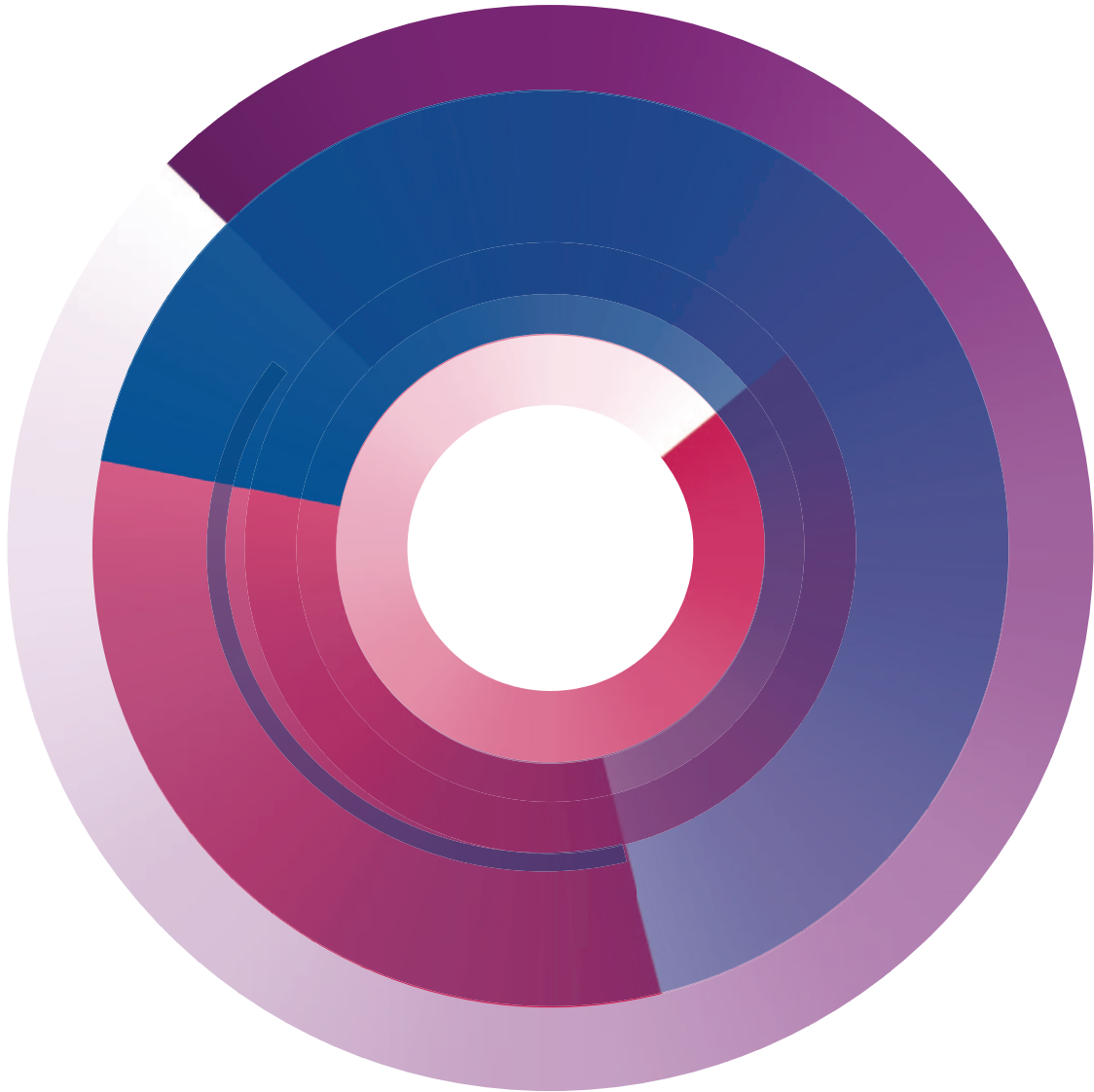


Collaboration

UNIT 1: GETTING READY FOR EMPLOYMENT



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UNIT 1:

Getting ready for employment

Welcome to this unit on collaboration!

Collaboration is your ability to work with others to achieve goals.

You show that you can collaborate when you follow rules and requirements, complete tasks on time, want to improve your work and find solutions when you don't agree.

Research shows that collaboration is an important skill for work and life. The tasks that you complete in this unit will help you improve your ability to collaborate and prepare for your job successfully.

You will read about Oluwa and Amanda. They are both trying to collaborate better. They need strategies and tips to do it effectively.

Learning outcomes

After completing this unit, you will be able to:

- Identify when you need to collaborate to prepare for employment
- Identify the purpose for collaborating
- Use strategies to collaborate effectively

Collaborating to prepare for employment

When you prepare for a new job, you will need to collaborate with others. Many job seekers like you join an employment program to get help.

Below are examples of how to collaborate while you are in the program to prepare for your job.

Meet program requirements

You will need to attend regularly and complete tasks on time. You can collaborate by meeting the requirements. If you can't meet them, you can collaborate by talking to program staff about the help you need.

Work with program staff

You will need to team up with program staff to achieve your goal of getting and keeping a job. You can collaborate by attending the appointments, being open to staff feedback and discussing your needs with them.

Share household chores with family members

You will need to focus on searching and preparing for a job. This can make it hard to do chores such as preparing meals and cleaning. You can collaborate by negotiating with your family members to share the chores.

Resolve conflicts in a calm manner

You may feel overwhelmed or anxious because of a conflict with a family member, program staff or another participant. You can collaborate by resolving the conflict in a calm manner.

Vocabulary

Feedback: helpful information that somebody shares with you about what you do well or what you need to improve

Negotiate: discuss a solution

Conflict: when people don't agree about something

Resolve conflict: end conflict by finding a solution that makes everyone happy

Self-evaluation

This self-evaluation asks you to think about your collaboration skills. Answer the questions as honestly as you can. This will help your facilitator target the tasks to your needs.

Self-evaluation is a way to reflect on your experiences, thoughts and emotions.



It helps you understand yourself better, shows your strengths and identifies areas you need to improve.

Self-evaluation 1

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can follow rules and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can make a good impression on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can complete tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can negotiate with others to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-evaluation 2

How well can you do these activities?

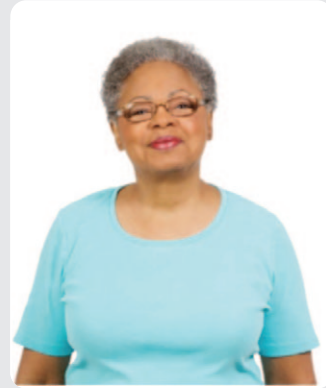
Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can respond to feedback in a good way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can build relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can resolve conflict in a calm manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can communicate effectively when there is a conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-evaluations adapted from [SRDC – OLES Measurement Tool: COMSA Survey Builder \(srdc.org\)](https://www.srdc.org)

Oluwa's story

Oluwa is looking for a job. She recently joined a program to get help to prepare. The program requires her to attend regular appointments with program staff, take training and submit assignments.

Oluwa is working with an employment counsellor, an employment coach, facilitators and a therapist (or counsellor). Oluwa wonders why she needs to work with so many staff members. She isn't sure who she should contact when she needs help.



Oluwa's household chores are affecting her participation in the program. Her husband works full-time, so she is responsible for a lot of household chores. They take up most of her day. She cooks, cleans the apartment and does the laundry. She also takes her son to daycare and picks him up.

Oluwa missed one day of Workplace Skills for Success training because her son was sick. She missed another day because it was raining. She didn't let the facilitator know beforehand. When the facilitator asked why she had missed class, Oluwa was too shy to say anything and didn't make eye contact. The facilitator may think that Oluwa isn't motivated.

Oluwa also missed the deadlines for two assignments. She forgot about one and didn't manage to complete the other. She isn't sure how to combine household chores with program requirements.

Oluwa wants to learn new skills and find a job, but she needs help to collaborate better.

Vocabulary

Deadline: the latest time or day that you have to finish something

When to collaborate? Identify areas

Oluwa wants to learn new skills and get a job. To do this, she needs to collaborate with others.

TASK

What areas should Oluwa work on to improve her ability to collaborate?

Answer the questions.

1. Which are the three areas that Oluwa needs to work on to collaborate better?

Circle your answers.

- a. Meeting program requirements
- b. Managing household chores
- c. Handling anxiety
- d. Working with program staff

2. What are two examples that show Oluwa needs to meet program requirements?

3. What is one example that shows Oluwa needs to manage household chores better?

4. What is one example that shows Oluwa needs to collaborate with program staff better?

Employment programs often collaborate with employers. They learn about job opportunities, job requirements and tasks.

Employment programs also collaborate with job seekers. They assess your skills to see if you meet the job requirements and are ready to work safely. Sometimes you need help to improve your skills. That's why employment programs hire professionals. These are employment counsellors, facilitators, employment coaches, and therapists (counsellors). They help with skills such as how to

write a resume, use workplace documents, collaborate with others and handle stress and anxiety.









Each professional focuses on one area. That's why you need to work with more than one professional to get all the support you need so you can get a job and keep it. At the beginning of the program, you may feel overwhelmed. That's okay. It takes time to understand how the program works, what you need to do and who you need to work with.



PRACTISE READING INFORMATION SHEETS

Programs often have information sheets.

They give you important information about your program.

Program information	
Program training First Aid/CPR WHMIS NVCM Lift Truck Theory Workplace Skills for Success	Address 901 Main Street City, Province R0D 0P0
Program team Employment counsellor: Assesses your strengths and needs to sign you up for training and other services. Helps you with your career choice, resume and cover letter. Counsellor or therapist: Helps you with mental health issues, for example, when you are very stressed about a family situation or you need help to handle your anxiety. Facilitator: Delivers training such as First Aid, Lift Truck Theory and Workplace Skills for Success. Employment coach: Helps you when you start a new job and when you have challenges in the workplace.	Contact  459-001-0001  ecounsellor@spc.ca  459-002-0002  therapist@spc.ca  459-003-0003  facilitator@spc.ca  459-004-0004  coach@spc.ca

Heading

This may be in **bold** and bigger than the rest of the words.

It tells you what the sheet is about.

Subheadings

These may be in **bold** and bigger than the rest of the words. They tell you what that part of the sheet is about.



How to read an information sheet

- Use the heading and subheadings to help you find information you need.
- Look for other words in **bold**. They usually have important information.

TASK 1

Answer the questions using the information sheet.

1. What is the heading of the information sheet?

2. What are the subheadings of the parts?

3. What training sessions does this program offer?

4. Who is on the program team?

5. What is the employment counsellor's phone number?

6. What is the employment coach's email address?

TASK 2

When Oluwa needs help, she isn't sure who she should talk to.

Answer the questions using the information sheet.

1. Oluwa is interested in First Aid certificate training. She wants to sign up for it.
Who should she ask to sign her up for the training?

2. Oluwa feels stressed about her household chores, program requirements, and job search.
Who should she talk to about how she feels and what she can do to improve the situation?

3. Oluwa has a question about a training assignment. Who should she ask?

4. Oluwa needs help to develop her resume. Who should she talk to?

5. Oluwa found an online job ad. She wants to know if she is a good fit for it.
Who should she ask?

REFLECT

- How is Oluwa’s story similar to your own?
- Are there any differences? What are they?
- What are two areas you need to work on to collaborate with others better?
- What program staff members are you collaborating with while you look for a job? List at least two.
- How will each staff member help you achieve your goal of getting a job?

What does collaborating look like? Identify actions

What could Oluwa do to collaborate better?

TASK 1

Check (✓) the five actions that show collaboration.

- Submit assignments on time
- Discuss with her husband how to share household chores
- Miss meetings with counsellor
- Hide her struggles from her counsellor
- Notify the facilitator that her son is sick and she can't attend the training
- Negotiate pick-up time with daycare staff
- Arrive late for appointments
- Blame the facilitator for a tight deadline
- Miss training because of bad weather
- Ask the facilitator to extend a deadline



Workplace culture tip

Workplaces expect employees to go to work when the weather is bad. Examples of bad weather are rain, snow and wind. Wake up earlier than you normally do and take an earlier bus because there can be traffic delays on such days.

Workplaces may allow employees to stay home or arrange transportation for you when it is extreme weather. Examples of extreme weather are a hurricane, a blizzard and a flood. Stay in contact with your team lead, supervisor or manager to know if you should go to work or stay home.

Practise this tip in your employment program to make it a habit.

TASK 2

What would you do to collaborate?

1. You wake up in the morning to attend a training, but you have fever.

2. You have a scheduled appointment, but your child is sick.

3. You have been working hard on an assignment, but the deadline is too close.
You may not be able to finish it on time.

4. You have training tomorrow morning. The forecast says it will be snowing at night and in the morning.

5. You need to pick up your child from daycare, but your training ends later than the pick-up time.



Workplace culture tip

When you are sick and can't go to work, you must let your team lead, supervisor or manager know (call in sick) as early as you can.

Employers expect you to call in sick when you really can't perform that day or when you may spread a virus. For example, you should call in sick if you have fever.

However, employers expect you to still go to work if you don't have severe symptoms and can work. For example, you should go to work even if you don't have a lot of energy or didn't sleep very well last night.

Practise calling in sick

When you can't work at all and you call in sick, you collaborate with your workplace and team members.

When to call in sick

Call in sick when you can't work at all, such as when you have fever.

How to call in sick

Call in sick by phone, text, or email. Check your employee handbook or ask your manager, supervisor or co-workers about how to call in sick.

What to say

1. Say briefly that you are sick. Don't give all the details. For example, say, "I'm very sick today and can't come to work."
2. Tell the employer when you will be back. For example, say, "I'll be back tomorrow."

How soon to call in sick

Call in sick as soon as you know that you can't go to work. This will give your supervisor or manager more time to find someone to cover for you.

TASK 1

Should you call in sick or go to work?

Circle your answer.

1. You didn't sleep well last night. When you wake up, you feel tired.
 - a. I should go to work.
 - b. I should call in sick.

2. You have high fever.
 - a. I should go to work.
 - b. I should call in sick.

3. Your child is sick. Your husband is at home. He can take care of your child.
 - a. I should go to work.
 - b. I should call in sick.

4. Your child is sick. There is nobody else at home to take care of them.
 - a. I should go to work.
 - b. I should call in sick.

5. You have bad stomach cramps.
 - a. I should go to work.
 - b. I should call in sick.

TASK 2

You feel very sick. You have a sore throat. You cough and feel sick to your stomach. You have been taking pills. The pills help but you still feel too sick. You can't go to work. You are going to call in sick.

Write what you will say to your supervisor. Your supervisor's name is Daryl.

Why collaborate? Identify the purpose

Collaboration can help you in different ways.

When you collaborate with others, you can achieve your goals faster. For example, you can get hired faster when you work with your employment coach to prepare for interviews.

When you collaborate with others, you feel more supported, such as when you work with your therapist to manage stress better.

When you collaborate with others, you feel rewarded. For example, you feel good when you help your co-worker or classmate who is struggling.

When you keep in mind how you benefit when you collaborate, you can stay motivated and focus on your goal.



Oluwa's goal is to learn new skills and find a job, but she isn't sure how to do household chores and meet program requirements at the same time. She has missed deadlines and one day of training. She finds it hard to collaborate.

Oluwa has a lot to handle. If she remembers that it helps when she collaborates, she can stay motivated and focus on her goal.

TASK

Why should Oluwa collaborate?

Complete the sentences with your ideas. You can write more than one idea.

We have done the first one as an example.

1. If Oluwa asks her facilitator to extend the deadline of an assignment:

she will be able to complete and submit it.

2. If Oluwa completes the assignment on time:

3. If Oluwa notifies the facilitator that she can't attend training for one day:

4. If Oluwa shares her struggles with the counsellor or therapist:

5. If Oluwa shares household responsibilities with her husband:

REFLECT

How would you benefit from collaborating?

Think of the two areas that you need to work on so you can collaborate better.

Think of at least two purposes for each area.

How can you collaborate effectively? Identify and practise strategies

Collaboration is an important skill in the workplace and everyday life. However, it can be hard to collaborate when you are overwhelmed or when you are in a difficult situation.

There are many strategies that can help you collaborate effectively if you practise them consistently. Why not try and see how they help!



REFLECT

- What challenges is Oluwa facing?
- How can she collaborate better?
- Think of one strategy for each challenge.

Vocabulary

Strategy: a plan or way to do something so you can achieve a goal

Strategies to complete tasks on time

You collaborate when you complete tasks on time. For example, when you write your resume and submit it to your employment counsellor by the deadline, they will have enough time to check it and give you feedback. If you submit it late, they will have to rush through it. Your resume may not be as good as it could be.

When you complete tasks on time, you feel rewarded and your team can rely on you.

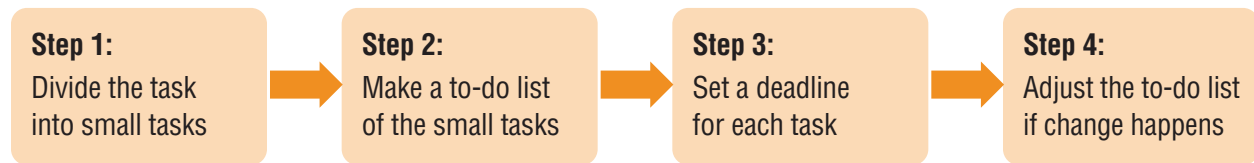


When you don't complete tasks by the deadline, you may feel bad, your tasks will pile up and your team may not rely on you.

REFLECT

- Is it easy or hard for you to complete tasks on time?
- How do you feel when you can't complete a task on time?
- What two strategies do you use to complete tasks on time?
- How do those strategies help?

Follow these steps to complete tasks on time:



Check (✓) the tasks in the to-do list as you complete them.

How Oluwa can use the steps

It's Monday. Oluwa has to apply for 30 jobs. She has to fill out her Job Search Tracker each time she applies for a job.

She has to submit the Job Search Tracker to her employment counsellor by the end of the week (Sunday).

She can follow the steps to complete her tasks on time.

Step 1: Divide the task into small tasks

Oluwa's task: Apply for 30 jobs, fill out her Job Search Tracker, and submit it.

Oluwa's small tasks:

- Apply for some jobs each day
- Fill out the Job Search Tracker each day
- Check Job Search Tracker
- Submit the Job Search Tracker to the employment counsellor

Double-check your task (or work) before you submit it.

Step 2: Make a to-do list of the small tasks

To-do lists help you organize and remember all the tasks you need to complete.

Parts of a to-do list

- To-do lists are like tables. They have columns (from top to bottom).
- Columns have headings. In the to-do list below, the headings are: “**Done**”, “**To do**”, and “**Deadline**”.
- To-do lists have rows (from left to right). Information in a row is connected. You can see all you need to know about a task. You can see its deadline and if it is done.

How to use a to-do list

- Under “**To do**” write the tasks that you need to complete.
- Under “**Deadline**” write the due date for each task.
- When you complete a task, check the box () under “**Done**”.



Oluwa’s to-do list:

Oluwa has seven days to complete her task. She wants to leave the last day (Sunday) to double-check the Job Search Tracker and then send it to her employment counsellor.

That means Oluwa has six days (Monday to Saturday) to apply for 30 jobs and fill out the Job Search Tracker. She needs to apply for five jobs on each of those days.

Done	To do	Deadline
<input type="checkbox"/>	Apply for five jobs	
<input type="checkbox"/>	Fill out the Job Search Tracker	
<input type="checkbox"/>	Apply for five jobs	
<input type="checkbox"/>	Fill out the Job Search Tracker	
<input type="checkbox"/>	Apply for five jobs	
<input type="checkbox"/>	Fill out the Job Search Tracker	
<input type="checkbox"/>	Apply for five jobs	
<input type="checkbox"/>	Fill out the Job Search Tracker	
<input type="checkbox"/>	Apply for five jobs	
<input type="checkbox"/>	Fill out the Job Search Tracker	
<input type="checkbox"/>	Apply for five jobs	
<input type="checkbox"/>	Fill out the Job Search Tracker	
<input type="checkbox"/>	Check Job Search Tracker	
<input type="checkbox"/>	Submit to employment counsellor	

Using to-do lists is a transferable skill. Use it in your employment program, in your job and in your daily life.

Step 3: Set a deadline for each task

How to set deadlines

1. Count the tasks you need to complete.
2. Count how many days you have to complete the tasks.
3. Divide the tasks over the days.



Setting deadlines is a transferable skill. Use it in your employment program, in your job and in your daily life.

Oluwa's to-do list with deadlines:

Oluwa has 14 small tasks. She has seven days.

She can divide the small tasks so that she does two each day.

Done	To do	Deadline
<input type="checkbox"/>	Apply for five jobs	Monday
<input type="checkbox"/>	Fill out the Job Search Tracker	Monday
<input type="checkbox"/>	Apply for five jobs	Tuesday
<input type="checkbox"/>	Fill out the Job Search Tracker	Tuesday
<input type="checkbox"/>	Apply for five jobs	Wednesday
<input type="checkbox"/>	Fill out the Job Search Tracker	Wednesday
<input type="checkbox"/>	Apply for five jobs	Thursday
<input type="checkbox"/>	Fill out the Job Search Tracker	Thursday
<input type="checkbox"/>	Apply for five jobs	Friday
<input type="checkbox"/>	Fill out the Job Search Tracker	Friday
<input type="checkbox"/>	Apply for five jobs	Saturday
<input type="checkbox"/>	Fill out the Job Search Tracker	Saturday
<input type="checkbox"/>	Check Job Search Tracker	Sunday
<input type="checkbox"/>	Submit to employment counsellor	Sunday

Step 4: Adjust the to-do list if change happens

There can be times when something unexpected happens. It can be difficult to complete a task. That's okay! You can adapt by thinking of ways to complete your task by the deadline.



For example, if you are applying for jobs online from home and you have internet issues, you can go to the library to use the internet.

You can also adjust your to-do list to meet your deadline. This means that you can adapt!

Oluwa had to apply for five jobs on Wednesday. She couldn't do it because her son was sick. She needed to adjust her to-do list to meet her deadline. She added the tasks that she couldn't complete to the remaining days.

Oluwa's to-do list after she adjusted it:

Done	To do	Deadline
<input type="checkbox"/>	Apply for five jobs	Monday
<input type="checkbox"/>	Fill out the Job Search Tracker	Monday
<input type="checkbox"/>	Apply for five jobs	Tuesday
<input type="checkbox"/>	Fill out the Job Search Tracker	Tuesday
<input type="checkbox"/>	Apply for five jobs	Wednesday
<input type="checkbox"/>	Fill out the Job Search Tracker	Wednesday
<input type="checkbox"/>	Apply for five jobs seven jobs	Thursday
<input type="checkbox"/>	Fill out the Job Search Tracker	Thursday
<input type="checkbox"/>	Apply for five jobs seven jobs	Friday
<input type="checkbox"/>	Fill out the Job Search Tracker	Friday
<input type="checkbox"/>	Apply for five jobs six jobs	Saturday
<input type="checkbox"/>	Fill out the Job Search Tracker	Saturday
<input type="checkbox"/>	Check Job Search Tracker	Sunday
<input type="checkbox"/>	Submit to employment counsellor	Sunday

Reminder

Check () the tasks in the to-do list as you complete them.

TASK 1

It's Monday. Oluwa has another task this week. She has to tailor her resume for a job she wants to apply for by Thursday.

Follow the steps to help her complete the task on time.

Step 1: Divide the task into small tasks

What is her task? What small tasks can you divide it into?

Think of at least three small tasks.

Oluwa's task: Tailor her resume for a job

Oluwa's small tasks:

•

•

•

•

Vocabulary

Tailor your resume: make the resume fit the job you are applying for. This means to include skills and experience that show you can do that specific job.

Step 2: Make a to-do list of the small tasks

See Oluwa's to-do list on page 21. Write Oluwa's small tasks on her list.

Step 3: Set a deadline for each task

Write the deadlines on Oluwa's to-do list.

Step 4: Adjust the to-do list if change happens

Oluwa went to a job interview on Wednesday. She couldn't complete her tasks for the day.

Adjust her to-do list so she can meet the deadline.

TASK 2

Think of one task that you need to complete.

Follow the steps to complete the task on time.

Step 1: Divide the task into small tasks

Think of at least three small tasks.

Your task:

Your small tasks:

- ---
- ---
- ---
- ---

Step 2: Make a to-do list of the small tasks

Use the to-do list on page 21. Write your small tasks on your to-do list.

Step 3: Set a deadline for each task

Write the deadlines on your to-do list.

Step 4: Adjust the to-do list if change happens

Imagine that an unexpected change happened. You can't complete your tasks for one day.

Adjust your to-do list so you can meet the deadline.

Reminder

Check () the tasks in your to-do list as you complete them.

Strategies to negotiate

Sometimes it's very hard to complete a task on time.

That's okay. You can negotiate to make the deadline later or get help. For example, you can negotiate with your facilitator to extend an assignment deadline or you can negotiate with your family members to get help with household chores.



Vocabulary

Negotiate: discuss a solution

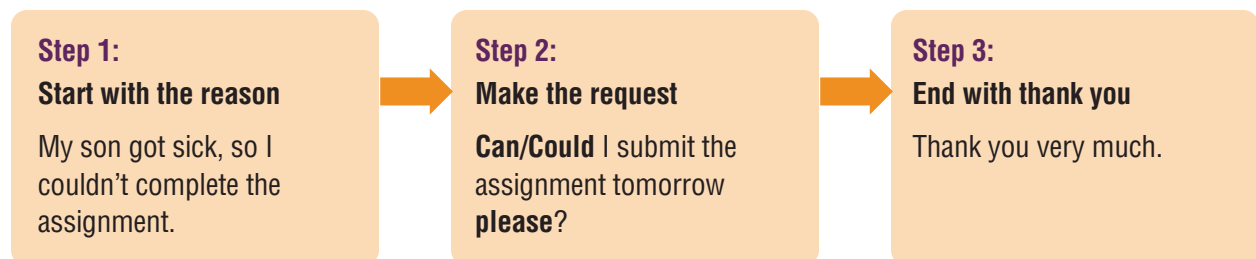
REFLECT

Think of a time when you had to negotiate.

- What did you negotiate about?
- Who did you negotiate with?
- Why did you have to negotiate?
- Was it successful? Why or why not?

Negotiating is a transferable skill. Use it in your employment program, in your job and in your daily life.

Follow these steps to negotiate effectively:



TASK 1

Are the statements a **reason**, **request**, or **thank you**?

Write them in the correct column.

Making a request

1. Start with “can” or “could”.
2. Use “please” in your request.

Example:

Could I pick up my son at six please?
Can you help me with the laundry please?

My program ends 30 minutes later than the pick-up time.

Thank you very much.

Can you help me with the clean-up please?

Can I complete it today please?

Could you extend the deadline please?

I was sick all day yesterday and couldn't complete the task.

I have an assignment to complete by tomorrow.

Thank you. I appreciate that.

Could I pick up my son 30 minutes later please?

Reason	Request	Thank you

TASK 2

Think of a time when you may need to negotiate. What would you say?

Write the reason, request and how you would say thank you.

Strategy to make a good impression on others

Making a good impression on others can help you in many ways. When you make a good impression on the employer at a job interview, you can get hired faster. When you make a good impression on your co-workers, they will feel comfortable working with you.



Body language can help make a good impression on others. Body language is what you tell others with your posture, the expression on your face and the movements of your hands and eyes.

When you have positive body language, you show that you want to collaborate. For example, you show that you are listening to what your employment counsellor is saying when you nod during the conversation.

If you have negative body language, others may think that you are difficult to collaborate with. For example, your employment counsellor may think that you aren't listening if you keep looking at your phone while they are speaking to you.

REFLECT

- What are two examples of positive body language? What do they mean?
- What are two examples of negative body language? What do they mean?

TASK 1

Oluwa is in a meeting with her employment counsellor.

Which of the actions would show positive body language? Which would show negative body language?

Write them in the correct column.

make eye contact

bite her lips

nod

roll her eyes

smile

shake her head

look away

look at her watch or phone

fidget

keep her palms open

cross her arms



Positive body language	Negative body language

TASK 2

These people are in a meeting with their supervisor.

Do they have positive or negative body language? Who seems open to collaboration?

Check the two boxes that describe each person.

<p>Michelle</p>  <p>Body language: <input type="checkbox"/> Positive <input type="checkbox"/> Negative</p> <p>Open to collaboration: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Andrea</p>  <p>Body language: <input type="checkbox"/> Positive <input type="checkbox"/> Negative</p> <p>Open to collaboration: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Edwin</p>  <p>Body language: <input type="checkbox"/> Positive <input type="checkbox"/> Negative</p> <p>Open to collaboration: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Cort</p>  <p>Body language: <input type="checkbox"/> Positive <input type="checkbox"/> Negative</p> <p>Open to collaboration: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Ginnie</p>  <p>Body language: <input type="checkbox"/> Positive <input type="checkbox"/> Negative</p> <p>Open to collaboration: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Carlos</p>  <p>Body language: <input type="checkbox"/> Positive <input type="checkbox"/> Negative</p> <p>Open to collaboration: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>

REFLECT

- Which type of body language do you tend to use?
- Has your body language helped you collaborate with others? Why or why not?
- What are two examples of body language that you should work on?

Apply what you've learned

Now that you know more about how to collaborate, how would you handle the following situations?

Circle your answer.

1. You have to submit an assignment to your employment counsellor today. You haven't been able to work on it because you have been sick. What would you do?
 - a. I would explain to my employment counsellor why I haven't been able to submit the assignment and ask them to extend the deadline.
 - b. I would wait and see what happens if I don't submit my assignment.
2. Your classmate says something that you don't agree with. What would you do?
 - a. I would roll my eyes to show I disagree.
 - b. I would ask them to explain why they think that way.
3. You have a task to complete in a short time. What would you do?
 - a. I would divide my task into small tasks and make a to-do list to stay organized and track my progress.
 - b. I would stop thinking about it. I can't complete it anyway.
4. You have a lot of household chores, but you also need to attend your employment program full-time. What would you do?
 - a. I would negotiate with my family members to share the household chores so I can attend the program.
 - b. The program can wait. I would focus on my household chores.
5. Your shift ends 30 minutes later than your child's pick-up time from daycare. What would you do?
 - a. I would leave work early without letting my supervisor know.
 - b. I would negotiate with daycare staff to pick up my child later or I would negotiate with my supervisor to adjust my shift hours.

Amanda's story

Amanda is looking for a job. She joined a program that helps prepare for employment. She works with an employment counsellor and attends training sessions. Overall, she likes the program, but she has some challenges.

Her employment counsellor mentioned that she needs to improve her resume. Amanda thinks that her resume looks good. She isn't sure what she needs to change and why. Amanda finds it hard to handle feedback. She doesn't know how to respond to it and what to do. Her employment counsellor gave her some tips, but there was too much information. Amanda forgot most of it.

Amanda isn't sure how to socialize with her classmates. It's hard for her to build relationships with people who she doesn't know well.

Amanda had an unpleasant experience with one of her classmates. They didn't agree on something during a class discussion. They started to argue. It reminded Amanda of a conflict with a previous co-worker. They didn't agree about how to complete a task. They started to argue loudly. The supervisor gave a warning to both of them.



When to collaborate? Identify areas

Amanda wants to learn new skills and get a job. To do this, she needs to collaborate with others.

TASK

What areas should Amanda work on to improve her ability to collaborate?

Answer the questions.

1. Which are the three areas that Amanda needs to work on to collaborate better?

Circle your answers.

- a. Handling feedback
- b. Attending training sessions
- c. Building relationships
- d. Resolving conflict

2. What is one example that shows Amanda needs to handle feedback better?

3. What is one example that shows Amanda needs to learn to build relationships?

4. What is one example that shows Amanda needs to learn to resolve conflict?

REFLECT

- How is Amanda's story similar to your own?
- Are there any differences? What are they?
- What are three areas you need to work on to collaborate with others better?
- Who are you collaborating with while you look for a job? List at least two people.

What does collaborating look like? Identify actions

What could Amanda do to collaborate better?

TASK 1

Check (✓) the three actions that show collaboration.

- Ignore feedback
- Take feedback seriously
- Socialize with co-workers and classmates
- Avoid conflicts all the time
- Avoid co-workers and classmates
- Argue with co-workers and classmates
- Stay calm when she doesn't agree

TASK 2

What would you do to collaborate?

1. Your employment counsellor tells you that your answers to the interview questions are too short. You need to improve them.

2. You have a conflict with your co-worker. They talk to you in a loud voice.

3. Your supervisor points out a mistake that you have made.

4. Your co-worker shares something about their culture. You don't know much about it.

Why collaborate? Identify the purpose

Collaboration can help you in different ways.

When you collaborate with others, you can achieve your goals faster. For example, you can get hired faster when you work with your employment coach to prepare for interviews.

When you collaborate with others, you feel more supported, such as when you work with your therapist to manage stress better.

When you collaborate with others, you feel rewarded. For example, you feel good when you help your co-worker or classmate who is struggling.

When you keep in mind how you benefit when you collaborate, you can stay motivated and focus on your goal.



Amanda's goal is to learn new skills and find a job, but she is facing some challenges. She doesn't know how to respond to feedback, socialize with her classmates and resolve conflict. She finds it hard to collaborate.

Amanda has a lot to handle. If she keeps in mind how she can benefit if she collaborates, she can stay motivated and focus on her goal.

TASK

Why should Amanda collaborate?

Complete the sentences with your ideas. You can write more than one idea.

We have done the first one as an example.

1. If Amanda responds to feedback appropriately:

she will be able to improve her work and learn new skills.

2. If Amanda greets her co-workers and classmates:

3. If Amanda stays calm when there is a conflict:

4. If Amanda does what she promised to do:

5. If Amanda makes a checklist of what she needs to remember:

REFLECT

How would you benefit from collaborating?

Identify at least two purposes for each area that you identified for yourself.

How can you collaborate effectively? Identify and practise strategies

Collaboration is an important skill in the workplace and everyday life. However, it can be hard to collaborate when you are overwhelmed or when you are in a difficult situation.

There are many strategies that can help you collaborate effectively if you practise them consistently. Why not try and see how they help!



REFLECT

- What challenges is Amanda facing?
- How can she collaborate better?
- Think of one strategy for each challenge.

Vocabulary

Strategy: a plan or way to do something so you can achieve a goal

Strategies to respond to feedback

Feedback is helpful information about how you do something. When your employer tells you that you do a good job, you feel happy. When they tell you that you need to improve your work, you may feel unhappy.

Feedback gives you the chance to grow and learn new skills. Remember that feedback is about

making your performance better and it doesn't have anything to do with your personality.

It is important to respond to feedback in a good way. It helps you improve your work, correct your mistakes and learn new skills. You can get feedback from your family members, employment counsellor, coach and supervisor.



REFLECT

- How do you feel when someone tells you that you need to improve your work?
- What are two strategies you use to respond to feedback in a good way?
- How do those strategies help?

Here are some ways to respond to feedback in a good way:

Listen and don't interrupt

Listen until the end, without interrupting. It will show that you are open to the feedback. Use positive body language to show that you are listening. For example, nod and make eye contact with the person who is talking. Don't use negative body language even if you don't agree. For example, don't shake your head or roll your eyes.

Say thank you

Say thank you for the feedback. For example, say, "Thank you very much" or "I appreciate your feedback".

Apologize if you have made a mistake

Apologize if the feedback is about a mistake or not following requirements or rules. For example, say, "Sorry about that" or "I apologize for the inconvenience". Don't use negative body language such as rolling your eyes or raising your eyebrows. Don't blame others.

Ask for specific examples

Ask the person who is giving you feedback to be more specific if you don't understand what you need to work on. For example, say, "Can you please tell me what I need to improve?" or "Could you give me an example please?" Don't say "Yes" or "Ok" if you don't understand.

Commit to improve your work

Tell the person who is giving you the feedback that you will work hard to improve. For example, say, "I will do my best to improve my work" or "I will definitely look into it".

Make a checklist

Make a checklist of what you should pay attention to. You will learn more about how to make a checklist in this unit.

Follow up to check your progress

Ask for more feedback after one or two weeks. It will show that you want to improve your work and you will learn if you have made progress.

Responding to feedback in a good way is a transferable skill. Use it in your employment program, in your job and in your daily life.

You can also give feedback to others. You can learn about how to give feedback in **Collaboration: Unit 3**



TASK 1

Amanda is getting feedback from her employment counsellor, coach, and supervisor.

Answer the questions after each conversation.

Conversation 1

Employment counsellor: I noticed that your resume has some spelling mistakes.

Amanda: Oh really? Thank you for catching those!

1. Is Amanda responding to the feedback in a good way? **Circle** your answer.

YES NO

2. Which strategy is she using? _____

Conversation 2

Coach: It's great that you kept trying and stayed calm when doing that challenging task!

Amanda: Thank you. It was hard but I got it in the end.

1. Is Amanda responding to the feedback in a good way? **Circle** your answer.

YES NO

2. Which strategy is she using? _____

Conversation 3

Supervisor: This is the second time you have been late, Amanda. Please make sure you get here on time.

Amanda: Well, it's not me, it's the bus. I can't do anything about it.

1. Is Amanda responding to the feedback in a good way? **Circle** your answer.

YES NO

2. Why? Think of at least one reason.

Conversation 4

Coach: You need to improve your answers to the interview questions.

Amanda: Oh, okay. Can you please tell me exactly what I need to work on?

1. Is Amanda responding to the feedback in a good way? **Circle** your answer.

YES NO

2. Which strategy is she using? _____

Conversation 5

Supervisor: I saw that the alignment of the nails and measurements wasn't consistent. Please double-check them before the product gets to me.

Amanda: Sorry about that! I will make a checklist and follow it to double-check everything is correct.

1. Is Amanda responding to the feedback in a good way? **Circle** your answer.

YES NO

2. Which strategy is she using?

TASK 2

What would you say in these situations?

1. Your facilitator tells you that you have been late for class three times.

2. Your coach tells you that you need to improve your body language.

3. Your supervisor sees that you aren't wearing your safety glasses. They tell you that you always need to have them on.

4. Your team lead praises you on achieving your production goal.

5. Your facilitator says you need to double-check several things in your resume.

Practise making checklists

A checklist is a list of things you need to pay attention to when you perform a task. A checklist helps you remember the important aspects of the task, reduces mistakes and keeps you organized.



Here is how to use a checklist:

- Make a list of everything you need to pay attention to
- Refer to the checklist while you do your task and after you are done
- Put a checkmark beside the items as you go through them

Here is a checklist that Amanda made after she got feedback about her resume from her employment counsellor.

She has gone through the first three items on the checklist and has a checkmark beside each one.

She hasn't gone through the last item yet, but she remembers it due to the checklist.

Making checklists is a transferable skill. You can use it when you complete tasks in your employment program, in your job and in your daily life.

Checklist	
<input checked="" type="checkbox"/>	Months of employment are correct
<input checked="" type="checkbox"/>	Spelling of email address is correct
<input checked="" type="checkbox"/>	Spelling of my name is correct
<input type="checkbox"/>	Most recent jobs go first

TASK

Your coach is taking you to a furniture company. When you are there, you will do an assessment. If you do well, the company will hire you. There are several things that you need to pay attention to. Your coach tells you what they are.

Read through what your coach tells you.

Make a checklist of items you need to pay attention to when you do the assessment.

Listen for instructions such as:

- Pay attention to...
- Make sure...
- It's important that...

These help you identify important items.



You will make a chair cushion. Make sure you bring safety glasses and ear plugs with you.

When you make the cushion, you will use a staple gun. When you staple the fabric to the wood piece, pay attention to the distance between the staples. The staples need to be evenly spaced and half an inch from each other.

It's important that you don't wrinkle the fabric when you fold it.

Checklist	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Strategies to build relationships



Relationships affect your health and wellbeing. They can be good or bad.

Good relationships give you a feeling of trust, respect and safety. They are important in your family, workplace and community. If you have a good relationship with your co-worker, you listen to each other, you talk to each other in a friendly way and it's okay when you have different opinions about something.

Bad relationships give you a feeling of stress and anxiety. For example, when you have a bad relationship with your co-worker, you may feel uncomfortable around each other, talk in an unfriendly way and argue when you have different opinions.

There are many strategies you can use to build good relationships.

REFLECT

- Is it easy or hard for you to build relationships? Why?
- What is one way good relationships can help you?
- What is one strategy you use to build relationships with others?
- How does it help?

Here are some strategies to help you start to build relationships:

Make small talk

Small talk is a casual conversation. It can be about the weather, hobbies or what you did on the weekend. Small talk is like a brick. Every time you make small talk, you build up the relationship.

Start small talk by saying things like, “How was your evening yesterday?” or “It’s chilly outside”. Remember to use a friendly voice and make eye contact when possible.

Say hi and good-bye

Greet others with “Hi”, “Good morning” or “Good evening”.

Say good-bye to them when you leave with “Have a good day”, “Take care” or “See you”.

Offer help

Offer to help when you see others struggle with a task. This is a good way to show that you care. It helps build healthy relationships. Say things like, “Can I help you?” or “Do you need my help?”.

Make sure you ask before you help.

Show interest

Show interest when others talk about their hobbies or share a story about something that happened to them. Say things like “Tell me more about it” or “How did it go?”.

TASK 1

What could Amanda say in these situations?

1. Amanda sees her co-worker after a long weekend. What could Amanda say to make small talk?

2. Amanda's co-worker talks about their son's hobby. What could Amanda say to show interest?

3. Amanda sees that her co-worker is having difficulty completing their task. What could Amanda say to offer help?

4. Amanda has finished her shift. She is getting her things from her locker. Her co-worker is in the room. What could Amanda say before she leaves?

TASK 2

Write at least one more thing you would say:

1. To make small talk:

2. To say hi or good-bye:

3. To offer help:

4. To show interest:

REFLECT

- Which of the strategies will you start to use? Choose at least two.
- Why did you choose those ones?

Strategies to resolve conflict

Conflict is when people don't agree. Having conflict with family members, friends and co-workers is part of life. When you resolve it in a peaceful way, you communicate better and feel less stressed. When you don't resolve a conflict, it can be uncomfortable at home or at work.

There are many strategies you can use to resolve conflict in a peaceful way.



REFLECT

- What is one strategy that you use to resolve conflict?
- How does it help you?

Use these strategies to resolve conflict in a peaceful way:

Listen and don't interrupt

Listen until the end to understand. If you let others speak, they will let you speak too.

Use the strategies for managing anxiety and anger. You can learn them in **Adaptability: Unit 1**.



Use "I" instead of "You"

For example, instead of saying, "You don't let me say anything," say "I need to tell you what's bothering me".

Focus on how you feel and what you need instead of what the other person has done:

- Say how you feel. For example, I feel sad...
- Say what you need. For example, I need help...
- Say what you need to do. For example, I need to take a short break.

Show you understand

Show that you understand the other person's concern. Say things like "I hear you" or "I understand".

REFLECT

- Which of the strategies will you start to use? Choose at least two.
- Why did you choose those ones?

Apply what you've learned

Now that you know more about how to collaborate, how would you handle the following situations?

Circle your answer.

1. You have a conflict with a classmate. They keep talking and you don't get a chance to speak. What would you say to let them know that you would like to speak too?
 - a. I would say, "Why don't you let me speak?"
 - b. I would say, "I need to say something."
2. You are in a conflict with a co-worker. They are telling you why they feel frustrated, but you are sure you did nothing wrong. What would you do?
 - a. I would interrupt and let them know what I think. Why would I listen if I haven't done anything wrong?
 - b. I would let them speak so I understand better. There may be something I haven't paid attention to.
3. You are a new employee. You see a co-worker you don't know that well at the front door. What would you do?
 - a. I would say "Hi" and ask how they are.
 - b. I wouldn't say anything. I don't really know them.
4. Your classmate begins to tell you something that happened to them. What would you do to show interest and keep the conversation going?
 - a. I would say, "Tell me more about it!"
 - b. I would say, "Why are you telling me this?"
5. Your supervisor gives you feedback about a mistake that you've made. What would you do?
 - a. I would say, "That's fine. Who doesn't make mistakes?"
 - b. I would apologize and look into it.

What's next?

Sharing stories at interviews

Collaborating is an important skill in the workplace. That's why at job interviews, employers may ask how you collaborated in the past. Listen for questions such as:

- Can you describe a time when you resolved a conflict with your teammate?
- Tell me about a time when you contributed to your team.
- Give an example of a time when you responded to feedback.

Prepare short stories about how you collaborated to share at job interviews. They can be from a cultural activity, your volunteer experience, your school or a previous job.

TASK 1

Think of a time when you responded to feedback.

Write about how you responded by answering these questions.

1. What was the situation?

Example: *In a cultural activity in my community, I was setting up the place for an event. Someone told me that I wasn't doing it right.*

Your example:

2. What did you do?

Example: *I thanked them for bringing it up early. I asked them to show me how to do it.*

Your example:

3. What was the result?

Example: *They were happy to show me how to do it. We ended up doing it together and had a lot of fun!*

Your example:

TASK 2

After this unit, think of more times where you showed your ability to collaborate.

Write them down in a notebook and add more as you think of them.

The more you remember, the more confident you will get!

Self-evaluation

Self-evaluation 1

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can follow rules and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can make a good impression on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can complete tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can negotiate with others to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-evaluation 2

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can respond to feedback in a good way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can build relationships with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can resolve conflict in a calm manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can communicate effectively when there is a conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer key

Oluwa's story

PAGE 6

Task

1. a, b, d
2. Possible answers:
She has missed two days of training.
She didn't complete assignments.
3. Possible answer:
She didn't complete a task because of her household chores.
4. Possible answer:
Oluwa didn't let the facilitator know when she couldn't attend training.

PAGE 8

Task 1

1. Program information
2. Program training
Address
Program team
Contact
3. First Aid/CPR
WHMIS
NVCM
Lift Truck Theory
Workplace Skills for Success
4. Employment counsellor
Counsellor or therapist
Facilitator
Employment coach
5. 459-001-0001
6. coach@spc.ca

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Task 2

1. Employment counsellor
2. Counsellor or therapist
3. Facilitator
4. Employment counsellor
5. Employment counsellor

PAGE 11

Task 1

Submit assignments on time

Discuss with her husband how to share household chores

Notify the facilitator that her son is sick and she can't attend the training

Negotiate pick-up time with daycare staff

Ask the facilitator to extend a deadline

PAGE 14

Task 1

1. a
2. b
3. a
4. b
5. b

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Task 1

Reason	Request	Thank you
My program ends 30 minutes later than the pick-up time.	Can you help me with the clean-up please?	Thank you very much.
I was sick all day yesterday and couldn't complete the task.	Can I complete it today please?	Thank you. I appreciate that.
I have an assignment to complete by tomorrow.	Could you extend the deadline please?	
	Could I pick up my son 30 minutes later please?	

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Task 1

Positive body language	Negative body language
make eye contact	roll her eyes
keep her palms open	look away
smile	bite her lips
nod	look at her watch or phone
	cross her arms
	shake her head
	fidget

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Task 2

Michelle: Positive, YES

Andrea: Negative, NO

Edwin: Negative, NO

Cort: Positive, YES

Ginnie: Negative, NO

Carlos: Positive, YES

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Apply what you've learned

1. a
2. b
3. a
4. a
5. b

Amanda's story

PAGE 34

Task

1. a, c, d
2. Possible answer:
She isn't sure what to say and what to do when she gets feedback.
4. Possible answer:
She isn't sure how to socialize with her classmates.
5. Possible answer:
She didn't agree with a classmate. They started to argue.

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Task 1

Take feedback seriously
Socialize with co-workers and classmates
Stay calm when she doesn't agree

PAGE 42 and 43

Task 1

Conversation 1

1. YES
2. Say thank you

Conversation 2

1. YES
2. Say thank you

Conversation 3

1. NO
2. Possible answers:
She blames the bus.
She doesn't want to improve.

Conversation 4

1. YES
2. Ask for specific examples

Conversation 5

1. YES
2. Apologize if you have made a mistake
Make a checklist
Commit to improve your work

PAGE 46

Task

Possible answers:

Safety glasses

Ear plugs

Staples half an inch from each other

Staples are evenly spaced

Don't wrinkle fabric

PAGE 49

Task 1

Possible answers:

1. Did you have a good long weekend?

2. Tell me more about it.

3. Do you need my help?

4. Have a good night!

PAGE 50

Task 2

Possible answers:

1. How was your evening?

What a nice day!

2. Morning!

Take care!

3. How can I help?

Is there anything I can help you with?

4. Interesting! Can you show me how it works?

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Apply what you've learned

1. b

2. b

3. a

4. a

5. b

Oluwa's to-do list

Done	To do	Deadline
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

My to-do list

Done	To do	Deadline
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		