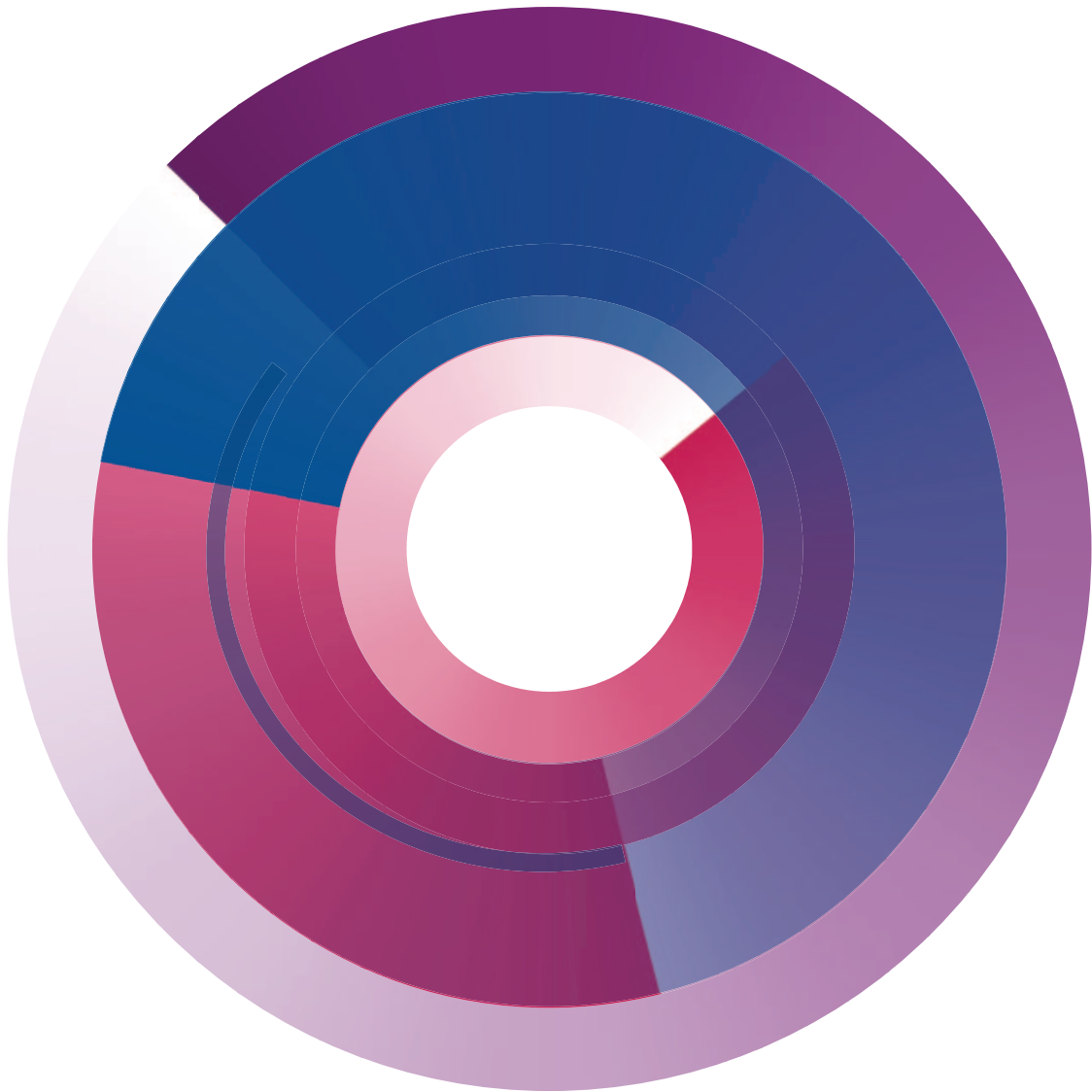


Collaboration

UNIT 1: GETTING READY FOR EMPLOYMENT



Instructor Guide

978-1-928165-22-4

Materials may be used, reproduced, stored or transmitted for non-commercial purposes when PTP Adult Learning and Employment Programs is appropriately acknowledged. Material may not be used, reproduced, stored or transmitted for commercial purposes without written agreement from PTP Adult Learning and Employment Programs. For information about PTP's resources, visit www.ptp.ca.

Acknowledgements

PTP Adult Learning and Employment Programs would like to thank the Government of Canada's Adult Learning, Women's Employment Readiness Program for funding the Women First: Building Skills for Success project. The Adaptability and Collaboration Resources were developed in partnership with Alberta Workforce Essential Skills (AWES) as part of Women First. The project worked collaboratively with partner sites in New Brunswick, Nova Scotia, Northern Ontario, Manitoba and British Columbia. We are pleased to share the resources and tools developed on our P2W website (www.pathwaytowork.ca). We would like to express our gratitude to the following:

Project Partners

AWES – Alberta Workforce Essential Skills
CFBC – Construction Foundation of British Columbia
Futureworx Society
Manitoba Building Trades Institute
Saint John Learning Exchange
Seven Generations Educational Institute

Project Team

SRDC – Social Research and Demonstration Corporation
The Focus Company
inQuire Consulting
Trudy Kennell (Copyeditor)
Denyse Marion, Art & Facts Design Inc.

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:

- Collaborating to prepare for employment
- Self-evaluation
- Stories
- What's next
- Answer key

Collaborating to prepare for employment

The section includes examples of how the learner could collaborate.

Self-evaluation

There are two self-evaluations:

- Self-evaluation 1 focuses on topics such as completing tasks on time, negotiating and making a good impression.
- Self-evaluation 2 focuses on topics such as responding to feedback, resolving conflict and building relationships.

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: Oluwa's story and Amanda's story.

Oluwa's story focuses on completing tasks on time, negotiating and making a good impression.

Amanda's story focuses on responding to feedback, resolving conflict and building relationships.

Each story has these sections:

- When to collaborate? Identify areas
- What does collaborating look like? Identify actions
- Why collaborate? Identify the purpose
- How can you collaborate effectively? Identify and practise strategies
- Apply what you've learned

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

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

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 Oluwa's and Amanda's stories separately in one session
- All learners working on Oluwa's story only
- All learners working on Amanda'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 Oluwa's story.
- If the learner's average score for Self-evaluation 2 is lower than three points, the learner would benefit from Amanda's story.
- If the learner's average scores for Self-evaluations 1 and 2 are lower than three points, they would benefit from Oluwa's story first. The learner can practise the activities in Amanda'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 Amanda's story. The learner can practise the activities in Oluwa's story in another session, independently or with their employment counsellor or coach.

What's next?

This section has tasks that teach learners how to share stories at interviews about how they collaborated.

Answer key

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