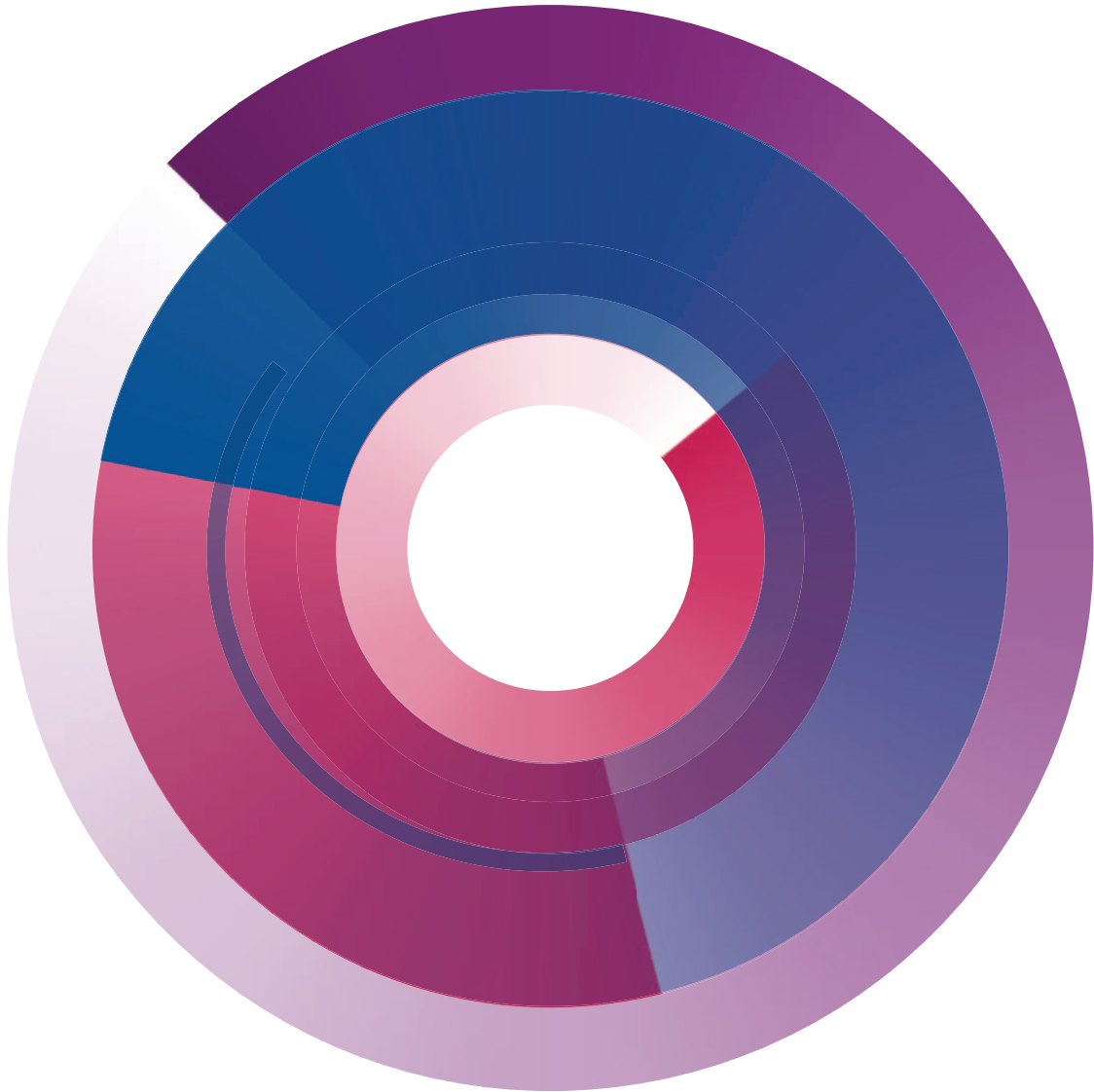


Adaptability

UNIT 1: GETTING READY FOR EMPLOYMENT



Instructor Guide

Skills for Success: Collaboration Skills for Success, Unit 1: Getting Ready for Employment Instructor Guide
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UNIT 1:

Getting ready for employment

Materials package

The materials package includes this guide, a PowerPoint presentation with notes for the instructor and a workbook.

Unit structure

The unit includes these sections:

- Adapting to prepare for employment
- Self-evaluation
- Stories
- What's next
- Answer key
- Actions Plans

Adapting to prepare for employment

The section includes examples of how learners could adapt.

Self-evaluation

There are two self-evaluations:

- Self-evaluation 1 focuses on topics such as building healthy habits, handling anxiety and planning time using transit schedules.
- Self-evaluation 2 focuses on topics such as managing anger, preparing a child for daycare and improving confidence.

SCORING

The self-evaluations are scored in the following way:

- Not at all well: 1 point
- Not very well: 2 points
- Pretty well: 3 points
- Very well: 4 points
- Extremely well: 5 points

How to use the self-evaluations

The self-evaluations can be used as a baseline, follow-up, and needs assessment. Each self-evaluation is scored separately.

BASELINE AND FOLLOW-UP ASSESSMENT

To measure gains, learners can take the self-evaluations as a baseline assessment at the beginning and repeat them as a follow-up assessment at the end of the unit.

NEEDS ASSESSMENT

To tailor the material to their needs, you can have learners take the self-evaluations as a needs assessment at the beginning of the unit. Learners' average scores for each self-evaluation can help determine which story they would benefit from.

Stories

There are two stories in this unit: Elaine's story and Jenny's story.

Elaine's story focuses on building healthy habits, managing emotions and planning time using transit schedules.

Jenny's story focuses on managing anger, preparing a child for daycare and improving confidence.

Each story has these sections:

- What to change? Identify areas for change
- What does adapting look like? Identify actions
- Why adapt? Identify the purpose
- How can you adapt effectively? Identify and practise strategies
- Apply what you've learned
- Action plan

The sections include tasks and reflection activities. They help learners share their previous experience as well as practise and apply strategies.

The main focus of the activities is on adaptability. However, through some tasks, learners practise other skills for success, such as communication, reading (with document use), writing (with document use) and digital.

HOW TO USE THE STORIES

Based on the average score of the self-evaluation (when used as a needs assessment), there can be:

- Two groups of learners working on Elaine's and Jenny's stories separately in one session
- All learners working on Elaine's story only
- All learners working on Jenny's story only

HOW TO DETERMINE THE LEARNER'S NEEDS

- If the learner's average score for Self-evaluation 1 is lower than three points, the learner would benefit from Elaine's story.
- If the learner's average score for Self-evaluation 2 is lower than three points, the learner would benefit from Jenny's story.
- If the learner's average scores for Self-evaluations 1 and 2 are lower than three points, they would benefit from Elaine's story first. The learner can practise the activities in Jenny's story in another session, independently or with their employment counsellor or coach.
- If the learner's average scores for Self-evaluations 1 and 2 are higher than three points, they would benefit from Jenny's story. The learner can practise the activities in Elaine's story in another session, independently or with their employment counsellor or coach.

What's next?

There are two parts in this section:

- Connecting with a role model
- Sharing stories at interviews

Answer key

This section includes answers for tasks that require specific answers as well as expected or possible answers for some tasks.