

Skills for Success Curriculum Resource Cover Page

Organization

CESBA

Curriculum Resource

Soft Skills for Apprenticeship

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts and presentations	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency B - Communicate Ideas and Information	B4. Express oneself creatively	2
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	2

Goal Paths (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Employment | <input checked="" type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship | <input type="checkbox"/> Independence |
| <input checked="" type="checkbox"/> Secondary School Credit | |

Embedded Skills for Success (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Adaptability | <input type="checkbox"/> Numeracy |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Creativity and
innovation | <input checked="" type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Digital | |

Notes:

Suggested Milestones – Milestone 60

This resource has content and modified materials from:

TR Leger STEP Program’s Educational Assistant and ECE Assistant Curriculum <https://trleger.ucdsb.on.ca/>

CESBA’s 2021 Work Skills Course. CESBA (2019) Adult Education Curriculum, Work Skills Manual from <https://cesba.com>



Soft Skills for Apprenticeship

Includes Answer Guide

Pathway Pillar – Integration of LBS Services to Support Apprenticeship

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What is an Apprentice?

An apprenticeship is a post-secondary education pathway that combines on the job training and classroom learning. It is a formal contract between a person wanting to learn a trade (the apprentice) and a company needing a skilled trades worker (the employer or sponsor). As an apprentice you spend 80% of your time getting on-the-job training and 20% in class receiving technical training. Becoming an apprentice means you will get paid while gaining valuable skills and experiences on the job.



Lesson 1: What are Soft Skills?

Soft Skills can be defined as acting in a way that it makes it easier to work well with others. These skills are sometimes called “people skills”. They include how you work with others, solve problems, and manage your days. Soft skills make up who we are, our attitudes, habits and how we interact with others. Showing up on time to work, and showing initiative, listening to instructions are examples of soft skills. They are different than hard skills. Hard skills are things you are trained to do at work, in your trade or in school. An example of a hard skill would be a plumber knowing how to fix broken pipes.

Having employees who can manage their time and work as part of a team is important for employers. Workers who can support each other and work well together are more productive and have better results in the workplace, which earns more profits for an employer. Employers appreciate hiring people that they do not have to micro-manage or supervise on every task.



Activity 1: Soft Skills Inventory

Fill out the checklist below to discover more about your soft skills. When you are finished, complete the questions in Activity 2.

This self-assessment will help you to discover whether you have the important soft skills that are wanted by employers. It will help you understand your strengths going forward and also the areas that you may need to further develop.

Developed	I feel confident that I have this skill and that I use it often. I can use it at a workplace when needed.
Somewhat Developed	I have used this skill at times in my life in a smaller way.
Undeveloped	I have not had the chance to use this skill. very much and would like to work on it.

Checkmark the appropriate column to assess your soft skills.

Communication and People Skills	Developed	Somewhat Developed	Undeveloped
Listening: I listen to what people say and repeat it back to them. I ask questions when I do not understand. I focus on what has been said and give it my full attention.			
Perception: I understand why people act and respond how they do. I try to really see a situation from someone else's side			
Respect: I respect myself and others. I make sure I am thinking of what is best always.			
Open-mindedness: I am open to new ideas or ones that are different than mine. I am committed to learning new ways to do things if I need to.			
Persuasion: I can influence people with my ideas and suggestions. People often want to help and support me. People like trying my ideas and plans.			
Speaking: I try to be polite, well-spoken and make eye contact. I can address an individual or group. I speak clearly. I am comfortable talking to others.			
Teamwork: I am loyal to my team and work well with others. I like sharing viewpoints and am happy to take on tasks that help the group.			
Leadership: I like to plan projects. I have taken a leadership role in my life and the results have been good.			
Appropriateness: I use the right language in the right place. I am polite and follow the right rules and procedures for behavior in all situations.			

Self-Management and Competency Skills	Developed	Somewhat Developed	Undeveloped
Digital: I use a computer to type and use the Internet and email.			
Time Management: I know how to prioritize tasks so that the important ones are completed first. I use my time well. I use calendars and lists.			
Conflict Resolution: I approach conflicts with an assertive personality style and use I statements to discuss issues with others.			
Problem Solving: I show resourcefulness to solve a problem. I use tools like a Pro and Cons list, and I think problems through before working them out.			
Stress Management: I keep my cool in difficult situations. I know not to let personal problems interfere with a task at hand.			
Practical: I can use tools or equipment if taught how to do so. I feel comfortable following instructions and policies.			
Client focus: I deal well with customers or clients. I try to perceive their needs and be helpful and friendly.			

Personal Skills	Developed	Somewhat Developed	Undeveloped
Dependability: I will be there on time. I will check to make sure I have completed everything that needs to be done.			
Independence: I am generally good at following what needs to be done on my own. I do not feel nervous doing tasks by myself.			
Initiative: If need be, I can easily find something else to work on. I like to figure out ways to make situations better and then follow through with the improvements.			
Flexibility: I know sometimes things change and I meet those changes and accept them. I like new challenges and am comfortable with them.			
Ambition: I feel the need to succeed and do my best. I try to go above and beyond whenever I can.			
Adaptability: I learn from past mistakes and apply them to new situations. I can change how I behave, or act based on what I learn is more successful.			



Activity 2: Soft Skills Inventory Writing Activity

Now that you have completed your assessment, please answer the following questions in short answer form.

1. What are the soft skills you would most like to develop? Please include at least 3 skills and reasons why you would like to improve these skills.

2. Which three areas did you feel you had the most developed skills in? Why do you think you did best in these categories?

Lesson 2: Time Management

Time management is a soft skill that helps you stay on task and meet targets. Five key ways to be good at time management are as follows:



1. Sorting your day by priority (what should be done first)
2. Avoiding procrastination (putting things off)
3. Avoiding distractions (things that interrupt your work or focus)
4. Keeping schedules
5. Managing to-do lists
6. Keeping the lines of communication open

The largest part of managing your time is to list the work you need to do and to prioritize the tasks based on importance. To-Do lists are wonderful aids for writing down all you need to do. If you put your tasks on paper or your cell phone, from most to least urgent, it will give you a sense of where to start. If at your job, your time management

skills depend on being at a certain place at a certain time, then keeping a daily schedule along with a daily to-do list can be very helpful.

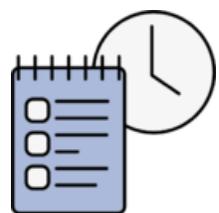
Planning your time = accomplishing your goals!

Procrastination is delaying or postponing something that should be done. There will always be tasks that people do not enjoy completing but pushing through and getting those tasks done is important when managing your time. Keeping lines of communication open with people at work and checking in to see what is needed is also a good way to manage your time. It is important to find out from others what needs to be done each day and what is deemed as a priority.

What are some tips that you use to manage your time?

Activity 1: Managing Time with a Schedule

Pat is doing his apprenticeship at a garage. He is wanting to become a mechanic. This week he will be learning a variety of new skills. Some of the regular employees are going to be away tomorrow and Pat is going to help make sure their jobs can be completed.



At 1:00pm Justin will leave for an appointment; Pat will need to help with a tire rotation and wheel alignment in Bay #3. Pat is going to start his day at 8:00 am, working with his supervisor to learn about adjusting and repairing brake systems. They will work in Bay # 5 of the garage; this should take an hour and a half. After learning about brake systems Pat will need to go to Bay #4 to work with Alisha learning about replacing headlights and taillights. This should take 45 minutes. After helping Alisha, Pat can then have his 15-minute break.

After Pat's break, he needs to meet Jack at Bay #1 to repair an ignition system; this should take an hour and then he can have his half hour lunch break. After lunch he will have sometime before he needs to help with the wheel alignment. He should plan to fill this time in by helping to clean the shop up or help out with any emergency repairs.

At 2:30 Pat is going to be in Bay #2 for an hour to learn about changing muffler systems and then go to Bay #1 to end his day doing an oil change.

It is a very confusing day for Pat. Make him a schedule on the table provided to help him keep track of his busy day.



Time	Job	Bay #
8:00am		

Activity 2: Dealing with Distractions

Distractions can really get in the way of good time management. It is easy to be distracted. Sometimes we cause our own distractions by having something on our minds that we are thinking about throughout the day. These are called inside-brain distractions. These are the distractions that come from inside us and make it hard to focus. The other type of distractions come from outside of us. These are called outside-brain distractions. Sounds and events happening around us are some of the outside brain distractions we may face at work. Either type of distraction can be harmful to time management because it takes

away from the path to our goals and makes completing tasks more difficult.

Look at the list below and make a checkmark in the correct column.

Distraction	Inside Brain	Outside Brain
Hunger		
Cellphones		
Alarm ringing		
People gossiping		
Worried about not getting off work in time to go out with friends		
Feeling upset about your boss telling you to do something differently		

2. Give some examples of your own.

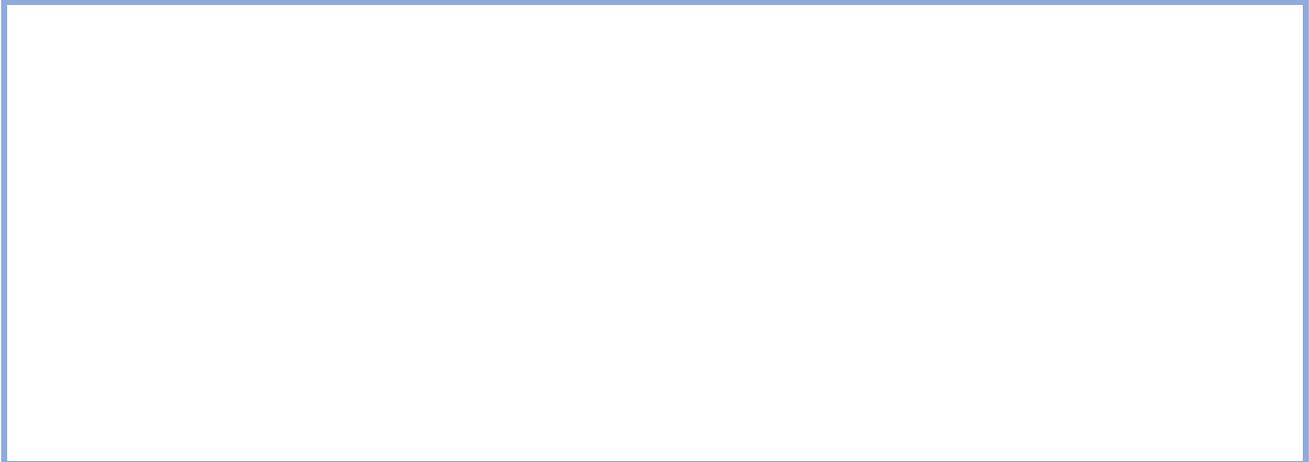
Inside-brain distraction _____

Outside-brain distraction _____

Activity 3: Searching Online

1. Search online for a good quotation about time management. Choose one that you think is helpful on the subject and write it on the lines below.

2. Look for a fun cartoon about time management. You can search comic or cartoon time management to help find this. Choose one that you like and print it out and attach here (if you don't have access to a printer share the website here).



Lesson 3: Showing Initiative

Taking initiative means doing something without being first asked to do it. It is the ability to assess a need and start to work on it independently. At work, taking initiative means going the extra mile or going above and beyond your normal job responsibilities to make things happen. It is not easy to always show initiative. You will sometimes need to perceive what is needed on your own. Always look for the opportunity to take initiative. Try to remain as busy and observant as possible, so that you are prepared when you see that something is needed.



Tips on Showing Initiative

The more you work on taking initiative, the more easily you will be able to find ways to be more resourceful and act when needed. Being resourceful means learning where to find answers or information. Being resourceful is a key part of taking initiative. Be willing to start small. Any action you try on your own is a step in the right direction.

You can always ask for feedback on your choices. Discussion with your boss or co-workers about the decisions and choices you made throughout the day can help you understand where to take initiative next time. Practice speaking up and discussing your day. You can try it one-on-one with a staff member and work toward finding out the ideas and opinions of more people as you move forward.

Become comfortable having confidence in your decisions. It is important when you have made a choice to focus on it and work toward that outcome when taking initiative.

Always take advice from others who know more. It is important to not let your ego (pride) get in the way of growth at work. It is okay to take pointers from other, more experienced staff members. Knowing how a staff member you respect reacts to your decisions will help when making independent decisions in the future. Becoming a good team player can lead to your being a more independent employee.

When possible, step into a needed role when someone is absent or tied up with other responsibilities. Taking on extra responsibilities is another wonderful way to show initiative at work.

Many people experience shyness. If you feel this way, you are not alone. It is good to understand your personality and what type of person you are. If you know that you are



shy and find it hard to speak up or volunteer for projects that involve communicating with other people, then you can work on that part of yourself. Being social could be a part of your job. It gets easier over time. Being shy can be good for you at work because when you do decide to speak up, you will be able to focus on what needs to be said and not talk too much. Shy people are very to the point, no nonsense speakers, which can be good, so be sure to focus on that positive if you are a shy person.

Activity 1: Understanding Initiative

1. Look the word initiative up on an online thesaurus. What are two synonyms for this word?

2. Go to dictionary.com and write the definition of initiative on the lines below.

3. Open your browser, type in <http://sentence.yourdictionary.com/> and find a sentence using the word initiative and write it on the lines below.

4. What advice on showing initiative do you find most helpful? Choose one that you think could help you take initiative at work and explain why you chose it as the one you like the best.

5. Share a time in your life when you chose to show initiative. Where was this (home/work/volunteering) and what did you do?

Lesson 4: Adaptability and Flexibility



Sometimes, things do not go the way they are supposed to. An important soft skill in any workplace situation is being able to adapt to sudden changes or unexpected occurrences. Adaptability is the ability to accept new conditions, tasks, or situations. Flexibility is the ability to accept changes or modifications.

Changes can happen in a workplace without much notice. Schedules can change, staff may vary, and tasks can be different from day-to-day. Adaptable and flexible employees are highly valued by their employers. Therefore, an employee must be able to come up to speed quickly and adjust to the new circumstances. Being open to new experiences can be helpful for this soft skill. Sometimes, it is easy to get wrapped up in the stress that comes along with workplace change and work against it instead of with it. Deciding to try new things at work and keeping that mindset will help you be a great employee.

Adaptability

- Staying flexible when new plans arise
- Keeping calm in difficult situations
- Dealing with changing priorities

Activity 1: Exploring Adaptability and Flexibility

1. When reading the above lesson on flexibility and adaptability, what aspects of this soft skill do you think you might find challenging? Please explain your answer.

2. Carlos is working as an apprentice for a construction company. The boss's son is in today covering for Carlos's boss, who is off because of illness. The boss's son asks the workers to measure the floor first and pre-cut pieces for it instead of measuring and laying flooring as they go. He needs to use the large saw for a project on the other side of the building.

Carlos becomes frustrated and argues about the new directions. He thinks it will be a lot harder to do and easier to make mistakes. When the boss's son tells him that he will have to do it the new way for today, he walks away to cool off. He comes back thirty minutes later while the other workers are cutting the floorboards. The boss' son tells him to get back to work. He mentions that the workers on the other side of the building will have to be paid to work late because Carlos left.

a) What should Carlos have done differently in this situation?

b) What do you think the boss' son will do?

3. Sheila is an apprentice at an automotive paint and body and collision repair shop. There is a terrible rainstorm coming, and she is unable to finish working on the paint job outside. There is no room in the garage right now. Her supervisor tells Sheila to stop the painting job and go into the shop to sweep the floors and do a general clean up. Sheila does not think this is her job and dislikes cleaning. She thinks she should be learning and practicing skills to help her become an Automotive Painter and Collision Damage Repairer. What should she do?

4. Share a time in your life where you felt like you were flexible and adaptable. Describe what happened and how you dealt with it.

Activity 2: “What If” Questions

Try your best to answer the following “What If” questions to demonstrate your adaptability.

1. What if you started a job and did not get along well with the person training you?

2. What if your boss gives you a work evaluation with feedback that you disagree with?

3. What if you were given free concert tickets to see your favourite band/singer two days before a shift that you are schedule to work?

4. What would you do if you had to persuade someone on your team to do things your way for a project?



Lesson 5: Decision Making

There will be times during your apprenticeship that you will need to make decisions. You will want to make decisions that are good for your workplace and yourself. It may not always be easy to think about all possible outcomes to a decision you need to make. Some people find it hard to make decisions. This lesson will show you some strategies for decision making and how to use them.



Pros and Cons

One popular way to make decisions is by creating a Pros and Cons list. This list is used to show the positive and negative consequences of your decision. You can make a separate list for each available choice. This is a good way to think through a decision and will help you consider everything involved in your choice.

Abdul is trying to decide whether he should lease a car or buy a used car. He has sat down to make two pros and cons lists to help him decide.

Leasing a car	
Pros	Cons
Car will be newer, less repairs	Two payments of \$127.00 a month
Will have a reliable vehicle for work	Will need to budget more or pick up extra hours at work
Will not need all the money at once to buy car	Less money for entertainment and eating out
Can get it right away	Must eat at home more
Will not have to wait at the bus stop in the cold	No vacation for the next couple of years
New cars have more features	

Buying a Used Car	
Pros	Cons
No monthly payments	Will not be able to buy used car for six months
Extra money for gas and car repairs	Must take bus for six more months, through the winter
Can go on vacation next year	Older car might need more repairs
Will not need a loan	Does not help me improve my credit rating
Will not have monthly payments	
Will not have to work more or live on a budget	

Activity 1: Making a Pros and Cons List

Paul is wanting to do an apprenticeship as a Heavy Equipment Operator. He has been offered an apprenticeship by two different companies.

The first Company “Blueway Construction” is a local company. Some of his friends already work there and say it is a great company to work for but they say some of the workers can be hard to get along with. He likes that Blueway is a local company and he could work with some of his friends, but also worries that working with friends can sometimes be difficult and may be hard on their relationship. Paul’s family and grandparents live close by and he likes to spend time with them and check on and visit his Grandparents at least 3 times a week, so he likes the idea of working close to home. He also likes the type of equipment and work that this company does, they do some road work but also have been involved in new subdivision developments which he is really interested in.

The second company “J & J Construction” is located in a town about an hour away. This company also has a great reputation, and he has heard great things about them. He worries that he would be spending too much money on gas driving to and from the job. He could eventually move closer but that would mean he wouldn’t be close to his family and Grandparents. This company offered to pay him \$1 more an hour than Blueway did. J & J Construction also told Paul that they have a ‘sister company’ out west and that he might have opportunities to work out west for a couple of weeks in the summers, which Paul thinks would be an awesome opportunity. One of his friends told him that the

boss at J & J is very hard to please and gets angry with his workers a lot. Paul isn't sure if this is really true or if his friend is telling him this because she wants him to work with her at Blueway Construction.

Paul is having a difficult time making his decision. He has decided to do a pros and cons list for each company to see if this will help him with his decision.

Make a short pros and cons list for Paul to help him decide.



Blueway Construction

Pros	Cons

J & J Construction

Pros	Cons

1. After making a Pros and Cons list what do you think Paul should do? Please explain your answer.

The Masquerade



The masquerade is a style of decision making where you make decisions by imagining how it will affect someone else involved in the decision, such as a friend, employer, co-worker, or family member. It is based on the word *masquerade*, which means to pretend to be someone you are not. What would they say or think about the decision? This helps you to look at your decision from all possible angles.

For example:

Clara is doing an apprenticeship at a hair salon to become a hairstylist. She is halfway through her apprenticeship and loves the salon owner and the people that she works with. Everyone has been so helpful and kind to her. Clara would like to ask to have Saturdays off for the next month. Her son plays hockey, and she is missing all his important games and tournaments. She is not sure if she should ask her sponsor for this or not.

So, she thinks...

- How would her sponsor react to this request?
- What would her co-workers think?
- Will this affect her completing her apprenticeship?
- What would be best for the hair salon?
- What would some of her customers think?
- What would her family want her to do?
- What would another hockey mom do?

She answers these questions and it helps her to make her decision.

She knows her sponsor (employer) wants her working on Saturdays because she has scheduled her to work them.

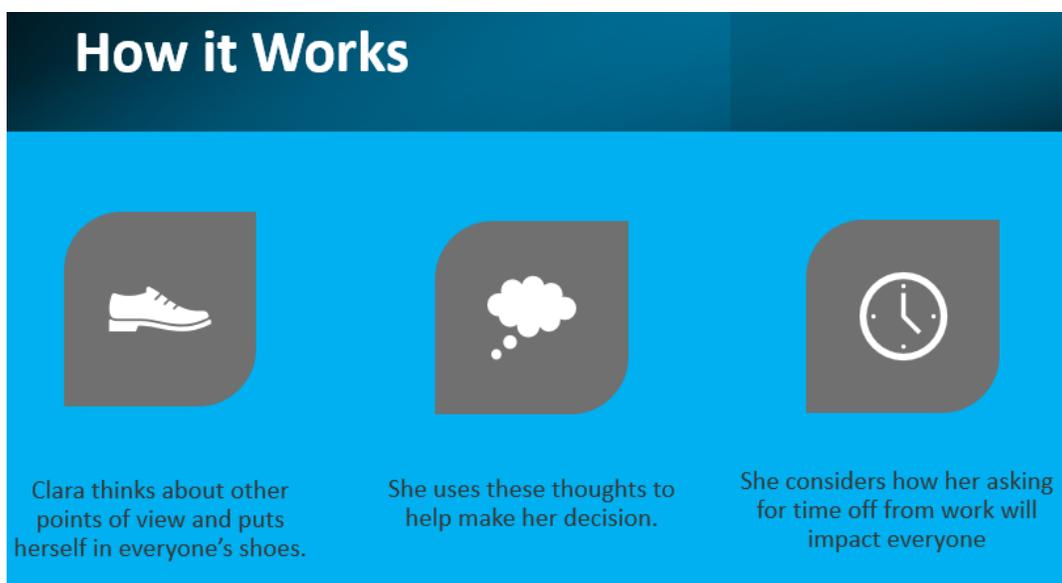
She knows her co-workers that have been working there for a long time are still working Saturdays, so they may think it is not fair if an apprentice asks for Saturdays off.

She doesn't want to her sponsor to think she isn't taking her apprenticeship seriously.

Her family would want her to do what is best for her. They are happy that she loves her job. Her son would love having her at his games, but he plays because he loves it and not because he needs an audience.

Another hockey mom might think she should be there but some of the other mothers do not attend every game.

She makes the choice to continue working Saturdays. Looking at all sides has helped her make this decision.



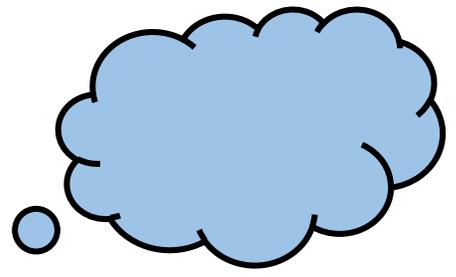
Activity 2: Using the Masquerade Approach

Pierre is apprenticing as a carpenter with a great company. He has been offered an apprenticeship from another carpentry company in a town five hours away. The pay is much better, and he would get a company cellphone. He owns a house in the town he works in now. His daughter stays with him every second weekend. She goes to the local school and has many friends there. He lives next door to his elderly parents. He helps them a lot with household tasks. He gets along well with his co-workers and his sponsor thinks he does a great job. He plays baseball with some old high school friends twice a week.



Pierre thinks ...

- What would my family think of my moving?
- What would my co-workers think?
- What would my boss think?
- What would my friends think?
- What would the person offering me the job think?



What do you think Pierre's decision might be based on using the masquerade approach to decision making?

Lesson 6: Accountability

Accountability means you care about the quality of your work. Taking responsibility for your actions helps to build relationships with coworkers and your own wellbeing. It shows you are honest, trustworthy and willing to improve.



Accountability means:

- Caring about the quality of your work
- Owning your actions, both good and bad
- Admitting your mistakes and taking responsibility for them

How can you show that you are being accountable?

- ✓ Arrive at your workplace ready to work. Show up on time and be ready to offer help when a coworker is in need.
- ✓ Be open to receiving feedback even if it isn't always positive, and try not to take things personally, believe that your supervisor is trying to help you.
- ✓ Handle disagreements maturely. You won't always agree with your supervisor or coworkers but whatever happens always stay calm and never yell or throw insults.
- ✓ Be mindful of the company's rules and regulations. This shows that you care about the work environment and respect the rules and the supervisors/bosses.

Lesson 7: Dealing with Stress

Sometimes the events of the day are just stacked against us. When you are at a job, you will have days where things do not work out the way you had intended. There may be challenging situations. In these cases, your day can be very dependent on others: customers, coworkers, or supervisors.



Balancing an unpredictable workday with everything you are managing in your personal time can be difficult. You will have good days and not so good days at work. Dealing with stress in a positive way can help these days be less difficult. Things that make us feel stressed are called stressors. A way to help with your stressors is to try to leave stressors from home at home and stressors from work at work. Very often, people tend to list both together when thinking about how their day has been. This can be too overwhelming. You should try not to take home stress to your work and try not to take work stress back home. They sometimes refer to this as leaving your problems at the door. Learning how to divide these and leave them where they are can help make the day less overwhelming.



Finding Ways to Deal with Stress

There are many ways that people deal with stress. The fact of the matter is that you have work responsibilities, and you will need to find a way to keep working in stressful times. Some ways of dealing with stress are healthy, such as working out/getting exercise, talking about problems, spending time outdoors, and listening to music. Some ways of dealing with stress are not as healthy, such as drinking alcohol, smoking, or eating unhealthy foods. Finding something that helps you deal with daily pressures and that is also healthy for you will help you be more successful. Be aware of how you manage your stress. If you are spending a good deal of time angry or have shut down because of the stress in your life, decide to make changes and try different approaches.



Activity 1: Healthy Ways to Deal with Stress

Look at the photos below. Circle the pictures that you feel deal with stress in a good way.



Activity 2: Stressors

1. Stressors are certain things that happen that cause you stress. Can you think of some stressors that always make you feel anxious or stressed? Make a list of some of your common stressors on the lines below.

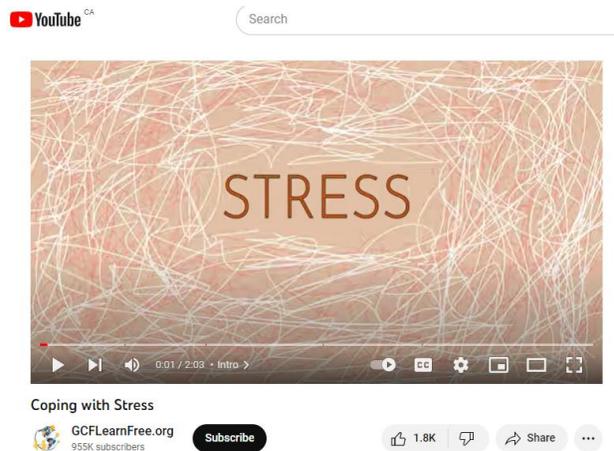
2. Make a list of some of the ways you deal with stress.

Activity 3: Dealing with Stress Video

Enjoy this fun look at coping with stress. Watch this video by typing the website address into your web browser or searching “Coping with Stress GCF Learn Free” into the YouTube search bar.

<https://www.youtube.com/watch?v=TK5KOXLT15g>

[Coping with Stress - YouTube](#)



What tips did you get from the video? Share two tips to cope with stress that you will use?

Lesson 8: Problem Solving

Problem solving is a skill we use every day, both in our personal lives and at work. As an Apprentice you will have to solve problems daily.

Problem solving is the process of working through a problem to find a solution. When we are trying to solve a problem, sometimes barriers get in the way. These barriers may include:

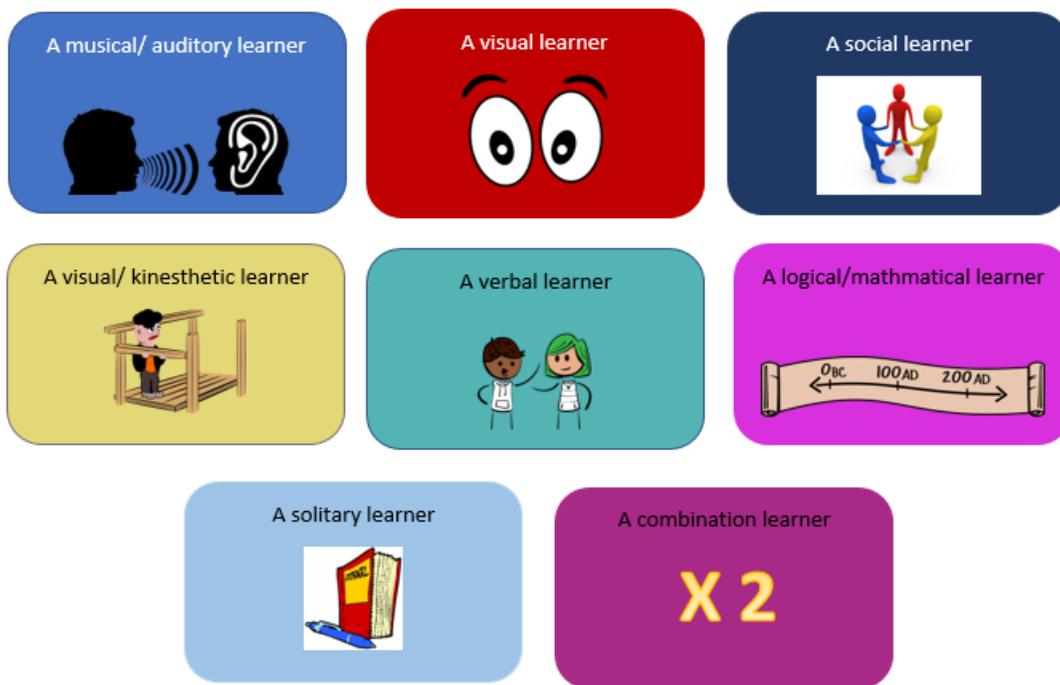
- Emotions
- Fear & anxiety
- Different learning styles

Emotions: Controlling your emotions can be very difficult when you are faced with a problem. In order to solve problems, you need to be able to think clearly and try not to let your emotions get in the way.

Fear & Anxiety: Many people think they cannot problem solve so they avoid it. Everyone has the ability to solve problems, you just need to build your skills so you can do so effectively.



Different Learning Styles: The way someone learns will impact how they solve a problem. If you don't understand your learning style, it can be a roadblock to being able to solve problems.



You can learn more about your learning style by answering the questions in a self-assessment.

Activity 1: My Learning Style

Open your browser and type in the following website to complete the assessment.

<http://www.whatismylearningstyle.com/learning-style-test-1.html>

1) What was the result of your learning style assessment?

2) Do you think this assessment was correct? Why or why not?

Problems can come in many shapes and forms. We are constantly solving problems. Some may be everyday problems, such as what to have for dinner, or how you are going to get to work. Other problems may be more complex. For example, how to change from a job you don't like to a career you have always dreamed about.

Activity 2: Problem Solving Strategies

1. Make 2 lists of all the problems you think you have right now or might have in the future:

<u>Everyday Problems</u>	<u>Complex Problems</u>

Good problem solvers do 6 things:

1. Focus on the solution, not the problem.
2. Keep an open mind – consider all possible solutions.
3. View problems neutrally instead of as scary things.
4. Think laterally – change the direction of your thoughts and look at things in a new way.
5. Use positive language.
6. Simplify things – look for the obvious solution instead of making things more complicated.



When you come across a problem, follow these 6 steps:

1. Identify the problem.
2. Think about it.
3. Brainstorm solutions.
4. Select the best solution.
5. Implement the solution.
6. Evaluate the solution.

2. Think of a problem you may encounter while working as an apprentice in the trade of your choice.

Problem: _____

Now let's complete the 6 problem solving steps:

Step 1	Identify the problem	
Step 2	Think about it	
Step 3	Brainstorm solutions	
Step 4	Select the best solution	
Step 5	Implement the solution	
Step 6	Evaluate the solution	

Solving Problems at Work as a Team

Good team players work toward solving problems that arise. They work to identify problems and then work on collaborating with their team to find a solution. They don't place blame on others. They recognize that the problem belongs to the team and try to find positive ways to work on solving it.



Activity 3: A Fun Look at Group Problem Solving

Open your web browser and type in the following website address <https://www.youtube.com/watch?v=jbqrpqCxnaE&t=15s>. You can also find this website by searching “Solving Problems in Groups FC Millie Garcia”.

Solving Problems in Groups FC

Millie Garcia
45 subscribers

266 likes | Share

While watching this video take note of some of the techniques the group uses to solve their problem.

1. What is this group trying to figure out?

2. What are some of the brainstormed solutions?

3. How are these solutions evaluated?

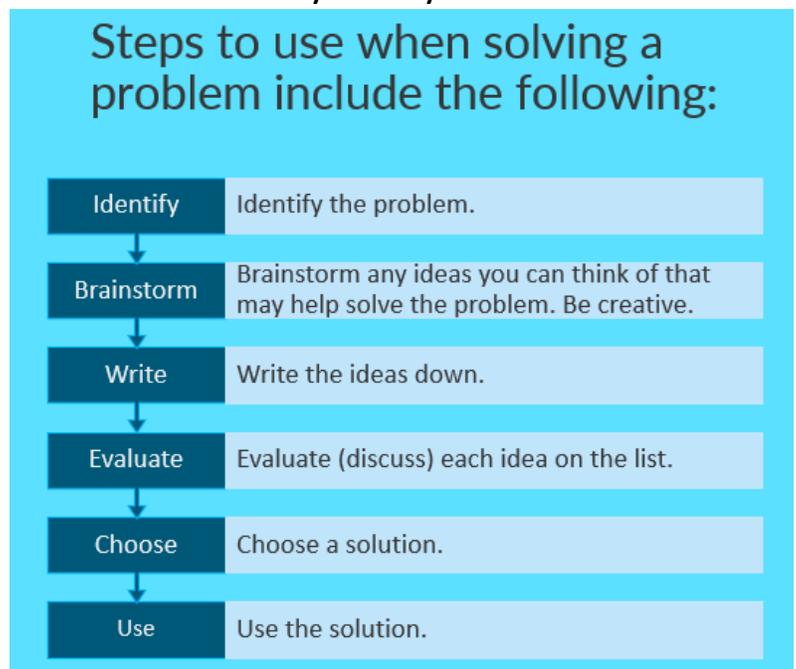
4. What is the final solution to the problem in the video?

5. How flexible and adaptable are the members of this group?

Activity 4: Working through a Problem as a Team

Joe is working as an apprentice with a carpentry company. He is working on a crew with two other guys. They are finishing up a bathroom renovation, but they need the electrician to come before they can finish the job. The electrician had an emergency and cannot come for another day. It is only 9am and they need to figure out what to do. The boss is working on another site today. They decide to discuss their options.

They define the problem:
No electrician and they are unable to work on the bathroom like the boss had told them to do today.



They brainstorm some ideas:

- Take the day off without pay
- Work on another job in the house
- Spend the day cleaning up around the worksite
- Email the supervisor and see if they respond
- See if anyone else on-site needs help
- Go home: They really need the pay and do not think they can leave work without permission from a supervisor.
- Do a different job: They cannot start another job in the house because they do not have all the needed materials.
- Clean the worksite: The worksite needs maybe half a day of cleaning not a full day.
- Try to contact supervisor: Their supervisor would want them to deal with this problem themselves, as he has many jobs that he is overseeing.
- Help others: They are not sure if anyone else needs any help.

Evaluate and Consider Possible Solutions:

Since they are unsure of who might need help, one of the crew goes out to see the other workers to ask if they could use their assistance. She finds out the on-site labourers have materials to move after lunch if they would like to help.

Choose a Solution:

They decide to do the half day of cleaning and then help the labourers after lunch.

During this problem solving, they all had ideas that were put on the list. They wrote down or kept in mind any idea they could come up and then evaluated it later. They did not say no to each other's ideas. They waited until the list was made and talked each one over practically. This way each person felt heard and valued. They chose and implemented what they thought was the best choice for the day.

Follow Up: One of the crew emails their supervisor at the end of the day to let him know about the electrician not coming and what work they did to keep him up to date.

1. Do you think they made the right choice? Why or Why not?

Lesson 9: Communication and Teamwork in the Workplace

Communication is an important skill in the workplace because it allows for productive and efficient operations.

To work well as a group, you need to be able to communicate clearly.

What does effective communication look like?

- You can explain your own ideas clearly
- You listen carefully to others
- You ask questions to clarify other ideas or opinions
- You are open-minded

The Communication Equation

What you hear

- Tone of voice
- Vocal clarity
- Choice of words



40%

of the message

What you see or feel

- Facial expressions
- Dress or grooming
- Body language
- Eye contact
- Gestures and/or touch



50%

of the message

Words

- What you choose to say

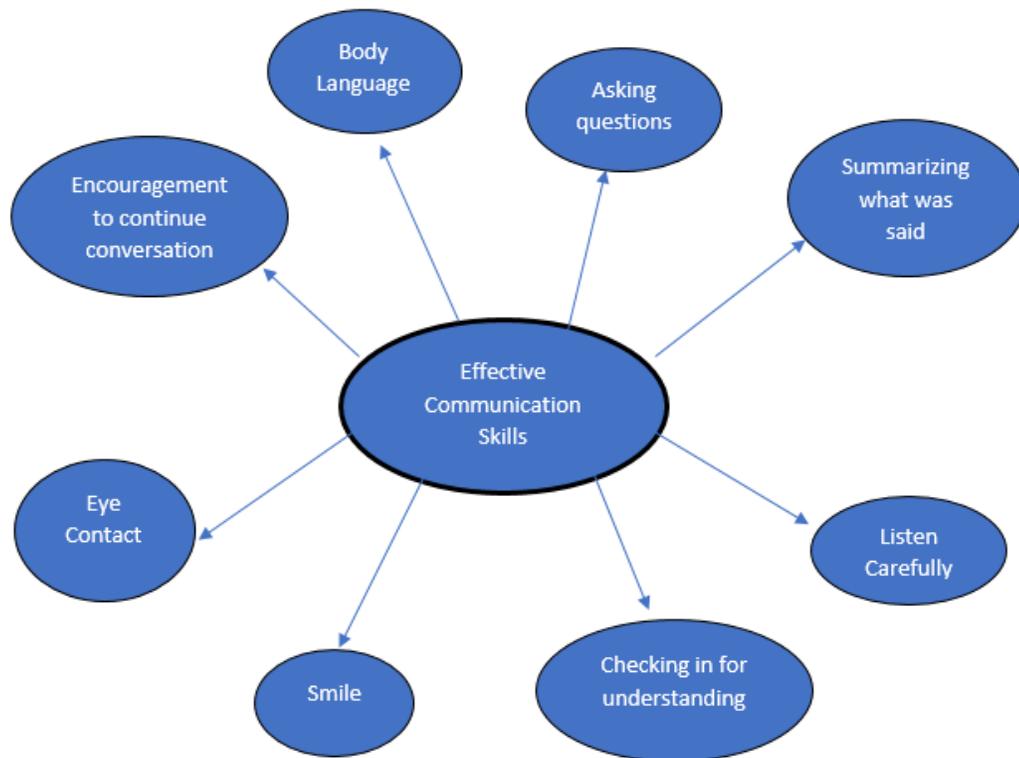


10%

of the message

Non-Verbal Communication

A lot of how we communicate with others, is said without words. The way we react to other people and act during interactions with others is said with our body and facial expressions.



Open body language, such as smiling, placing your hands at your sides or maintaining eye contact show you are listening and ready to be a team player.

Closed body language, such as standing with your arms crossed and looking down or away show that you are less ready to be a team player.

A smile can go a long way to success. Your team will appreciate it and it is always a great way to encourage positive communicate.

Activity 1: Gaining Information through a Video

1. Please open your web browser and type in the following address:
https://www.ted.com/talks/ron_gutman_the_hidden_power_of_smiling
to learn more about the power of smiling.



Most importantly, always think before you speak. If you make a mistake, just ask for a moment to think and re-explain what you wanted to say.

Activity 2: Self Survey

Think about your behavior in a recent group or team situation. Read through the list and put a check in the column that best describes your behavior.

	Always	Sometimes	Rarely
Communication Skills			
I try to actively listen to my coworkers			
I ask questions and invite others to speak			
I enjoy talking in a group			
I stay on topic			
Leadership Skills			
I like giving information or directions			
I encourage and cheer on others			
I offer to help others even when I am busy			
I am trustworthy and others feel comfortable to talk with me in confidence			
I feel team goals are just as important as individual goals			
Problem Solving Skills			
If I have a problem, I can state it easily			
I feel comfortable asking for help			
I think about my decisions carefully			
I use "I statements"			
Team Building Skills			
I am interested in team training			
I tell the people I work with that I appreciate them			
I do not create drama at work			
I am happy when my teammates succeed			
When I receive praise, I share the credit with my teammates			
When everyone is working late I stay and help if I can			
Expressing Feelings			
I think it is important to tell people how I feel			
I focus on the learning opportunity when I make mistakes			
Getting Along with others			
It is important to me to help others succeed			
I use please and thank you when working with others			
I feel I have a lot of patience			
If I disagree with what the team has decided. I respect their decision and still work towards the team's goal			

Scoring

Always = 5 points Sometimes = 3 points Rarely = 1 point

Total Score = _____

If you scored 70-100 points: You are ready to work well as part of a team. You are considerate of others and have the right communication skills to be a good team player.

If you scored 40-70 points: This manual will offer many good team building tips. Learning is an important part of work skill training. Pay attention to the advice in this book and make notes. You are on your way to becoming a great team player!

If you scored 0-40 points: Talk to your instructor about gaining some practical experience working with others. Perhaps you can do a project with another classmate. If you require extra help with team working skills after this course, your LBS instructor will be able to assist you with extra materials.

Communication and Teamwork

A good teammate is someone that when doing their job always contributes (gives) to the team's goal. They use good communication skills even when they disagree or are frustrated with the group.

If you enjoy watching or playing sports, you might have noticed the teams with the best players often do not win championships. It is the teams that work best together that achieve great things.

Building on other ideas and sharing the workload is part of what makes teamwork fun. Teamwork can mean less stress, more laughter and achieving amazing things together.

Some characteristics of a good teammate are:

- Reliable
- Good communicator
- An active listener
- Always joins in and contributes
- Cooperative
- Flexible
- Committed to the team
- Helps teammates problem solve
- Respectful
- Supportive



A good teammate should be reliable. Your coworkers need to know that they can count on you for support and to finish the tasks you said you would do. Keeping a calendar of events or tasks can help you make sure you do everything you said you were going to do.

Being cooperative and participating is a big part of teamwork. Arriving at work prepared to get involved and share the workload is part of being a good teammate. Sharing ideas and knowledge with the group helps the team be successful. Being cooperative means, you will work with other members of the team to get the job done.

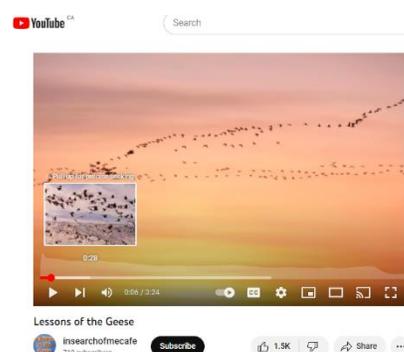
Being flexible means, you adapt easily when the team changes their plan, or you are asked to try something new. As an apprentice you need to be flexible enough to go with the flow and quickly change your focus and jump right in to help when needed. Being open-minded, having a positive outlook and accepting new responsibilities helps prepare workers for scheduling and activity changes.

Good teammates always show respect for each other. Treating your teammates politely with kindness and encouraging your team members to share their ideas and listening to what they have to say is part of being respectful. When a person is respectful to you it means they value your work and what you must offer.

In teamwork situations, it is important to encourage and cheer each other on. Good teammates celebrate the success and achievements of their co-workers.

Activity 3: Discussing Respect and Support

The following video bases good teamwork skills on how geese work together and encourage each other, please search the following web address online: <https://www.youtube.com/watch?v=hazitrzxhPk> or search “Lessons of the Geese insearchofmecafe” in the YouTube search box.



1. In what ways do geese show us how to be good teammates?

2. An example of showing respect is walking around a group of people that are talking to each other rather than walking through them and disturbing their chat. Give two other examples of ways we can show respect for others.

a)

b)

3. Put a check mark beside each situation that shows respect.

- Asking, "Could you please take my next shift for me?"
- Telling a co-worker, "I don't think that hair colour really suits you."
- Admiring someone else's traditions and culture
- Making a comment on a friend's physical or mental condition
- Have an open mind about those with different opinions
- Putting yourself in someone else's private conversation
- Shouting at a co-worker across the room when they forget to do something
- Gossiping about another co-worker
- Encouraging statements like, "We couldn't have finished this quickly without your help."
- Saying thank you when a co-worker helps you finish a workplace task

Activity 4: Applying Your Own Knowledge

Think of a time when you have been part of a team or a group. (For example: a sports team, a classroom project, a student club).

1. What was your role and how did you contribute?

2. What are some benefits of working with a team rather than on your own?

3. What are some problems that could come up working as a team?

4. A classmate in your apprenticeship program comes to you for advice. He got in trouble at his work for not being a good team player. He really likes his apprenticeship but tries to do everything on his own and sometimes falls behind. What suggestions would you give him to help him improve?

Soft Skills Reflection

After learning about soft skills and how they are important in the workplace, answer the following reflection questions.



Do you think Soft Skills can be learned? Do people either have the skills or not? Can they be improved or developed? If yes, what is the best way to develop them?

Think of a person that you have worked with (in school or at work) that had good soft skills. Describe a situation where these skills were noticeable, include the skills they displayed and why they were noticeable.

Congratulations! You have finished this course.



Answer Guide

Lesson 1: What are Soft Skills

Activity 1: Soft Skills Inventory

Answers will vary, learner should have completed the 3 sections of the soft skills inventory.

Activity 2: Writing Activity

1. Answers will vary, learner should have listed at least 3 skills they would like to develop and include a reason.

2. Answers will vary, learner should have shared the three areas they felt they have the most developed skills.

Lesson 2: Time Management

Learner has shared some tips that they use to manage their time

Activity 1: Managing Time with a Schedule

<i>Time</i>	<i>Job</i>	<i>Bay #</i>
8:00 am	Brake systems	Bay 5
9:30 am	Headlights taillights (Alisha)	Bay 4
10:15 am	Morning Break	
10:30 am	Ignition Systems	Bay 1
11:30 am	Lunch	
12:00 pm	Clean up shop/help out others if needed	
1:00 pm	Tire Rotation & Wheel Alignment	Bay 3
2:30 pm	Muffler systems	Bay 2
3:30 pm	Oil change	Bay 1

Activity 2: Dealing with Distractions

Distraction	Inside brain	Outside brain
Hunger	✓	
Cellphones		✓
Alarm ringing		✓
People gossiping	✓	✓
Worried about not getting off work in time to go out with friends	✓	

Examples of their own – answers will vary

Activity 3: Searching Online

1. Answers will vary, learner should have shared a quote that they have found about time management.
2. Learner should share a cartoon they have found about time management.

Lesson 3: Showing Initiative

Activity 1: Understanding Initiative

1. Learner should include two synonyms for the word initiative (possible answers: action, drive, lead, leadership, enthusiasm)
2. Learner should have a definition of initiative (possible answer: the power or opportunity to act or take charge before others do)
3. answers will vary.
4. Answers will vary.
5. Learner should give an accurate depiction of taking initiative.

Activity 1: Exploring Adaptability and Flexibility

1. Learner should name some aspects of flexibility or adaptability from the reading and why it might be challenging.
- 2.a. Carlos should have been flexible and adapted to the changes.
b. Answers might include: tell Carlos' boss, take money from his pay.
3. Be adaptable – understand that she is there to help and must do another job because it is raining.
4. Answers may vary must show flexibility and adaptability.

Activity 2: What If Questions

- 1-4. Answers will vary, learner should provide an answer showing some adaptability.

Lesson 5: Decision Making

Activity 1: Making a Pros and Cons List

Blueway Construction

<i>pros</i>	<i>cons</i>
<i>Company has great reputation</i>	<i>Workers can be difficult</i>
<i>Company is local (close by)</i>	<i>Friends work there (could be difficult on their relationship?)</i>
<i>Has friends that work there</i>	
<i>Close to family</i>	
<i>Good equipment</i>	
<i>Subdivision work</i>	

J& J Construction

<i>Pros</i>	<i>Cons</i>
<i>Company has great reputation</i>	<i>An hour away</i>
<i>\$ 1 more an hour</i>	<i>More gas money</i>
<i>Opportunity to work out west</i>	<i>Angry boss? (Unsure of this)</i>

1. Learner should have a suggestion for what Sarah should do and explain their answer.

Activity 2: Using the Masquerade Approach

1. Learner should have a suggestion for Pierre and explained their answer. They should have taken others feeling into consideration.

Lesson 6: Adaptability (no activities)

Lesson 7: Dealing with Stress

Activity 1: Healthy ways to deal with Stress



Activity 2: Stressors

1. Answers will vary.
2. Answers will vary.

Activity 3: Dealing with Stress Video

The tips from the video include:

- Make time for hobbies and self-care (time to relax and do thing that you enjoy)

- *Time management skills (prioritize and delegate, don't take on too much)*
- *Exercise*
- *Remove unnecessary stress (news/social media)*

Lesson 8: Problem Solving

Activity 1: Learning Styles

1. Answers will vary, should include a learning style.

2. Answers will vary, should include a reason why or why not.

Activity 2: Problem Solving Strategies

1. Answers will vary, should include at least 2 everyday problems and 2 complex problems.

2. Answers will vary, learner should have a problem that they may encounter as an apprentice in their chosen trade. They should have completed the chart to solve their problem using the 6 steps.

Activity 3: A Fun Look at Group Problem Solving

1. The group in the video is trying to figure out which movie theatre they should go to.

2. Some of the group makes suggestions to go to dinner afterwards or to go to the 7-11 and get their drinks there (since some of the theatres don't have ice machines).

3. They evaluate these solutions by drawing a diagram showing all the movie times, the locations of the theatres and the restaurants located around the theatres. Then they talk out some of the solutions and ideas together.

4. They decide the only solution is to go without Sheldon since he is the only one that isn't ok with the suggested solutions.

5. Every member of the group except Sheldon is flexible and adaptable and open to the others ideas.

Activity 4: Working through a Problem as a Team

1. Answers will vary, learner should include their opinion on whether the group made the right choice.

Lesson 9: Communication and Teamwork in the Workplace

Activity 1: Gaining Information through a Video

Answers will vary, should include at least 3 of these benefits.

- *Makes us feel better*

- *Stimulates our brain*
- *Helps reduce your stress level/reduces the level of stress enhancing hormones*
- *Increases the level of mood enhancing hormones*
- *Reduces overall blood pressure*
- *Makes you appear more competent*

Activity 2: Self Survey

Learner should have completed the self-survey and shared their score.

Activity 3: Discussing Respect and Support

1. Answers will vary but should include at least 4 of the following:

- *Working together makes us more productive*
- *When one person takes the lead and the other tires out, another person can 'step up' and take the lead for a while*
- *The geese honking to encourage the others shows us if we are encouraging (praise and thank our team members). This will help the team work well together.*
- *When someone gets sick or wounded, the teammates help to protect them and stay with them.*
- *To use our talents and skills to work together as a team.*
- *Take turns as leaders and share the workload.*

2. Answers will vary and should include examples that show they understand different ways of showing respect.

3. Checkmarks should be beside the following situations

- *Asking, "Could you please take my next shift for me?"*
- *Admiring someone else's traditions and culture.*
- *Having an open mind about those with different opinions.*
- *Encouraging statements like. "We couldn't have finished this quickly without your help."*
- *Saying thank you when a co-worker helps you finish a workplace task.*

Activity 4: Applying Your Own Knowledge

1. Answers will vary, learner should share a situation when they were part of a team and what their role was and how they contributed.

2. Answers will vary, learner should include at least 2 benefits of working in a team. Answer could include: less work/share the workload, give support to each other, sharing of ideas and knowledge.

3. Answers will vary, learner should include at least 2 problems that could arise when working in a group. Answer could include: one member of the group not doing their part, all of the workload falling on one person, members not getting along with each other, some members not being respectful.

4. Answers will vary, learner should have some advice for his friend about how to try and be a good team player.

Soft Skills Reflection

1. Answers will vary, this is an opinion question. Learner should share their opinion on whether soft skills can be learned, developed, and improved.

2. Answers will vary, learner should describe a person that they have worked with that have good soft skills, what the skills were and how they why they were noticeable.