected by your decision to pursue training – and who may be in a position to support you while you're in training.

- Your partner may need to take on more household responsibilities while you are in training.
- You may have less money/free time while you're in school.
- You may need quiet time at home for studying.
- Your child care arrangements may need to change.

**TIP:** *Your support system can be part of the decision making process and can help problem-solve possible challenges before they occur. Involving them now is another way to create success.*

### 3. What are the first steps I need to take to access the training?

This step sounds so simple but sometimes it can be frustrating and challenging.

- Application procedures are often NOT clear and simple. Sometimes it's very hard to get reliable and complete information.
- Sometimes even when you're sure you've done everything right, the training institution comes back to you asking for yet another document. This can create delays and frustration!
- Wait times to find out if you have been accepted into a program can feel endless. Institutions seem to have their own timetables and sometimes they don't seem sensitive to those who are waiting for news.... And it is very difficult to hurry them up!

Here are a few strategies to help you get through the initial steps of applying for your training:

- Check and double check your application... and have someone else you trust also check it to ensure that it is complete.
- Make certain you send in or deliver your application to precisely the contact person named and/or the address/ website given. Often where to send it is in very small print and one must look carefully to find it.
- Watch the deadlines carefully. Some programs are very strict and applications received even a day late won't be considered.
- Try to avoid worrying – it won't make things go more quickly.
- Take advantage of your waiting time to get prepared for training.

**CONGRATULATIONS!** You've completed **SECTION 2** and are ready to move on to **SECTION 3 (PREPARE FOR SUCCESS)**.

# List of Canada's Sector Councils

## Members

Aboriginal Human Resource Council  
<http://www.aboriginalhr.ca>  
 Tel: (306) 956-5360



Alliance of Manitoba Sector Councils  
<http://www.amsc.mb.ca>  
 Tel: (204) 272-2960



Apparel Human Resources Council  
<http://www.apparel-hrc.org>  
 Tel: (514) 388-7779



BioTalent Canada  
<http://www.biotalent.ca>  
 Tel: (613) 235-1402



Canadian Agricultural Human Resource Council  
<http://www.cahrc-ccrha.ca>  
 Tel: (613) 745-7457



Canadian Apprenticeship Forum  
<http://www.caf-fca.org>  
 Tel: (613) 235-4004 ext. 202



Canadian Automotive Repair and Service Council  
<http://www.cars-council.ca>  
 Tel: (613) 798-0500



Canadian Aviation Maintenance Council  
<http://www.camc.ca>  
 Tel: (613) 727-8272



Canadian Council of Professional Fish Harvesters  
<http://www.ccpfh-ccpp.org>  
Tel: (613) 235-3474



Canadian Food Industry Council  
<http://www.cfic-ccia.ca>  
Tel: (416) 675-3115



Canadian Plastics Sector Council  
<http://www.cpsc-ccsp.ca>  
Tel: (613) 231-4470



Canadian Printing Industries Sector Council  
<http://www.cpisc-csic.ca>  
Tel: (613) 688-0293



Canadian Steel Trade and Employment Congress  
<http://www.cstec.ca/>  
Tel: 416-480-1797 ext. 223



Canadian Supply Chain Sector Council  
<http://www.supplychaincanada.org>  
Tel: 905-897-6700



Canadian Tourism Human Resource Council  
<http://www.cthrc.ca>  
Tel: (613) 231-6949



Canadian Trucking Human Resources Council  
<http://www.cthrc.com>  
Tel: (613) 244-4800



Child Care Human Resources Sector Council  
<http://www.ccsc-cssge.ca>  
Tel: (613) 239-3100



Construction Sector Council  
<http://www.csc-ca.org>  
Tel: (613) 569-5552



Contact Centre Canada  
<http://www.contactcentrecanada.ca>  
Tel: (613) 232-2063



Council for Automotive Human Resources  
<http://cahr-crha.ca>  
Tel: (416) 621-2614



Cultural Human Resources Council  
<http://www.culturalhrc.ca>  
Tel: (613) 562-1535



ECO Canada  
<http://www.eco.ca>  
Tel: (403) 233-0748



Electricity Sector Council  
<http://electricityhr.ca/>  
Tel: (613) 235-5540



Food Processing HR Council  
<http://www.fphrc.ca>  
 Tel: (613) 237-7988



Forest Products Sector Council  
<http://fpsc-cspf.ca>  
 Tel: 613-234-0901



Forum for International Trade Training  
<http://www.fitt.ca>  
 Tel: (613) 230-3553



HR Council for the Nonprofit Sector  
<http://www.hrcouncil.ca>  
 Tel: (613) 244-8332



Information and Communications Technology Council  
<http://www.ictc-ctic.ca>  
 Tel: (613) 237-8551



Mining Industry Human Resources Council  
<http://www.mihr.ca>  
 Tel: 613.270.9696, Ext 23



Motor Carrier Passenger Council of Canada  
<http://www.buscouncil.ca>  
 Tel: (905) 884-7782



Petroleum Human Resources Council of Canada  
<http://www.petrohrsc.ca>  
 Tel: (403) 537-1230



Police Sector Council  
<http://www.policecouncil.ca>  
 Tel: (613) 729-2789



Textiles Human Resources Council  
<http://www.thrc-crhit.org>  
Tel: (613) 230-7217



Wood Manufacturing Council  
<http://www.wmc-cfb.ca>  
Tel: (613) 567-5511



Asia-Pacific Gateway Skills Table  
<http://www.apgst.ca>



Association of Canadian Community Colleges  
<http://www.accc.ca>



Canadian Council of Technicians and Technologists  
<http://www.cctt.ca>



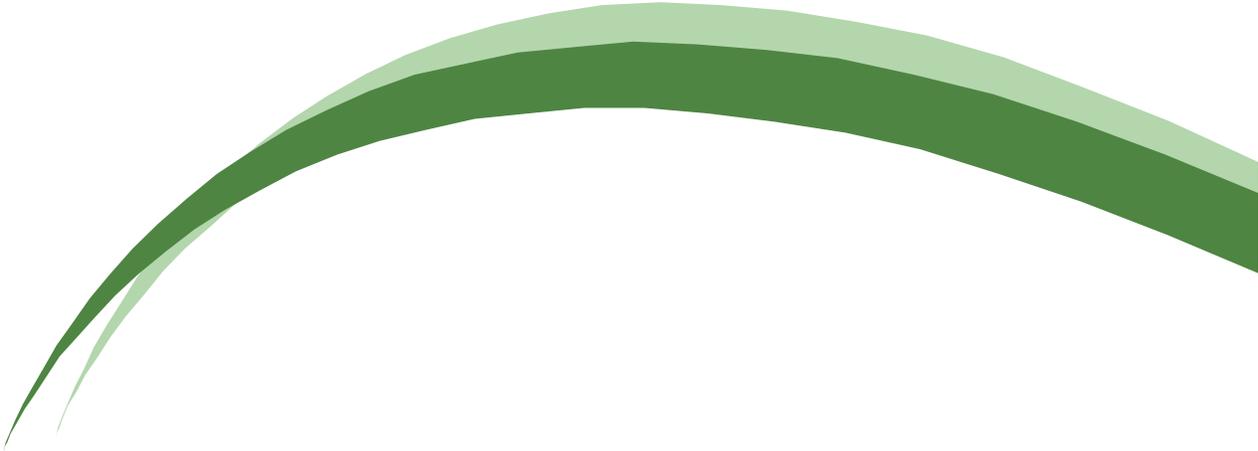
Engineers Canada  
<http://www.engineerscanada.ca>



Installation, Maintenance and Repair Sector Council  
<http://www.imrsectorcouncil.ca>







## SKILLS ENHANCEMENT GUIDE

### SECTION 3

#### 3. PREPARE FOR SUCCESS

This section will give you strategies and tips to get ready for training. It will help you to understand how you learn best and anticipate and manage possible obstacles that might get in your way

# Is this section really for you?

Here's a quick check-in to see if this section is relevant to you:

- 1. I'm clear about the kind of life I want and how my job helps me to achieve that.**

----------  
 False                      Sort of                      True

- 2. I know what skills I need to succeed in my job.**

----------  
 False                      Sort of                      True

- 3. I know what attitudes I need to succeed in my job.**

----------  
 False                      Sort of                      True

- 4. I am confident that I have the skills and attitudes I need to succeed in my job**

----------  
 False                      Sort of                      True

IF YOU ANSWERED "FALSE" TO ONE OR MORE OF THESE QUESTIONS, THEN THIS SECTION COULD BE USEFUL TO YOU.

IF ALL YOUR ANSWERS WERE "TRUE", YOU CAN GO DIRECTLY TO **SECTION 4 (SUCCEEDING AT WORK)** page 63.

# Learning is a process, not an event

---

Whatever training you've chosen, you'll need to be open to new learning, new ideas, new ways of thinking and doing. Whether you've been in school or not, you've been doing this all your life. In the last few years, you may have learned:

- How to use the self-check-out at the supermarket or a new cell phone
- How to assemble something you bought or use a new computer application

You have never stopped learning. BUT...learning in a more formal setting may feel uncomfortable and even intimidating at first.

As adults we've learned so much that we can forget what it's like to go back to square one and try to learn something for the first time. It can feel uncomfortable because we are not used to feeling that we just do not know. Experts in learning will however tell us that this feeling like we don't know or can't do something.

BUT experts say that this uncomfortable feeling is exactly what we need to feel in order for new learning to occur. If we are convinced that "we know it all" there is no room for new learning; if we feel we can and want to learn something new, then we are on our way to learning successfully.

*Learning is a process* that sometimes looks like this:

- We may start out thinking we already know what is needed or that it is going to be easy to learn. Sometimes we are right, but often we are not.
  - When we discover that we don't "know it all", it's natural to feel uncomfortable. But this is the first step in learning for EVERYONE and the discomfort doesn't last.
    - As you start to learn, you'll start using your new knowledge or skill, but you may not feel fully confident right away. You will be thinking about it all the time and focusing on each step.
      - Eventually, you'll arrive at a place where you know and/or can perform the skill quite effortlessly – even without having to think about it.

Think about something you know or can do so well that you do it without having to think about it. Maybe it's driving a car or making your favourite recipe. Whatever it is, chances are you've long forgotten everything you had to go through to learn it so well...but chances are you went through some or all of the learning process we just described.

- ***Remember that learning is a process; be patient with yourself.***
- ***It's natural AND necessary to feel uncomfortable sometimes.***
- ***Know that you are not alone; others feel the same way regardless of what they show!***

# Know how you learn best

---

We each have our own unique learning style – how we learn best.

Some of us learn by listening, others by writing or thinking. Some learn best by watching and others by doing.

One way is not better than another – and most of us can learn using a combination of styles.

Sometimes training programs deliver training in ways that suit one style more than others. Understanding how you learn best can help you choose and/or adapt learning situations so that they are more likely going to work for you.

Read about each of these learning styles to identify YOUR preferred learning style.

## Are you an Auditory Learner?

Do you learn best by listening to presentations, lectures or discussions? Do you like listening to books more than reading them? Do you find yourself reading aloud or talking things out to gain better understanding? *If YES, you may be an Auditory Learner.*

## Are you a Visual Learner?

Do you learn best by looking at text, pictures or diagrams? Do you remember information by creating pictures in your mind? Do you take lots of written notes or draw pictures to help you make sense of information? *If YES, you may be a Visual Learner.*

## Are you a Tactile/Kinaesthetic Learner?

Do you learn best by doing things hands-on, when you can touch things, move around and actually practice what you're learning? Do you learn better when you have an actual object in your hands rather than a picture of the object or a verbal or written description of it? *If YES, you may be a Tactile/Kinaesthetic Learner.*

Here's another way to identify how you learn best:

- Think back to learning situations you've experienced in the past and identify those which really stand out for you (either as especially good or especially bad)

Memorable learning experiences:

- Now organize your learning experiences:
  - If you enjoyed yourself and learned a lot, put it in the first square of the first line.
  - If you enjoyed yourself but only learned a little, then put it in the second square of the first line.
  - If you did not enjoy yourself but still learned a lot anyway, put it in the first square of the second line.
  - If you did not enjoy yourself and only learned a little, put it in the second square of the second line.

	Learned a lot	Learned a little
Enjoyed myself		
Did not enjoy myself		

Now, think about what this tells you about how you learn best.

- Look at the square in the table where you enjoyed yourself and learned a lot. What was it about these experiences that made them so enjoyable for you? Why do you think you learned so much? Was it:
  - The people involved?
  - The setting (e.g. classroom, workshop, on-the-job)
  - The demands or pace of the learning?
  - How motivated or ready you were to learn?
  - Some other factors?

Identify 3 key factors that made this learning so good for you.

- 1.
- 2.
- 3.

These are the learning conditions you'll want to seek out/create.

Now do the same for the negative learning experiences. Identify 3 key factors that made these experiences negative.

- 1.
- 2.
- 3.

These are learning conditions that you will want to avoid (when possible) or at least be aware of so you can find ways to cope/adapt.

Your learning style is your strength.

- If you have the choice, find programs and instructors that let you learn according to your strength.
- If your program/instructor isn't a good fit for your learning style, knowing this may help you understand why it's challenging and may help you to negotiate some changes that will make it easier. For example, if you're a visual learner but the course is all lectures, ask the instructor if they can include some visuals...or if you're an auditory learner, ask if you can record the lectures.

***TIP: Take responsibility for how you learn best and try to create these learning conditions.***

...and remember that instructors almost always want you to succeed – they can help!

You can learn more about learning styles at <http://www.how-to-study.com/study-skills/en/your-preferred-learning-style.asp> or [www.careercruising.ca](http://www.careercruising.ca)

# Tackle obstacles before they tackle you

Sometimes we can anticipate obstacles that are likely to get in the way of training success.

We have lots of control over some obstacles: *I have a habit of watching late night TV and then sleep through my morning classes. Knowing this, I can sign up only for afternoon classes or limit my late night TV to Friday and Saturday nights.*

Some other obstacles may be less in our control: *I have childcare responsibilities that affect my energy and the time I have available for studying. While this is the situation, there may still be things I can do (e.g. ask a neighbour, family member or friend if they can help with the children one night a week, get to bed early so you can study in the morning before the children are up).*

Planning ahead can be REALLY helpful.

Identify the obstacles you think may get in your way once you start your training program. Place them in the column according to whether they are within or outside of your control.

Obstacles within my control	Obstacles outside of my control

For each obstacle (whether it's in your control or not), try to think of ways it could be avoided or overcome. If you get stuck (or even if you don't!), ask someone you trust to help you think of strategies and solutions. What can you start doing today to reduce the chances of these obstacles becoming a reality? What can you do if it happens once you're in training? How can people who care about you help? How can you work together?

*Copy this sheet as many times as you need to do this for each obstacle you've identified.*

Possible Obstacle: \_\_\_\_\_

What I can do:

**TIP:** Start solving your problems **BEFORE** they become real problems!

# Brush up your study skills

---

If you have not been in formal learning for some time, there may be an adjustment period. Any instructor will tell you that most students struggle at first to get the grades they were expecting – but they generally eventually do.

The study skills you once took for granted may be rusty... or maybe they were never so strong in the first place.

Whatever the case, most of us could benefit from a “refresher” on the basic study skills for success.

Pages 47-57 is your study skills refresher. You may benefit by reviewing it now in preparation for learning AND also returning to it once you’re in training. Some tips may not make much sense to you right now but may be very helpful when you are in the middle of training and struggling with some aspect of your studies.

---

## 1. LISTENING

In many learning situations, much of what you will have to learn will be presented verbally by your instructors. Hearing is not the same as listening!

1. **Be Ready to Listen**
  - Make sure you complete all assigned homework/readings. Review your notes from previous class sessions. Think about what you already know about the topic that will be covered that day.
  - Make sure your attitude is helping you – make a conscious choice to learn all that you can.
2. **Listen with a Purpose**
  - Know what you expect and hope to learn from the training session. Listen for these things as your instructor talks.
3. **Listen with an Open Mind**
  - It is OK to question what is taught as long as you remain open to other and new points of view.

4. **Be Attentive**
    - Focus on what your instructor is saying. Try not to daydream or let your mind wander. It helps to sit in the front and center of the class, and to maintain eye contact with your instructor.
  5. **Be an Active Listener**
    - You can think faster than your instructor can speak. Use this to your advantage by evaluating what is being said and trying to anticipate what will be said next.
    - Take good written notes. While you can think faster than your instructor can speak, you cannot write faster than they can speak. Taking notes requires you to make decisions about what to write, and you have to be an active listener to do this.
  6. **Meet the Challenge**
    - Don't give up and stop listening when you find the information being presented difficult to understand. Listen even more carefully at these times and work hard to understand what is being said. Be sure to ask questions.
  7. **Triumph Over the Environment**
    - The training setting may be too noisy, too hot, too cold, too bright, or too dark. Don't let these things stop you. Stay focused on YOUR LEARNING.
- 

## 2. READING

**SQRW** is a four-step strategy for reading and taking notes. Each letter stands for one step in the strategy for understanding what you read and having notes to help you study.

### Step 1: Survey

- To survey a chapter, read the title, introduction, headings, and the summary or conclusion. Also, examine all visuals such as pictures, tables, maps, and/or graphs and read the caption that goes with each. By surveying a chapter, you will quickly learn what the chapter is about.

### Step 2: Question

- Having questions in your mind as you read gives you a purpose for reading and helps you stay focused. Form questions by changing each chapter heading into a question. Use the words who, what, when, where, why, or how to form questions. For example, for the heading "Uses of Electricity", you might form the question "What are some uses of electricity that I already know?" If a heading is

already stated as a question, use that question. When a heading contains more than one idea, form a question for each idea. Do not form questions for the Introduction, Summary, or Conclusion.

### Step 3: Read

- Read the information that follows each heading to find the answer to each question you formed. As you do this, you may decide you need to change a question or turn it into several questions to be answered. Stay focused and flexible so you can gather as much information as you need to answer each question.

### Step 4: Write

- Write each question and its answer in your notebook. Reread each of your written answers to be sure each answer is legible and contains all the important information needed to answer the question.

**HINT:** Once you complete the Survey step for the entire chapter, complete the Question, Read, and Write steps for the first heading. Then complete the Question, Read, and Write steps for the second heading, and so on for the remaining headings in the chapter.

---

## 3. NOTE TAKING

Here are the 3 stages of note-taking and what you should do during each stage:

### BEFORE CLASS: Get Ready to Take Notes

- Review your notes from the previous class. This will help you remember what was covered and get you ready to understand new information your instructor provides.
- Complete all assigned readings before you come to class. Your instructor will expect that you have done this and will use and build upon this information.
- Bring all note-taking materials with you to class. Have several pens and pencils as well as your notebook.

### DURING CLASS: Take Notes

- Keep your attention focused on what your instructor is saying. Listen for “signal statements” that tell you that what your instructor is about to say is important to write

in your notes. Examples of signal statements are “The most important point...” and “Remember that ...” Be sure to include in your notes information that your instructor repeats or writes on the chalkboard.

- Write quickly so that you can include all the important information in your notes. Do this by writing abbreviated words such as med for medicine, using symbols such as % for percent, and writing short sentences.
- Place a “?” next to information you write in your notes, but about whose meaning you are not sure.

AFTER CLASS: Rewrite Your Notes

- Rewrite your notes to make them more complete (change abbreviated words into whole words, symbols into words, and shortened sentences into longer sentences).
- Make your notes more accurate by answering any questions you had when writing your notes. Use your textbook and reference sources to obtain the information you need to answer your questions. If necessary, ask your instructor or other learners for help.
- Check with other learners to be sure you did not leave out important information.

---

## 4. MEMORY/CONCENTRATION

These techniques use associations with letters, images, maps, etc. to help you remember. Some will likely work better for you than others. Some people use letters, some images, even songs. Find out what works best for you!

**Acronyms:** An acronym is an invented combination of letters. Each letter is a cue to, or suggests, an item you need to remember.

- Example: ROY G. BIV reminds you of the colors of the visible spectrum by using the first letter of each word - Red, Orange, Yellow, Green, Blue, Indigo, Violet

An **acrostic** is an invented sentence or poem with a first letter cue: The first letter of each word is a cue to an idea you need to remember.

- Example: *Every Good Boy Deserves Fun* - An acrostic for remembering a sequence of musical notes (G-clef notes on sheet music)--E, G, B, D, F

**Rhyme-Keys** (for ordered or unordered lists): First, memorize key words that can be associated with numbers. For example:

- Rhyme-Key: bun = one; shoe = two, tree = three, door = four, hive = five, etc. Create an image of the items you need to remember with key words.
- Topic: Four basic food groups-- dairy products; meat, fish, and poultry; grains; and fruit and vegetables
- Apply Key: Think of cheese on a bun (one), livestock with shoes on (two), a sack of grain suspended in a tree (three), a door to a room stocked with fruits and vegetables (four)

**The Method of Loci** (for approximately twenty items): Select any location that you have spent a lot of time in and know well. This is good for kinesthetic learners! Imagine yourself walking through the location, selecting clearly defined places--the door, sofa, refrigerator, shelf, etc. Imagine yourself putting objects that you need to remember into each of these places by walking through this location in a direct path. REMEMBER: You need a standard direct path and clearly defined locations for objects to facilitate the retrieval of these objects.

- Example: To remember the Great Lakes, Canadian Shield and Rocky Mountains, you could imagine walking up to the door of your location and seeing 4 Great Lake shaped puddles in front of the door; when you open the door you disarm the Canadian Shield security system and step over the Rocky Mountains of mail piled up inside.

**The Keyword Method** (for foreign language vocabulary): First, after considering the foreign word you need to remember, select a key word in your first language that sounds like the foreign word. Next, imagine an image which involves the key word with the meaning of the foreign word.

- Example: Consider the Spanish word "cabina" which means "phone booth." For the English keyword, you might think of "cab in a ... ." You could then invent an image of a cab trying to fit in a phone booth. When you see the word "cabina" on the test, you should be able to recall the image of the cab and you should be able to retrieve the definition "phone booth."

**The Image-Name Technique** (for remembering names): Simply invent any relationship between the name and the physical characteristics of the person.

- Example: If you had to remember Shirley Temple's name, you might ingrain the name in memory by noticing that she has "curly" (rhymes with Shirley) hair around her temples.

**Chaining** (for ordered or unordered lists): Create a story where each word or idea you have to remember cues the next idea you need to recall.

- Example: If you had to remember the words Napoleon, ear, door, and Germany, you could invent a story of Napoleon with his ear to a door listening to people speak in German.

## 5. CONCENTRATION

Concentration is about getting rid of distractions and directing your thinking. We all have the ability to concentrate -- sometimes. Think of the times when you were totally focused on something you enjoy: a sport, playing music, a good game, a movie. Total concentration!

But at other times:

- Your mind wanders from one thing to another
- Your worries distract you
- The material is boring, difficult, and/or not interesting to you.

### 12 Tips to Help You Concentrate When You're Studying:

- i. **"Here I study"**
  - Get a dedicated space (chair, table, lighting and environment)
  - Avoid your cellphone or telephone
  - Put up a sign to avoid being disturbed or interrupted
  - If you like music in the background, OK, but don't let it be a distraction. (Research on productivity with music versus without music is inconclusive)
- ii. **Stick to a routine, efficient study schedule**
  - Study at times when you're most awake and have the most energy
- iii. **Focus**
  - Before you begin studying, take a few minutes to review what you're trying to do, gather what you will need, and think of a general strategy to achieve success
- iv. **Incentives**
  - Create an incentive for successfully completing a task – whether it's a treat, time with friends or a walk outside, choose something that will motivate you to do the task. For special projects such as term papers, design projects or long book reviews, set up a special incentive.
- v. **Change topics**

Changing the subject you study every one to two hours for variety
- vi. **Vary your study activities**
  - Alternate reading with more active learning exercises. If you have a lot of reading, try the SQ3R method. Ask yourself how you could increase your activity level while studying? Perhaps a group will be best? Creating study questions? Ask your instructor for alternative strategies for learning. The more active your learning, the better.
- vii. **Take regular, scheduled breaks that fit you**
  - Do something different from what you've been doing (e.g., walk around if you've been sitting) or move to a different room.

- viii. **Rewards**
- Give yourself a reward when you've completed a task.
- ix. **Best Practices:**
- You should notice improvement in a few days - But like any practice, there will be ups, levels, and downs. Notice what works and do it more!
- x. **Be Here Now**
- This deceptively simple strategy is probably the most effective. When you notice your thoughts wandering astray, say to yourself "Be here now" and gently bring your attention back to where you want it. It won't stop your mind from straying and, at first it might feel like you are doing it a hundred times a week... BUT gradually you'll find that your mind wanders less. Be patient and you'll see improvement!
- xi. **Worry or Think Time**
- Research has proven that people who set aside "worry time" find themselves worrying 35 percent less of the time within four weeks.
    - Set aside a specific time each day to think about the things that keep entering your mind and interfering with your concentration.
    - When you become aware of a distracting thought, remind yourself that you have a special time to think about them.
    - Let the thought go, perhaps with "Be here now".
    - Keep your appointment to worry or think about those distracting issues.
- xii. **Tallying your mental wanderings.**
- Have a 3 x 5 inch card handy. Draw two lines dividing the card into three sections. Label them "morning," "afternoon," and "evening." Each time your mind wanders, make a tally in the appropriate section. Keep a card for each day. As your skills build, you'll see the number of tallies decrease.
-

## 6. WRITING

Depending on your learning situation, you may need to write papers, assignments or reports. You'll need to be specific about your topic, know what you want to say, and say it effectively. These ten steps will help you:

- i. **Choose Your Topic**
  - Choose something you're interested in and can access information about.
  - Avoid being too broad ("The Effects of Pollution") or too specific ("The Effects of Pollution on Geese in the Northeast Section of Lethbridge, Alberta). Try something in-between, like "The Effects of Pollution in Banff National Park".
- ii. **Locate Information**
  - Use information from a variety of reference sources. These sources include encyclopaedias, almanacs, scholarly journals, books, magazines, and newspapers. Find these sources in print form, on CD-ROMS, and on the Internet.
- iii. **Prepare Bibliography Cards**
  - Prepare cards to document the sources of information you use when writing your paper. Your library will have style manuals to illustrate how to prepare bibliography cards for various sources of information.
- iv. **Prepare Note Cards**
  - Use note cards to record notes from each source you use when writing your paper. Number your note cards to keep track of them.
- v. **Prepare an Outline**
  - Write an outline for your paper by organizing your notes from the note cards into topics, subtopics, details, and sub-details. Use an organization such as:
    1. Topic
      - a. Subtopic
        - i. detail
          - a) sub-detail
- vi. **Write A Rough Draft**
  - Use your note cards and outline to write a rough draft of your paper. As you write your draft, use numbered footnotes to credit sources from which you take quotations or major ideas.
- vii. **Revise Your Rough Draft**

- Make any changes needed to be sure your ideas are clearly expressed and your writing has accurate spelling and grammar.
- viii. **Prepare Your Bibliography**
- At the end of your paper, provide a list of all the sources you used to gather information for the paper. Your bibliography cards will provide this information. List your sources in alphabetical order by the first word on each of your bibliography cards.
- ix. **Prepare a Title Page and Table of Contents**
- The title page is the first page of the paper. It should include the title of your paper, your name, and the date on which the paper is due. The table of contents is the second page. It should list the main topics, important subtopics, and the page on which each is introduced in your paper.
- x. **Final Checklist**
- Before handing in your paper, be sure you can answer “Yes” to each of the following questions.
    - i. Did I include a title page?
    - ii. Did I include a table of contents?
    - iii. Did I number all pages correctly?
    - iv. Did I provide footnotes for quotations and major sources of information?
    - v. Did I include a bibliography?
    - vi. Did I keep a second copy for my files?
-

## 7. MANAGING ANXIETY

### What Is Test Anxiety?

Too much anxiety about a test is commonly referred to as test anxiety. It is perfectly natural to feel some anxiety when preparing for and taking a test. In fact, a little anxiety can jump start your studying and keep you motivated.

However, too much anxiety can interfere with learning before a test and with performing on the test.

### How Do I Know If I Have Test Anxiety?

You probably have test anxiety if you answer YES to four or more of the following:

1. I have a hard time getting started studying for a test.
2. When studying for a test, I find many things that distract me.
3. I expect to do poorly on a test no matter how much or how hard I study.
4. When taking a test, I experience physical discomfort such as sweaty palms, an upset stomach, a headache, difficulty breathing, and tension in my muscles.
5. When taking a test, I find it difficult to understand the directions and questions.
6. When taking a test, I have difficulty organizing my thoughts.
7. When taking a test, I often “draw a blank.”
8. When taking a test, I find my mind wandering to other things.
9. I usually score lower on a test than I do on assignments and papers.
10. After a test, I remember information I couldn’t recall during the test.

### What Can I Do About Test Anxiety?

Here are some things you can do before, during, and after a test to reduce your test anxiety.

1. Use good study techniques to gain cognitive mastery of the material that will be covered on the test. This mastery will help you to approach the test with confidence rather than have excessive anxiety. Employ the tips in the Preparing to Study section.
2. Maintain a positive attitude as you study. Think about doing well, not failing. Think of the test as an opportunity to show how much you have learned.
3. Go into the test well rested and well fed. Get enough sleep the night before the test. Eat a light and nutritious meal before the test. Stay away from junk foods.
4. Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self-statements such as “I can do this.”
5. Don’t worry about others finishing the test before you do. Take the time that you need to do your best.
6. Once you finish the test and hand it in, forget about it temporarily. There is nothing more you can do until the graded test is returned to you. Turn your attention and effort to new assignments and tests.

7. When the graded test is returned to you, analyze it to see how you could have done better. Learn from your mistakes and from what you did well. Apply this knowledge when you take the next test.

You have to know the material to do well on a test. You have to control test anxiety to show what you know.

## 8. TIME MANAGEMENT

Time management is about working smarter, not harder. Use the chart on the next page to organize, prioritize and plan your time.

Task	Importance/Priority	Length of Time Required
<i>Example: Complete assigned reading for Technology course</i>	<i>Must complete by this Thursday (October 11, 2012)</i>	<i>1 hour</i>
<i>Example: Do outline for paper due in English course</i>	<i>Paper due December 1, 2012, so outline needs to be done by November 1, 2012</i>	<i>3 hours</i>

Task	Importance/Priority	Length of Time Required

It sounds obvious, but many people don't sit down and organize their time using an agenda. If you don't have an electronic organizer as part of your mobile phone or computer software or don't want to learn how to use these tools, then use the agenda on the next page to plan your time, being sure enough time is reserved to achieve your priority tasks listed above. Don't forget to allow for time not directly related to studying (ex. sleeping, meals, exercise, family/friends, personal care/grooming, transportation, relaxing, socializing). Colour-code the different elements if you are a visual person.

Time	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 AM							
9 AM							
10 AM							
11 AM							
12 PM							
1 PM							

Time	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							
11 PM							

**Time Scheduling Suggestions:**

Time scheduling will not make you a perfectly efficient person. Very few people can rigorously keep a detailed schedule day after day over a long period of time. In fact, many learners who draw up a study schedule find themselves unable to stick to it become impatient and often give up the scheduling idea completely.

The following method of organizing time has been helpful to many learners and does not take much time. It is more flexible than many methods and helps learners to establish long term, intermediate and short term time goals.

**Long Term Schedule**

Construct a schedule of your fixed commitments only. These include only obligations you are required to meet every week, e.g., job hours, classes, shopping and cooking, organization meetings, etc.

**Intermediate Schedule - One per week**

Now make a short list of MAJOR EVENTS and AMOUNT OF WORK to be accomplished in each subject this week. This may include non-study activities. For example:

- a. Quiz Wednesday
- b. Paper Tuesday
- c. Ball game Tuesday night
- d. Finish 40 pages in technical manual by Friday

These events will change from week to week and it is important to make a NEW LIST FOR EACH WEEK. Sunday night may be the most convenient time to do this.

**Short Term Schedule - One per day**

On a small note card each evening before retiring or early in the morning make out a specific daily schedule. Write down specifically WHAT is to be accomplished. Such a schedule might include:

- a. Wednesday
- b. 8:00 - 8:30 Review technical manual notes, Pages 26-41)
- c. 9:30 - 10:30 Prepare for Quiz
- d. 4:45 Pick up cleaning on way home
- e. 7:00 - 10:15 Preview Chpt. 5, 6 (p. 42-60)
- f. 10:30 Phone calls

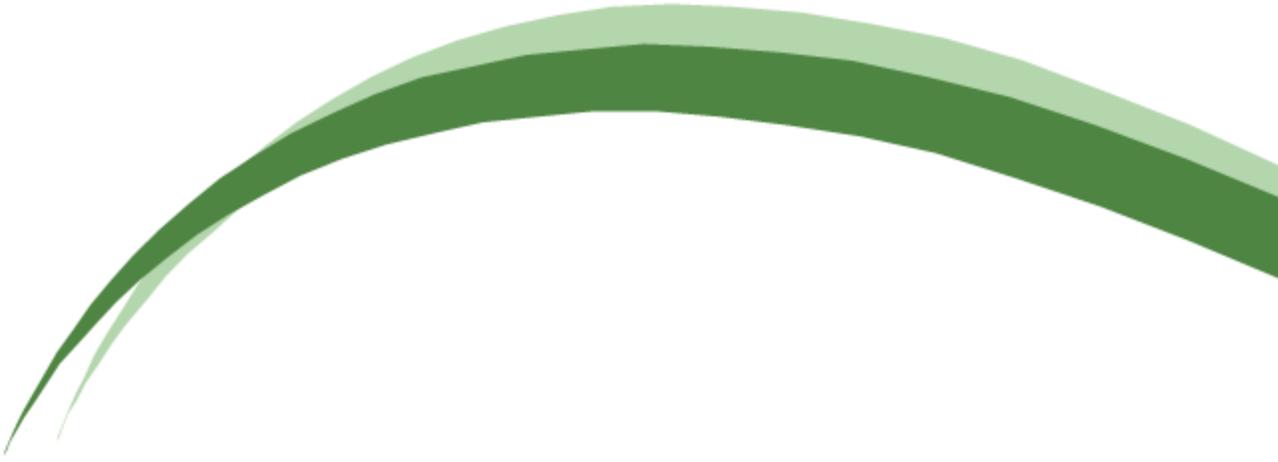
CARRY THIS CARD WITH YOU and cross out each item as you accomplish it. Writing down things in this manner not only forces you to plan your time but in effect causes you to make a promise to yourself to do what you have written down.

## Other Learning Resources:

---

- <http://www.how-to-study.com/>
- <http://www.how-to-study.com/>
- <http://www.how-to-study.com/>
- <http://www.studygs.net/memory/>
- <http://www.how-to-study.com/>
- <http://www.ucc.vt.edu/stdysk/htimesug.html>
- <http://www.how-to-study.com/study-skills/en/>
- <http://www.how-to-study.com/study-skills/en/>





# SKILLS ENHANCEMENT GUIDE

## SECTION 4

### 4. MANAGE MY LEARNING

This section will help you to identify and deal with possible barriers to success once you're in training/upgrading.

## Is this section really for you?

You've made it to the final section of this guide:

- You are clear about your employment goal
- You have researched training options
- You've chosen the best option for you
- You've done everything you can to prepare for training...

And you've started your training program. **CONGRATULATIONS!!**

Here's a quick check-in to see if this section is relevant to you:

- 1. I'm clear about the kind of challenges or obstacles that could interfere with my success in training.***

|-----|-----|  
No                      Sort of                      Yes

- 2. I have the skills and strategies I need to overcome unexpected challenges or obstacles while I'm in training.***

|-----|-----|  
No                      Sort of                      Yes

*IF YOU ANSWERED "NO" OR "NOT SURE" TO ONE OR MORE OF THESE QUESTIONS, THEN THIS SECTION COULD BE USEFUL TO YOU.*

*IF ALL YOUR ANSWERS WERE "YES", YOU CAN GO DIRECTLY TO PAGE 71.*

Now, you're ready to make this learning experience a success.

Everything may go exactly as planned and it will be smooth sailing from here. Often though, despite all the best planning and preparation, unexpected challenges come along.

- The content may not be nearly as interesting as you thought it would be
- The instructor's teaching style may not match your learning style
- You may find sitting in a classroom way harder than you thought it would be
- You may get sick or have more trouble with money than expected

Some challenges may be "internal" and reflect attitudes and beliefs that you hold about yourself and learning. Others may be "external" and are related to your situation or environment.

When the unexpected happens, it's tempting to just walk away or give up. If you can take a step back instead and figure out what the problem really is, there is almost always a solution. The training option you've chosen isn't likely TOTALLY wrong for you –it may just need some adjusting/adapting to make it fit well.

Use the chart on the next page to isolate your challenges. Think carefully about your current learning situation and shade in the scale below to indicate the extent to which each learning obstacle describes what you are experiencing (1 block = not at all; 10 blocks = entirely true)

# Challenge Worksheet

Goal: \_\_\_\_\_

Learning Obstacle	Rating									
	Not at all true...					...entirely true				
My learning doesn't fit what I really want to do										
The learning doesn't fit my style and needs										
There are too many other demands in my life										
I can't manage the studying										
I put off doing my work and miss deadlines										
I don't have enough time										
I'm doubting the value of this training										
I don't have enough support in place										
I don't believe in my ability to learn										
I don't feel motivated to do this										
I believe/know I have a learning disability										
Other										

# Dealing with Challenges

---

Here are some ways to deal with each of the barriers that you checked.

## 1. Learning does not fit with what I really want to do

- Sometimes despite the best research beforehand, we have to actually experience something to know if it's right for us.
- We learn a lot about what we want for our futures through discovering both what we like AND what we don't like.
- If the fit isn't right, return to your Career Consultant and ask for the Career Decision Making Guide to help you get greater goal clarity. Then, before committing, try to job shadow and/or to sit in on a training session to "taste-test" it first.
- Alternately, if the learning really inspires you but doesn't quite fit your employment goals, look at ways to adjust your employment goals accordingly. You may find it helpful to discuss how to shift your goals with your instructor and/or with people already working in the field you have chosen.

## 2. Method of learning does not fit my style and my needs

- Meet with the learning institution to explore ways to adapt the learning to better fit your style and needs. Negotiate ways that you can meet the learning and program requirements using your learning strengths. Remember: the learning institution wants you to succeed. Find out what support services and/or adaptations they can offer.
- Ask to transfer to another program or instructor but to have credit for learning you have already completed.

## 3. Too many other demands in my life to complete the studying required

- What are the demands you are currently facing? Are they permanent or temporary? Keeping in mind that the learning program will last a specific period of time, are there temporary arrangements that can be made?

- Discuss this issue with your support circle to generate ideas. Often when you are overwhelmed with demands, your support circle can help you see possibilities.

#### 4. Lack of study skills

- Study skills can be learned. Find out if your institution offers any seminars or workshops to teach and review study skills. If they are not offered on site, the institution may know where you can go to get this help.
- Review the information in this Guide (pages 47-57).

#### 5. Procrastination

- Explore why you procrastinate:
  - Does it relate to a belief about yourself and your ability to learn?
  - Do you have unmet needs?
    1. Social: Do you need more time to be with people? Perhaps forming a study group or connecting online with your fellow learners would ease the isolation.
    2. Physical: Can you find a way to incorporate physical activity into your studying? Could you read on the exercise bike, listen to recorded notes while walking or jogging or discuss your learning while walking with a fellow learner?
    3. Emotional: Take breaks to relax, reflect, read a joke or watch something funny on YouTube. Laughter will recharge you.

#### 6. Time management

- See pages in this Guide and/or find out if time management workshops are offered at your institution/in your community.

## 7. Doubting the Value

- Usually in every learning program there are parts that fit for you and your goals better than others. Decide if there is ENOUGH that fits for you to be still moving in your chosen direction. If so, focus on what DOES fit and treat the rest as temporary pain for long term gain.
- Make a list of all the reasons this learning is important for you to complete. Some will be external (like money) and others will be internal (like feeling more satisfied in your work). Post this list in a place where you will be regularly reminded of why you this learning is important to you.
- Talk to the instructor, talk to people working in the field who have completed the training, talk with other learners. What do they see as the learning pay-offs for them? Does this give new insights into your own potential pay offs.
- Set more specific goals for what you will do with the learning.

## 8. Not enough support systems in place

- We all need support systems to be successful. Fortunately there are many kinds of support: close friends and family may give us love and encouragement, but all kinds of practical supports might come from your fellow students, your instructor, the librarian, a social club, student services or a local bank.
- Be open about your needs. When you talk about them, only then will you find out about the resources that are out there.

## 9. Lack of confidence in my ability to learn

- Talk to people you trust about your concerns and fears – they can listen, help and/or direct you to other supports.
- Review past learning experiences (pages 44-45) and remember the times when learning was effective for you. Seek to create those same circumstances as much as possible to build your confidence.

- Put negative experiences into context and note what you have learned and how you have grown since the last negative experience. Give yourself room to continue to grow and develop past where you were then.

#### **10.Lack of motivation to complete the task**

- Motivation can come from inside of you (intrinsic) and from outside sources (extrinsic). You can increase your motivation for tasks by focusing on what they will do for you (extrinsic motivators) and how they connect with your values (intrinsic motivators). Think about giving yourself rewards (extrinsic) or reminding yourself how completing the program will move you closer to your desired future (intrinsic).

#### **11.A learning disability**

- Find out what institutional supports are available to someone with your learning disability.
- Explore technological tools that can assist your learning. Are there subsidies or funding available to help you acquire such a tool?
- Talk to the instructor to discuss ways to work with and around your learning disability.

## Conclusion

---

You have now completed the Guide for Skills Enhancement. Hopefully, you are currently in a training program that fits your vision for your future employment and you are well on your way to success.

As adults, most of us are only in formal learning settings for short periods, but the lessons we learn about learning will apply throughout our lives.

***Learning is lifelong.  
We can't stay relevant and current in  
ANY job unless we continue to learn.***

If you are now ready for work search, there are resources and services to help you. Contact your local Employment Resource Centre.





# My Transferable Skills

---

Here is a list of transferable skills. Check off as many as you have... and remember, don't be modest!

## Key Skills: I can...

- |   |   |
|---|---|
| <input type="checkbox"/> Meet deadlines                           | <input type="checkbox"/> Organize and manage projects       |
| <input type="checkbox"/> Supervise others                         | <input type="checkbox"/> Speak in public                    |
| <input type="checkbox"/> Solve problems                           | <input type="checkbox"/> Accept responsibility              |
| <input type="checkbox"/> Teach others and give clear instructions | <input type="checkbox"/> Plan daily work, or special events |
| <input type="checkbox"/> Manage people                            |   |

## Hands-on Skills: I can...

- |   |  |
|---|--|
| <input type="checkbox"/> Assemble kits            | <input type="checkbox"/> Use complex equipment     |
| <input type="checkbox"/> Build or repair things   | <input type="checkbox"/> Drive or operate vehicles |
| <input type="checkbox"/> Work well with my hands  | <input type="checkbox"/> Inspect and maintain      |
| <input type="checkbox"/> Operate tools, machinery |  |

## Data/information Skills: I can...

- |   |   |
|---|---|
| <input type="checkbox"/> Make a budget, manage money                | <input type="checkbox"/> Locate answers, gather information |
| <input type="checkbox"/> Record facts, classify information by date | <input type="checkbox"/> Calculate or compute               |
| <input type="checkbox"/> Analyze data, audit and maintain records   | <input type="checkbox"/> Evaluate                           |
| <input type="checkbox"/> Check information for accuracy             | <input type="checkbox"/> Take inventory                     |
| <input type="checkbox"/> Pay attention to details                   | <input type="checkbox"/> Keep financial records             |
| <input type="checkbox"/> Investigate and clarify results            | <input type="checkbox"/> Research and write report          |

## People Skills: I can...

- |   |
|---|
| <input type="checkbox"/> Help and care for others |
|---|

- Manage conflicts, resolve issues
- Counsel people
- Be tactful and diplomatic
- Interview people
- Be kind and understanding
- Be a good listener

- Negotiate
- Be outgoing
- Show patience
- Be pleasant and sociable
- Supervise, teach
- Be tough when necessary
- Trust people, my instincts

### Verbal/Communication Skills: I can...

- Clearly express myself
- Talk easily with others
- Create and talk about new ideas
- Design presentations
- Be inventive
- Conduct research in a library or on the Internet

- Set up my own network of experts, or helpers
- Be logical
- Speak in public
- Write clear and concise reports
- Work well with others

### Creative/Artistic Skills: I can...

- Be artistic
- Write short stories or articles
- Draw or create other art
- Express myself through music, poetry or art
- Design posters, draw cartoons and illustrations
- Perform and act

- Present artistic ideas
- Dance, create body movement
- Use computers to create presentations
- Design and layout web pages
- Achieve high scores in video games

### Leadership Skills: I can...

- |   |   |
|---|---|
| <input type="checkbox"/> Arrange meetings or social functions | <input type="checkbox"/> Motivate people                          |
| <input type="checkbox"/> Be competitive when necessary        | <input type="checkbox"/> Settle disagreements                     |
| <input type="checkbox"/> Make decisions                       | <input type="checkbox"/> Plan activities and put them into action |
| <input type="checkbox"/> Direct the work of others            | <input type="checkbox"/> Take risks when necessary                |
| <input type="checkbox"/> Help set goals for my team           | <input type="checkbox"/> Organize and chair a meeting             |
| <input type="checkbox"/> Explain things to others             | <input type="checkbox"/> Show self-confidence                     |
| <input type="checkbox"/> Solve problems                       |   |

### Personal Skills: I am...

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accurate      | <input type="checkbox"/> Competent     | <input type="checkbox"/> Disciplined  |
| <input type="checkbox"/> Adaptable     | <input type="checkbox"/> Competitive   | <input type="checkbox"/> Discreet     |
| <input type="checkbox"/> Adventurous   | <input type="checkbox"/> Confident     | <input type="checkbox"/> Easy-going   |
| <input type="checkbox"/> Alert         | <input type="checkbox"/> Conscientious | <input type="checkbox"/> Efficient    |
| <input type="checkbox"/> Ambitious     | <input type="checkbox"/> Considerate   | <input type="checkbox"/> Energetic    |
| <input type="checkbox"/> Amiable       | <input type="checkbox"/> Consistent    | <input type="checkbox"/> Enterprising |
| <input type="checkbox"/> Analytical    | <input type="checkbox"/> Constructive  | <input type="checkbox"/> Flexible     |
| <input type="checkbox"/> Articulate    | <input type="checkbox"/> Cool-headed   | <input type="checkbox"/> Forceful     |
| <input type="checkbox"/> Assertive     | <input type="checkbox"/> Cooperative   | <input type="checkbox"/> Friendly     |
| <input type="checkbox"/> Broad-minded  | <input type="checkbox"/> Courageous    | <input type="checkbox"/> Generous     |
| <input type="checkbox"/> Calm          | <input type="checkbox"/> Courteous     | <input type="checkbox"/> Hard-working |
| <input type="checkbox"/> Capable       | <input type="checkbox"/> Creative      | <input type="checkbox"/> Helpful      |
| <input type="checkbox"/> Careful       | <input type="checkbox"/> Curious       | <input type="checkbox"/> Honest       |
| <input type="checkbox"/> Cautious      | <input type="checkbox"/> Decisive      | <input type="checkbox"/> Humorous     |
| <input type="checkbox"/> Charitable    | <input type="checkbox"/> Dedicated     | <input type="checkbox"/> Imaginative  |
| <input type="checkbox"/> Cheerful      | <input type="checkbox"/> Dependable    | <input type="checkbox"/> Independent  |
| <input type="checkbox"/> Compassionate | <input type="checkbox"/> Determined    | <input type="checkbox"/> Industrious  |

**Personal Skills: I am... (cont.)**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Innovative    | <input type="checkbox"/> People-oriented | <input type="checkbox"/> Self-confident |
| <input type="checkbox"/> Introspective | <input type="checkbox"/> Persistent      | <input type="checkbox"/> Self-reliant   |
| <input type="checkbox"/> Logical       | <input type="checkbox"/> Perceptive      | <input type="checkbox"/> Sensitive      |
| <input type="checkbox"/> Loyal         | <input type="checkbox"/> Positive        | <input type="checkbox"/> Sincere        |
| <input type="checkbox"/> Mature        | <input type="checkbox"/> Practical       | <input type="checkbox"/> Sociable       |
| <input type="checkbox"/> Meticulous    | <input type="checkbox"/> Productive      | <input type="checkbox"/> Spontaneous    |
| <input type="checkbox"/> Motivating    | <input type="checkbox"/> Professional    | <input type="checkbox"/> Stable         |
| <input type="checkbox"/> Objective     | <input type="checkbox"/> Progressive     | <input type="checkbox"/> Steady         |
| <input type="checkbox"/> Obliging      | <input type="checkbox"/> Prudent         | <input type="checkbox"/> Supportive     |
| <input type="checkbox"/> Open-minded   | <input type="checkbox"/> Punctual        | <input type="checkbox"/> Systematic     |
| <input type="checkbox"/> Optimistic    | <input type="checkbox"/> Quick           | <input type="checkbox"/> Tactful        |
| <input type="checkbox"/> Original      | <input type="checkbox"/> Realistic       | <input type="checkbox"/> Thoughtful     |
| <input type="checkbox"/> Organized     | <input type="checkbox"/> Reliable        | <input type="checkbox"/> Tolerant       |
| <input type="checkbox"/> Outgoing      | <input type="checkbox"/> Resourceful     | <input type="checkbox"/> Trustworthy    |
| <input type="checkbox"/> Patient       | <input type="checkbox"/> Responsible     | <input type="checkbox"/> Versatile      |

# Summary Sheet: Transferable Skills

Now it's time to identify your most important Transferable Skills – the ones you want to continue to use in your next job. These will be the skills you want to highlight in your résumé and professional pitch.

Look back over the transferable skills you circled. Decide which ones you think are your strongest and which ones are your favourites (i.e. you enjoy using the most). Sometimes these will be the same, but not always.

5 STRONGEST TRANSFERABLE SKILLS	5 FAVOURITE TRANSFERABLE SKILLS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Choose 3 that you want to be sure are reflected in your goal and include them in your Personal Profile (page 81).

# My Interests Worksheet

The things you like to do can often give you an idea of the kind of job that you would be good at. Do you know the field of work you would enjoy most?

Here's a quiz that can help you sort out your interests. Respond "Yes" or "No" to the statements.

To find out areas of work that may interest you, compare your answers to the numbers in the following groups.

### **Numbers 1, 5, 9, 12, 15, 16, 18, 23.**

If you have responded "Yes" to most of these numbers, you are probably a "hands-on-THINGS" person. You like to work with tools and machines, make things with your hands, fix and maintain equipment, or find out how things work. Jobs you might like are found in engineering, product manufacturing, construction, repair and servicing, transportation, trades and technology.

### **Numbers 2, 4, 7, 10, 13, 19, 21, 24.**

If you have responded "Yes" to most of these numbers, you are probably an "INFORMATION" person. You like to express yourself through writing, music or art, perform experiments or research, solve puzzles and problems, or study and read. Jobs dealing with information are found in arts and entertainment, business and finance, scientific research, sales and services, tourism, law and government.

### **Numbers 3, 6, 8, 11, 14, 17, 20, 22.**

If you have responded "Yes" to most of these numbers, you are probably a "PEOPLE" person. You like to care for and help others, encourage people, work as part of a team, and lead and supervise others. Jobs dealing with people are found in health care, education and training, social work and counselling, and religion.

If you responded "Yes" to numbers from each group, it could indicate that you don't have a clear preference for a specific type of job. You

may be suited for a job that combines a number of these interests.

**After you do this Quiz, go back and circle your top 3 interests and write them on your Personal Profile Worksheet on page 81:**

	Yes	No
I'd rather make something than read a book.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy problem-solving games and working at puzzles.	<input type="checkbox"/>	<input type="checkbox"/>
I like helping others when they need it.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy reading and learning about new topics.	<input type="checkbox"/>	<input type="checkbox"/>
I like working with my hands.	<input type="checkbox"/>	<input type="checkbox"/>
I like being the leader in a group of people.	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to know all the facts before I tackle a problem.	<input type="checkbox"/>	<input type="checkbox"/>
I like to take care of other people.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy designing, inventing or creating things.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy expressing myself through art, music, or writing.	<input type="checkbox"/>	<input type="checkbox"/>
I would like a job where I can deal with people all day.	<input type="checkbox"/>	<input type="checkbox"/>
I like working with materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy learning new facts and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
I find co-operating with other people comes naturally to me.	<input type="checkbox"/>	<input type="checkbox"/>
I like finding out how things work by taking them apart.	<input type="checkbox"/>	<input type="checkbox"/>
I would rather work with machines and things than with people.	<input type="checkbox"/>	<input type="checkbox"/>
I can usually persuade people to do things my way.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy building and repairing things.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy the research part of my projects.	<input type="checkbox"/>	<input type="checkbox"/>
I like being with people.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy thinking up different ideas and ways to do things.	<input type="checkbox"/>	<input type="checkbox"/>
I like hearing other people's opinions.	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy learning how to use different tools.	<input type="checkbox"/>	<input type="checkbox"/>
I find it easy to follow written instructions.	<input type="checkbox"/>	<input type="checkbox"/>

# My Values Worksheet

We want to live according to our values. As work is an important part of our life, we want to ensure that there is no conflict between the two.

Here are some examples of values. Start by checking out 10 values that are important to you.

If you were allowed to have only 5, which ones would you cross off?

Now, out of these 5, circle the 3 most important. Put these 3 values on your Personal Profile Worksheet on page 81:

Love/Friendship	Harmony	Prestige/Recognition
Money	Honesty/Sincerity	Progress/Innovation
Autonomy/Independence	Humour	Promoting Peace
Beauty	Integrity	Human Relations
Competition	Justice	Respect of self and others
Physical comfort	Freedom (to act and express views)	Personal achievement
Contributing to society	Leisure/Having fun	Health
Creativity	Loyalty	Personal satisfaction
Culture/Language	Modesty	Career security
Reaching my full potential	Optimism	Belonging
Education/Knowledge	Order	Social status
Cooperation	Openness	Work
The Environment	Perseverance	Variety/Change
Excellence	Punctuality	
Family	Power	

# My Life Situation Worksheet

As an individual, you have special life circumstances that might affect how you go about achieving your goal.

Here are some examples of life circumstances. Circle any that are true for you and include them on your Personal Profile Worksheet on page 81:

Do you have stable housing?	Do you have reliable transportation?	Do you have serious financial problems?	Is anyone dependent on you?
Will anyone be affected by your decisions and actions?	Do you need child care?	Do you have a serious health problem?	Do you have a telephone?
Do you have access to a computer?	Can you leave your community to study or work?	Did you have difficulty learning in school?	Do you have trouble reading/speaking English?
Do you have an addiction?	Do you have a mental health issue?	Do you have a drivers' licence?	Do you have appropriate clothing?
Do you have trouble dealing with stress?	Does your family support your goal?	Do your friends support your goal?	Do you have a good place to study and/or relax?
Do I have a criminal record?	Do I have pending court appearances?	Do I have a suspended drivers' licence?	Am I trying to get custody of my child(ren)?
Will I need specialized learning aids?	Will I need tutoring when I'm in training?		

# My Personal Profile Worksheet

---

Now that you have transferred the results of the work you have done with the 4 worksheets, you can have a look at your personal profile. This profile will be very useful when you are researching occupations. It will serve as a reference for choosing an occupation that fits you.

## My Top Interests

- 😊 I really like...
- 😊 I really like...
- 😊 I really like...

## My Top Values

- ♥ I value...
- ♥ I value...
- ♥ I value...

## My Top Abilities

- ☆ I am really good at ...
- ☆ I am really good at ...
- ☆ I am really good at ...

## My Life Situation

- ✓ I...
- ✓ I...
- ✓ I...



# Page Finder

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# Tracking Sheet Part 1: Skills Enhancement

Assessing the Impact of Career Resources and Support across the Employability Dimensions

**Please help us by keeping track of what resources (websites and people) you use to help you with your career goals throughout the research project. You will be asked for this sheet at the end of the study. Many thanks in advance!**

**YOUR NAME:** \_\_\_\_\_

Put a check mark beside any <b>resource</b> you use. Add checkmarks for each time you use it.	✓✓ ✓
CanLearn - <a href="http://www.canlearn.ca">www.canlearn.ca</a>	
Career Cruising - <a href="http://www.careercruising.com">www.careercruising.com</a>	
Working in Canada – <a href="http://www.workingincanada.gc.ca">www.workingincanada.gc.ca</a>	
Skills Canada – <a href="http://www.skillscanada.com">www.skillscanada.com</a>	
Canadian Apprenticeship Forum – <a href="http://www.caf-fca.org">www.caf-fca.org</a>	
Career Directions – <a href="http://www.ccdf.ca/ccdf/wp-content/uploads/2010/12/Career_Directions_profiles.pdf">http://www.ccdf.ca/ccdf/wp-content/uploads/2010/12/Career_Directions_profiles.pdf</a>	
Monster – <a href="http://www.monster.ca">www.monster.ca</a>	
ALIS Alberta - <a href="http://alis.alberta.ca">http://alis.alberta.ca</a>	
CAREERinsite - <a href="http://careerinsite.alberta.ca/careerinsite.aspx">http://careerinsite.alberta.ca/careerinsite.aspx</a>	
Websites - Education Institutions or Apprenticeship Information	
Manitoba WorkinfoNET – <a href="http://mb.workinformet.ca">http://mb.workinformet.ca</a>	
Manitoba Career Development <a href="http://www.manitobacareerdevelopment.ca">http://www.manitobacareerdevelopment.ca</a>	
Career Destination Manitoba – <a href="http://www.careerdestination.ca">http://www.careerdestination.ca</a>	
Canadian Apprenticeship Forum – <a href="http://www.caf-fca.org">www.caf-fca.org</a>	
Government of Manitoba (ETT) – <a href="http://www.gov.mb.ca/tce/edu_train/index.html">http://www.gov.mb.ca/tce/edu_train/index.html</a>	
Sector Councils – <a href="http://www.councils.org">www.councils.org</a>	
Websites on learning styles or study skills	

Put a check mark beside any <b>person</b> with whom you spoke about your career goal. Please add a checkmark for each time you connected with this person. Please also give us a 3-4 word description of the topic(s) discussed.	✓✓ ✓
Friends	
Prospective Employers	
Family Members	
Information Interviews	
Past Employers	
Referrals from any of the above to a source of information or a prospect for work	
Other	
<b>Any other sources of help or support or information you used? If yes, please indicate below what or whom. Put a check mark for each time you used these sources</b>	✓✓ ✓

<b>Put a brief description of any other sources of help in the boxes below</b>

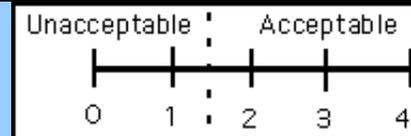
# Tracking Sheet Part 2: Skills Enhancement

Assessing the Impact of Career Resources and Support across the Employability Dimensions

## Section 1: Confirm my Employment Goal

In working through Section 1, to what extent have you completed the following activities?

**How useful did you find the exercises?**  
 In responding, please use a two-step process.  
**(A)** decide on whether the degree of usefulness was **acceptable** or **unacceptable**, then  
**(B)** assign the appropriate rating:  
 (0) unacceptable,  
 (1) not really acceptable, but almost there,  
 (2) minimally acceptable  
 (but still OK otherwise it would be 1 or 2),  
 (4) exceptional, or  
 (3) somewhere between  
 minimally acceptable and exceptional.



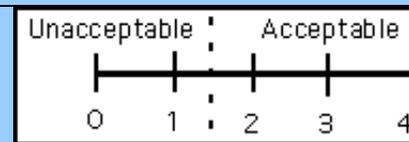
Activity	Didn't do it	Sort of did it	Did it thoroughly					
<b>Section 1: Confirm my Employment Goal</b>								
• Is this section really for you assessment	<input type="checkbox"/>							
• Confirming your employment goal (Career Wheel Worksheets)	<input type="checkbox"/>							
• Useful Websites	<input type="checkbox"/>							

## Section 2: Chose my Learning Option

In working through Section 2, to what extent have you completed the following activities?

**How useful did you find the exercises?**  
 In responding, please use a two-step process.  
**(A)** decide on whether the degree of usefulness was **acceptable** or **unacceptable**, then  
**(B)** assign the appropriate rating:  
 (0) unacceptable,  
 (1) not really acceptable, but almost there,  
 (2) minimally acceptable  
 (but still OK otherwise it would be 1 or 2),  
 (4) exceptional, or  
 (3) somewhere between  
 minimally acceptable and exceptional.

Activity	Didn't do it	Sort of did it	Did it thoroughly	How useful did you find the exercises?					
				Unacceptable	1	2	3	Acceptable	
<b>Section 2: Chose my Learning Option</b>									
• Is this section really for you assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Kinds of Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Training Fit Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifying the steps needed to access training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

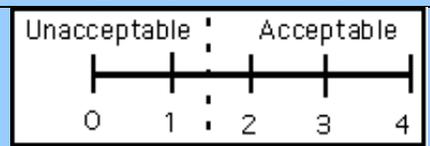


### Section 3: Prepare for Success

In working through Section 3, to what extent have you completed the following activities?

**How useful did you find the exercises?**  
 In responding, please use a two-step process.  
**(A)** decide on whether the degree of usefulness was **acceptable** or **unacceptable**, then  
**(B)** assign the appropriate rating:  
 (0) unacceptable,  
 (1) not really acceptable, but almost there,  
 (2) minimally acceptable  
 (but still OK otherwise it would be 1 or 2),  
 (4) exceptional, or  
 (3) somewhere between  
 minimally acceptable and exceptional.

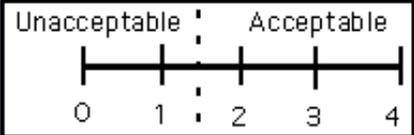
Activity	Didn't do it	Sort of did it	Did it thoroughly	How useful did you find the exercises?					
				Unacceptable	1	2	3	Acceptable	
<b>Section 3: Prepare for Success</b>									
• Is this section really for you assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Know how you learn best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tackle obstacles before they tackle you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Brush up your study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Section 4: Manage My Learning**

In working through Section 3, to what extent have you completed the following activities?

**How useful did you find the exercises?**  
 In responding, please use a two-step process.  
**(A)** decide on whether the degree of usefulness was **acceptable** or **unacceptable**, then  
**(B)** assign the appropriate rating:  
 (0) unacceptable,  
 (1) not really acceptable, but almost there,  
 (2) minimally acceptable  
 (but still OK otherwise it would be 1 or 2),  
 (4) exceptional, or  
 (3) somewhere between  
 minimally acceptable and exceptional.

Activity	Didn't do it	Sort of did it	Did it thoroughly						
<b>Section 4: Manage My Learning</b>									
• Is this section really for you assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				
• Challenge Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				
• Dealing with Challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				