

Resources for the Skills for Success Program

Target audience: Underrepresented groups

Rediscovering my skills

For :

- someone facing disabilities who needs to change occupation;
- someone with disabilities who wants to enter the job market;
- anyone in need of guidance.

This resource will help learners recognize the skills they already have and prepare them to cope with change and achieve their objectives.

OALCF Alignment

Competency	Task Group	Level
Competency A — Find and Use Information	A1. Read continuous text	2
Competency A — Find and Use Information	A1. Read continuous text	2
Competency B — Communicate Ideas and Information et de l'information	B3. Complete and create documents	2
Competency C — Understand and Use Numbers	C4. Manage data	n/a
Competency D — Use Digital Technology	n/a	1
Competency E — Manage Learning	n/a	2

Goal Paths *(check all that apply)*

☒ Employment

☒ Apprenticeship

☒ Secondary School Credit

☒ Postsecondary

☒ Independence

Embedded Skills for Success *(check all that apply)*

☒ Adaptability

☒ Collaboration

☒ Communication

☐ Creativity and innovation

☒ Digital

☐ Numeracy

☒ Problem solving

☒ Reading

☒ Writing

Notes :

PRACTITIONER GUIDE

REDISCOVERING MY SKILLS

*Becoming Aware of my Abilities and Limitations While
Living with a Disability*



COALITION ONTARIENNE DE FORMATION DES ADULTES

Developed as part of the Skills for Success resources.

Canada 

EMPLOYMENT
ONTARIO

Ontario 

PRACTITIONER GUIDE

REDISCOVERING MY SKILLS

Becoming Aware of my Abilities and Limitations While Living with a Disability

Rarely do we stop to think about our skills. It's often when something unexpected happens in our personal situation that we do.

"Rediscovering my skills" is intended for people living with a temporary or permanent disability. When an illness, or an accident handicaps a person, for whatever reason, life doesn't end there. It's important to realize that skills are transferable. But first, a person must know what skills he or she possesses. He or she can then compare that list to the skills needed to move towards new goals, while acknowledging his or her own limitations.

"Rediscovering my skills" enables a person to identify the skills he or she already possesses and to target those needing improvement to re-enter the workplace, to support a career change, or to access another position.

Introduction

Before beginning the **"Rediscovering my skills"** exercises, the practitioner should motivate the learners through a series of warm-up activities. This will help them recognize their skills and integrate them more easily into their personal lives, communities or employment.

The process of rediscovering one's skills requires self-reflection on previous experiences and a review of one's abilities, capabilities and behaviors demonstrated at work or in day-to-day life:

Self-reflection can be done:

- independently, by completing the attached document;
- with the support of a practitioner, who can help deepen the reflection process;
- as part of a group session, using discussions and role-playing exercises to facilitate the analysis of the acquired skills;
- using a combination of these approaches.

When visiting the **"Skills for Success"** website, learners are encouraged to discover the skills they need to succeed and their usefulness. Learners can then compare the skills they already possess and compile a list aligned with the Ontario Adult Literacy Curriculum Framework (OALCF).

Summary of the activities

1. Present the activities, their objectives and expected results, and the approach.
2. Initiate a discussion with the learners on what the “Skills for Success” are and ask them to give examples.
 - The “Skills for Success” are needed to learn, work and live. They are the basis for learning all other skills.
 - **Other skills** include self-confidence, trust in others, resourcefulness, team spirit, initiative, ability to learn from experience, ability to do repetitive tasks, perseverance, ability to set goals, ability to work under pressure, persuasiveness, leadership, self-control, observational skills, organizational skills, interpersonal skills, responsibility, work ethic, critical thinking, cooperation, negotiation, -decision making, self-management, resilience, respect for diversity, empathy, participation, etc.
 - The **nine (9) “Skills for Success”** are Reading, Numeracy, Writing, Digital, Problem Solving, Communication, Collaboration, Adaptability, and Creativity and Innovation.
3. Explain the importance of these skills using the resource entitled “Learn about the Skills” on the “Skills for Success” website.
4. Continue with the description of the skills and the short videos to help learners get started.
5. Distribute a copy of the “Rediscovering my skills” document to each learner and remind them of the importance of thinking carefully before writing down their example. Reflection at this stage is very important. Ask them to complete the document by providing concrete examples.

Duration

This activity takes between 60 and 120 minutes to complete, depending on the level of the group.

Objectives

- Make learners aware of the skills they already possess to help them achieve their goals while considering their limitations.
- Familiarize learners with the vocabulary specific to the “Skills for Success.”
- Help learners discover that skills can be found in their day-to-day lives and that they are extremely valuable in their personal and professional lives.

Expected outcomes

- Understand the vocabulary of the Skills for Success.
- Discover and list existing skills.
- Assess existing skills.
- Recognize the ways in which existing skills are presently used in day-to-day life.
- Identify the skills needed to achieve goals.
- Know which objective to aim for based on existing skills.

Documents and technological support required

- Handout 1: “Practitioner Guide”
- Handout 2: “Activity 1” for learners
- Access to the Internet website Skills for Success. Canada.ca
 - Importance of the skills, Description of the skills and videos
- Handout 3: “Practitioner Assessment”
- Handout 4: “A Compilation of Demonstrated Skills”

Note: While this resource is primarily intended for someone with temporary or permanent disabilities, it can easily be adapted to anyone looking for a job, making a career change, seeking new career opportunities or new to Canada.

Activity 1

1. Introduce the resource.
2. Discuss with the learners the concept of competencies and their usefulness. Ask the learners to provide examples of the skills they believe they already possess and identify those they would like to develop. Don't forget to raise awareness concerning limitations and abilities in situations of disability.
3. Next, tell the learners that they will be accessing the "Skills for Success" website. Ask them to express what the term "Skills for Success" means to them.
4. Read the section "Importance of the Skills" on the website.
5. Take the time to read the descriptions of each skill and the section entitled "Why this skill is important."
6. Initiate a discussion with the learners about how people use their skills and how these skills play a role in their lives.
7. View the suggested videos and initiate a discussion on the importance of skills in their own lives.
8. Hand out a copy of "Activity 1—Rediscovering my skills" to each participant. Learners must give at least one concrete example that best demonstrates their ability to perform or use this skill on a personal or professional level.
9. Before choosing their example, learners need to reflect on how they would handle the situation in question. They must consider their limitations or disabilities. When they are done, learners can hand in their work to the practitioner.
10. Using the document "**Practitioner Assessment**," the practitioner evaluates the skill level of the concrete examples provided. To support the assessment, task groups and success indicators for each level of the OACLF are provided. The practitioner can consult the Curriculum Framework at any time for additional indicators.
11. Once the assessment is completed, using the handout "Compilation of Demonstrated Skill" document, the practitioner marks the level of skill obtained
12. The practitioner returns the document to the learners "to the learners to begin "Activity 2."

Activity 2

The practitioner must have filled out the “Practitioner Assessment” and “Compilation of Demonstrated Skills” handouts before beginning this activity.

1. Explain to learners the importance of the pillars of learning in achieving skills.

Learning to know

- Implies learning how to learn by developing one's concentration, memory skills and ability to think; acquiring the instrument of understanding.

Learning to do

- Represents the skillful, creative, and discerning application of knowledge.

Learning to be

- Refers to developing all the dimensions of the complete person: to achieve the physical, intellectual, emotional and ethical integration of an individual into a complete person.

<https://steemit.com/steemiteducation/@mayann/what-are-the-four-pillars-of-learning>

Skill levels are based on the type of education and learning needed to work in each occupation. This criterion also reflects the experience required to enter an occupation, as well as the complexity of work-related responsibilities compared to other occupations.

<https://www.jobbank.gc.ca/essentialskills>

2. Distribute the “Compilation of Demonstrated Skills” handout to learners, so they can see which levels they have attained and which they need to reach to achieve their objective.
3. Learners must complete the bottom section entitled “To be completed by the learner.” Learners must write down their objective, the skills they already have, and those they need to improve to achieve their objective.

*As needed, the practitioner can refer learners to the “National Occupational Classification” website.