Enhanced Education Services Manual for Male Offenders with Enhanced Mental Health Needs

By

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The procedures in the Enhanced Education Services Manual are meant to be used by institutional staff as part of services delivered to Male Offenders with Enhanced Mental Health Needs.
Dedication

This thesis is dedicated to my hero; my mom. I would not be where I am today without your undying love and support. You have taught me what it means to be a good person. I am forever thankful.
Abstract

Many incarcerated offenders have not had successful educational and employment experiences and often enter prison without a high school diploma and with minimal work experience. Offenders with mental health issues often face more challenges in these domains. Each offender is provided a correctional plan that he works towards accomplishing while incarcerated. Education and employment are domains that can be identified in the correctional plan as areas of need. Staff expressed a need for programs that develop educational and employability skills for offenders; more specifically, delivery of programs to offenders who have been diagnosed with a mental illness. A manual was created that focuses on individualized enhanced education plans tailored to fit the clients’ strengths and personal challenges. In response to the need for employability skills, a group manual was created that focuses on developing skills vital for the workplace. To acknowledge that offenders with mental health diagnoses often face challenges in the standardized classroom or workplace, information is also include in the manual pertaining to accommodations for the environment. Guidelines to interacting with an offender who is faced with learning challenges are also included as a component in the manual. The objective of this thesis is to provide staff with knowledge to decrease stigma surrounding mental illness, in addition to providing offenders with skills necessary to increase their ability to obtain and maintain employment, increase their education, and self-efficacy. Also within this thesis, an evidence based literature review, limitations, implications for the field of Behavioural Psychology, and further recommendations are contained. Due to time constraints, effectiveness of the enhanced education plan or the group outlined in the manual was not evaluated.
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# Table of Contents

Dedication .................................................................................................................. 1  
Abstract ...................................................................................................................... 2  
Acknowledgements .................................................................................................... 3  
Chapter I: Introduction .............................................................................................. 5  
Chapter II: Literature Review .................................................................................. 7  
  - Employment ....................................................................................................... 8  
  - Mental Health .................................................................................................... 10  
  - Peer Support ..................................................................................................... 11  
  - Summary ............................................................................................................ 12  
Chapter III: Method .................................................................................................. 13  
  - Participants ....................................................................................................... 13  
  - Design ............................................................................................................... 13  
  - Rationale ........................................................................................................... 14  
  - Methodology/Procedures .................................................................................. 14  
Chapter IV: Results .................................................................................................. 15  
Chapter V: Discussion .............................................................................................. 16  
  - Strengths and Limitations ................................................................................ 16  
  - Implications for the Field of Behavioural Psychology ...................................... 18  
  - Recommendations for Future Research ......................................................... 19  
References .................................................................................................................. 20  
Appendix A: Enhanced Education and Employability Skills Group Delivery Manual .................................................................................................................. 22  
Appendix B: Mental Health Needs Scale .................................................................. 45  
Appendix C: Student Workbook .............................................................................. 49  
Appendix D: Peer Support Manual .......................................................................... 218  
Appendix E: Peer Support Worker Job Description ............................................... 269  
Appendix F: Tips for Dealing with Offenders with Learning Problems .................. 273
**Chapter I: Introduction**

Individuals who are incarcerated face challenges on a daily basis in attempting to live a stimulating and meaningful life. These challenges are exacerbated when an offender has mental health concerns. According to Boer (2013), employment can be a source of intellectual stimulation that creates opportunities for consistency in routine, social relationships, and increased self-esteem. West, Vayshenker, Rotter, and Yanos (2015) state that it is more difficult for offenders who are psychiatric patients, who are generally separated from the common population of the prison, to regularly engage in constructive activities such as education, employment, and other life-enhancing programs. Batastini, Bolanos, and Morgan (2014) note that mental health concerns can create difficulties for individuals when they are trying to increase their education, find meaningful employment, and build prosocial relationships. Providing connections to inmates to various departments within an institution can increase the likelihood of treatment success as well as address co-occurring problems such as mental health needs and lack of education (Shannon, Hulbig, Birdwhistell, Newell, & Neal, 2015). This thesis outlines a progressive intervention approach which includes stigma-reducing techniques for all staff that work with the offender, an outline of cooperative education as well as the exercises to be completed, and lastly, a collection of peer tutor and self-help group information that will be helpful for offenders in the program.

When employment is obtained, it has been shown that offenders are more likely to live productive lives and be contributing members of their communities (De Smet, Van Hecke, Verte, Broekaert, Ryan, & Vandevelde, 2015). Adhering to a regular schedule is beneficial to offenders; employment can provide a regular schedule. Benefits of a regular schedule include time management skills, a higher sense self-efficacy, and medication adherence (West et al., 2015). According to Woodall, Dixey, and South (2013), employment is an essential component for successful reintegration into the community. They state that possessing employment skills and opportunities for employment aid offenders in feeling emotionally and financially stable when approaching release back into the community. They note that for offenders, it is challenging to make connections within workplaces, education and training institutions, and within the community. Enhanced education for offenders supports employment readiness and success in the institutional and community work place. It also helps an offender make healthy connections in the community to support a prosperous reintegration.

Education is a method for improving an offenders ability to live a constructive life (Batastini et al., 2014). Providing alternative education methods, such as cooperative education, allows for a different means of obtaining a higher education in addition to practical experience. Work place based learning involves getting the offender into a work placement and engaging him through the use of tasks, specific tools for the job, and “hands-on” learning (Alfred, Charner, Johnson, & Watts, 2013). Alfred et al. demonstrate that vital employability skills are acquired in this environment. Cooperative education including peer support, also works to promote healthy self-image, peer connections, and responsibility (Bates, Macrae, Williams, & Webb, 2012). With these combined efforts, risks can be more effectively managed and life skills can be learned.

Stigma is another area of concern for offenders with mental health issues (Batastini et al., 2014). Many employers do not fully understand the extent or contribution mental health has on a person’s functioning in the workplace. Batastini at al. found that employers believe that if a prospective employee has mental health issues, they then assume the employee has cognitive, interpersonal, and/or education deficits. This can limit the employment opportunities for these
offenders. Furthermore, employment suspension and termination can occur due to cognitive and
behavioural concerns. These cognitive and behavioural concerns can include but are not limited
to learning difficulties, attention issues, impulsivity, and emotional dysregulation.

The focus of this thesis involves developing a manual for the use of the institutional
Education Department that addresses these domains and outlines a specific education and
employment program for offenders with enhanced mental health issues. Ultimately, providing
the Enhanced Education services to offenders who have major mental illness will increase their
ability to obtain and maintain employment, increase their knowledge, and self-efficacy.

A review of recent literature on the topic of employment and education for offenders
shows that improved employability skills serves as a mitigating factor for risk (Boer, 2013). The
literature illustrates a lack of programs that incorporate employability skills, education, as well as
accommodations for mental concerns. A summary of the current literature outlining the findings
about employment, education, and stigma-reducing techniques for mental health is included in
this report. Following, this summary, the method used in developing the manual is described.
Next, in the results section, a summary of the manual is included as well as a copy of the
facilitator’s manual. In close, a conclusion and discussion section outlines strengths and
limitations of the manual. The contributions that this thesis makes to the field of study was
illustrated and future recommendations are provided.
Education is a vital component of correctional plans for many offenders who are incarcerated. Statistics Canada (2012) reported that about 75% of offenders enter into federal custody for the first time without a high school diploma. Almost all offenders, unless they are in full-time correctional programming or exempted due to serious health issues, are expected to be employed, and those without a high school diploma or equivalent are expected to upgrade their education. According to the Correctional Service Canada Review Panel (2007), low literacy levels can impact an offender’s ability to participate in correctional programs or obtain/maintain employment positions within institutions. In addition to literacy skills, educational programs aim to build offenders social understanding, problem solving skills and communication skills as well as prepare them for correctional programs (Correctional Service Canada Review Panel, 2007). Richer, McLean-McKay, Bradley, and Home (2015) state that educational programs should be delivered in a manner that fosters motivation, positive communication and interactions with others. They found that 78% of offenders who are currently participating in educational programs report being satisfied with the programs being offered. The authors also note that 93% of offenders state that their teacher motivates them to continue with their education and 92% revealed that help was provided when they needed it. From these statistics, it can be seen that educational programming is benefitting offenders. Therefore, it is important that all offenders are able to access this service.

Various responsivity issues faced by offenders might require staff to adapt their approach to education in order to make it accessible to these offenders. Cognitive deficits are often a factor for offenders when they are continuing their education (Stewart, Wilton, & Sapers, 2015). In a study completed by Stewart et al. (2015), 25% of offenders were found to have some level of cognitive deficit. They defined cognitive functioning as all areas of brain functioning such as but not limited to language, attention, mental tracking, executive functioning and speed, organization, as well as constructional skills. It is stated that cognitive deficits could impede functioning in any or all of areas listed above. This is important to note because these functions are vital to performance in an educational program in a classroom setting. From their research, it was concluded that offenders who possess deficits likely require assistance and modification with education as well as employment training.

Furthermore, the mental health issues faced by offenders can also impede an offender’s ability to be successful in a typical classroom setting. Stewart et al. (2009) stated that 38% of incoming offenders meet the criteria for a mental health diagnosis. The literature has found offenders, especially those who are struggling with their mental health, are faced with challenges when obtaining and maintaining meaningful employment (Singer, Maguire, & Hurtz, 2013). However, offenders can achieve employment if education is provided, stigma is lessened, accommodations are made, and peer support is provided. In today’s society, there are many misconceptions about offenders who are diagnosed with a mental illness (Batastini, Bolanos, & Morgan, 2014). Batastini et al. (2014) note that these misconceptions create limits for offenders and can hinder their rehabilitation. Combating misconceptions with treatment allows offenders to develop employability skills to assist them in being successful in their lives and further their education.

Costelloe and Langelid (2011) suggest a client-centered approach is beneficial for offenders who have difficulties learning. This means engaging offenders in programs that are meaningful to them and that will produce positive outcomes for that specific offender. They also note that basic numeracy and literacy skills can be taught in indirect ways. Integrating basic
numeracy and literacy skills into everyday activities is said to combat the barrier of stigma surrounding school and other difficulties the offender may have had in the past. Costelloe and Langelid (2011) found when basic skills were being taught within a prison, in a formal classroom setting using work sheets, inmates were not focused on the task. When teachers taught offenders in a contextual way using meaningful contexts and games, the offenders were more responsive and attentive (Costello & Langelid, 2011).

For offenders who are facing difficulties in a regular classroom setting, it is ideal to modify their learning experiences. Duwe (2011) said that inmates are often undereducated and lack basic work skills when they enter prison. He suggests sessions in small groups (4-6) to address skills that are useful in a work environment. In these sessions, job training skills were found to be improved. In addition, Duwe noted that another way to help offenders learn skills is to assign peer supports. These peer supports are offenders who are currently employed and possess the skills that the other offender needs to build. In addition to work skills, this method was found to engage offenders in appropriate and healthy social relationships. This aids to build prosocial boundaries, attitudes and values.

The literature has found that offenders are faced with challenges when obtaining and maintaining meaningful employment. Singer, Maguire, and Hurtz (2013) identified employment as a mediating factor of risk for reoffending. However, they point out that with minimal previous work experience and education, it is often difficult for offenders to find and maintain employment. De Smet et al. (2015) found that offenders had positive things to say when they were able to choose which educational classes they took. Their study also found that offenders valued having meaningful educational activities to do throughout their days. Cates and Jones (1999) state that the majority of learning occurs for students when they are engaged, motivated, and receiving feedback. They also studied cooperative learning experiences as a method of education including classroom lessons on topics specialized to working environments as well as a work force component. Cates and Jones (1999) found that when students had access to seminars (e.g. peer-support) and a collection of applicable materials in addition to workplace experience, their learning was elevated. Costelloe and Langelid (2011) state that employment can be a practical means of education and can help an offender build skills essential for reintegration to the community.

In conclusion, research has identified education as an important domain for offenders. Offenders face challenges to learning for a variety of reasons; cognitive deficits, mental health concerns, and lack of experience all impede an offender’s ability to be successful in their education (Batastini et al., 2014; Stewart et al., 2015). Singer et al. (2013) illustrates that learning through employment is an effective way for offenders to increase their education level, in addition to obtaining useful employability skills. Employment can be achieved by the offender if education is provided, stigma is lessened, accommodations are made, and peer support is provided.

**Employment**

Employment is a key component for offenders when they are integrating back into the community (Woodall, Dixey, & South, 2013). It is said that employment can affect an offender’s emotional, physical, and mental well-being (Woodall, Dixey, & South, 2013). While still incarcerated, offenders can be working to build skills to facilitate success in the work place upon release. Dooris (2012) speaks of a principle called “horizontal networking” which refers to helping offenders draw connections between the different areas of their life. An example of this would be connecting an offender’s parole officer with his workplace supervisor. This principle
can be capitalized to aid offenders when they are released by making connections during their incarceration to contacts in the community. For example, if an offender needs continued education, facilitating enrollment in classes in the community before he is released creates that continuity.

As human beings, we strive to achieve basic human needs (Boer, 2013). These needs include friendship, stability, and pleasure. An occupation can provide many basic human needs for a person (Boer, 2013). Boer (2013) defines an occupation as anything that a person does to be productive, including paid employment or unpaid volunteer positions. Research shows that when a person is engaged in activities that are prosocial and dynamic, self-esteem is increased (Boer, 2013). De Smet et al. (2015) reinforce what Boer mentioned by simply stating that when offenders live valued lives that are goal oriented, they participate in fewer criminal activities. De Smet et al. (2015) found that it is not only important that humans are participating in activities but that those activities are age appropriate. Partaking in activities, such as employment which would be part of an offender’s life if he was not incarcerated, fosters a feeling of being useful and meaningful. According to McMurran and Ward (2004), treatment techniques for offenders while incarcerated should teach skills that help the offender build a productive life and achieve future goals.

An educational goal of Correctional Services Canada (CSC) is to provide offender’s with an education that addresses their current educational need but also teach skills that assist in future integration back in to the community (Richer, McLean-McKay, Bradley, & Horne, 2015). In order to achieve this goal, it is vital that offenders are participating in education programs to their fullest abilities. Motivation can become a factor. A meta-analysis conducted by McGuire (2002) shows a multi-modal approach to treatment to be most effective. Multi-modal treatment encompasses cognitive-behaviour techniques and skills-based teaching. In addition to utilizing these techniques, McGuire (2002) states that matching the pace and number of sessions to the offender’s traits is essential for effective programming. Some of the traits mentioned as particularly important are intelligence, disposition, and cognitive development. McMurran and Ward (2004) found utilizing the multi-modal technique was effective is teaching skills such as problem-solving, communication, self-regulation, negotiation, and practical skills.

Costelloe and Langelid (2011) show that combining education with a work component allows for offenders to be taught in a small group which allows for individualized accommodations to ensure success. Offenders are also more likely to participate in the program if it is not strictly a school format (Costelloe & Langelid, 2011). These authors explain that other benefits to incorporating a work placement into education is that training can be tailored to meet the needs of specific work places and connections can be made between educational staff and workplace staff to aid in the success of the offender in each setting. An approach that has been found to be successful by Shannon, Hulbig, Birdwhistell, Newell, and Neal (2015) is when services are linked. This means that different departments within the institution collaborate to develop a treatment plan for the offender. This is known as a multi-disciplinary approach. They found that offenders who were provided “enhanced services” had better treatment outcomes. The key departments collaborating for the purposes of the current intervention manual are mental health services and the education department.

Employment is seen as a mediating factor for recidivism by many researchers. Bruce (2015) said that employment strengthens social bonds and therefore lowers the risk of reoffending by increasing social control, which results in deterrence from committing a crime. He also mentioned that offenders who are considered to be “low-skilled” benefit greatly from
vocational programs that increase employability skills. Violence and crimes can often be a result of the inability to obtain proper employment and lack of the means to provide for oneself legally (Bruce, 2015). He further states if an offender is engaging in meaningful work that is benefitting his community, directly or indirectly, he has a further reduced recidivism rate. Duwe (2011) found that when offenders were engaged in employment within the prison, there was less behavioural misconduct. This conclusion was also supported by Baron, Draine, and Salzer (2013) who note the consistent schedule that employment provides also acts as a factor reducing recidivism.

**Mental Health**

According to the Correctional Service Canada Mental Health Strategy (2015), mental health is an increasing factor in treatment consideration for offenders. In 2010, a screening process was implemented to identify all offenders affected by mental health concerns. Richer, McLean-McKay, Bradley, and Horne (2015) declare that higher risk offenders are typically targeted for treatment. They state that consistent and constant positive interactions with staff help develop an offender’s cognitive skills such as language, but also allows for development of non-cognitive skills such as social skills and appropriate boundaries. In a study conducted by De Smet et al. (2015), three participants were interviewed who struggled with mental health concerns in a penitentiary setting. The feedback from these offenders was mostly positive surrounding activities and services offer in the prison. One inmate illustrated the importance of person-to-person contact. When staff spent time talking to the participant, he was motivated to continue attending sessions. Another offender illustrated his appreciation for the ability to choose the activities he participated in. Employment was the highest valued activity because of increased self-esteem, earning a wage, and having a structured activity.

In research completed by Batastini et al. (2014) employment can bring an abundance of benefits to an offender with a mental health diagnosis. Some identified benefits were: a sense of accomplishment, effective time management skills, greater responsibility, and financially stability. In this study, participants were asked to read about applicants for a job position. The applicants that they read about consisted of a person who has a mental illness, a person who has a history of criminal charges, a person who has both mental illness and criminal charges, and lastly, a person without either mental illness or criminal history. When asked about the acceptability of the applicant and likelihood of hiring the individual, 32% of the participants found that the individuals with a mental health or criminal history, or both, were not acceptable to be hired. Participants in the study were then provided psycho-educational classes about mental health, accommodations, and employment. These classes were found to have a statistically significant interaction with the responses then given by the participants. Before receiving psycho-education about their mental health, many participants believed that mental health limited their work performance efficiency. Batastini et al. found that employers believe that if a prospective employee has mental health issues, the employee will likely have cognitive, interpersonal, emotional, and education deficits. This study illustrates the importance of employer education about mentally ill offenders who may be working for them. This study also shows the impact of stigmatization. Stigma can affect an offender in two different ways (Batastini et al., 2014). Stigma can be a self-stigma. This means that the offender’s view of himself is skewed by stereotypes, discrimination, or prejudice. West, Vaschenker, Rotter, and Yanos (2015) say that self-stigma is a predictor of inferior treatment results in offenders. The other type of stigma is public stigma. Research states that public stigma consists of an encircling view of a general population. An example of a general population in which a set of beliefs could
be held about is mentally ill offenders. In a study conducted by West et al. (2015), depressive symptoms, medication adherence, self-esteem, work alliance, beliefs about criminality, and treatment compliance were examined in 31 hospitalized, psychiatric patients and 51 diversion program participants. They found that higher mental health stigma scores correlated with higher depression rates and lower self-esteem as well as lower medication adherence. They used the Self-Stigma of Mental Illness Scale (SSMIS) to measure self-stigma, Center for Epidemiological Studies Depression Scale (CES-D) to measure depression, Rosenberg Self-Esteem Scale (RSES) to measure global self-esteem, and Medication Adherence Rating Scale (MARS) to determine medication adherence. West et al. (2015) conclude it is important to consider all of the effects that stigma may have on the performance of the individual. Along with the negative effects that self-stigma can have, public stigmatization can also play an adverse role in an offender’s life if he has a mental illness (Batastini et al., 2014). Stigma can create difficult barriers that make obtaining meaningful employment challenging. Research has shown that the beliefs about offenders who have mental illness are often reinforced to be true as it is not uncommon for offender’s who struggle with mental illness to also have impairments in cognitive abilities, interpersonal skills, and low education levels (Batastini et al., 2014).

**Peer Support**

One method found to increase offenders’ success in employment positions while incarcerated is peer tutors or peer support (Baron, Draine, & Salzer, 2013). If peer support is provided for an offender in a timely manner upon entry to prison, employment outcomes are improved. It is believed that peer support helps offenders in adjusting to new environments by reducing uncertainty. Baron et al. (2013) discuss the importance of peer support in helping an offender understand the consequences of his actions inside prison. Peer support can be emotional as well as practical (Bates et al., 2012). Emotional peer support can include challenging attitudes and beliefs, in addition to day to day support of difficulties the offender in the program maybe facing. Practical support includes modelling skills for an offender who is currently in the work place component of the program. This person can be the same or two different individuals. They note that peer support reduces social isolation and increases self-esteem and self-management skills. Peer support also fosters prosocial attitudes and encourages achieving a livelihood through socially acceptable means (Bates et al., 2013). In addition to support, Bates et al. (2013) says that peer support groups can be a source of accountability that offenders often do not have previously. In addition to modified treatment plans, they found that peer support was an effective means of facilitating better treatment outcomes. They discovered that when offenders participate in support groups, social isolation was reduced. They also found an increase in self-esteem and self-awareness in offenders who were a part of the peer support circle. These skills are important in maintaining employment as well as reducing the likelihood of recidivism.

Richer et al. (2015) emphasize the importance of regular positive interactions while incarcerated. They state that positive interactions with other people had the most predictability of positive release outcomes. While healthy teacher-student relationships help offenders to learn boundaries and appropriate communication skills, peer support provides an understanding that the teacher cannot (Richer et al., 2015). They also found that peer support roles allow for those offenders in this position to develop their leadership skills in a healthy environment. Contact with a peer support can facilitate learning in valuable ways that cannot be achieved otherwise.
Summary

In conclusion, education is a key component of treatment for offenders as approximately 75% of offenders do not have a high school diploma (Richer et al., 2015). Education can be gained through many different modalities (Richer et al., 2015). These authors state that educational programming aids in reintegration to the community as it teaches skills and knowledge that can help gain employment. Research has shown that many different factors need to be considered when deciding on an educational path for an offender. Some factors that have been identified throughout the literature are cognitive deficits, mental health concerns, stigmatization, and lack of peer support. Shannon, Hulbig, Birdwhistell, Newell, and Neal (2015) outline the importance of services being linked for offenders. By integrating education and employment into a practical program that utilizes work place experience and classroom instruction, offenders develop skills that they need to be successful in the community.

According to Baron et al. (2013), a support employment program that assists offenders with mental health concerns in developing skills that help reintegrate back into the work force are ideal. Multiple resources of literature identify education as a means of increasing employability. Providing accommodations and tailoring each program to offenders needs help offenders reach their highest potential in education as well as employment. Utilizing a multi-modal approach as proposed by McGuire (2002) ensures the needs of the offender in treatment are met.

As stated above, there is research to support the use of a program to reduce stigma surrounding mental health in offenders, education to support employment as well as enhancing services so that skills can be developed. These skills provide offenders with a higher chance of obtaining employment. From being employed, offenders utilize skills that are needed to be successful in the community. Examples of these skills are: time management skills, problem solving, and responsibility. Offenders learn skills that they need prior to entering the work force thus likely extending their employment and increasing their level of education as a result of participation in the program that is outlined in the manual.
Chapter III. Method

Participants

The facilitator’s manual is intended for use by educational departmental staff in a prison setting. The manual outlines a program for offenders with mental health diagnoses, who have experienced significant challenges in the workforce, prior to being convicted or within the institution. Offenders who aspire to gain employment but lack the skills necessary for success in the workplace are ideal candidates for enhanced education. This manual is also suitable for use with offenders who have the capacity to be productive employees in the presence of accommodations in their work environment. Offenders who have learning difficulties in a traditional classroom setting can be accommodated to benefit from participating in this program.

As part of the triage assessment by mental health services, the Mental Health Need Scale (MHNS) (see Appendix B) is completed by a member of the mental health services department. Offenders may benefit from this program if the MHNS results indicate moderate to high need in the domains of cognitive functioning, basic life/ self-care skills (activities of daily living), and/or interpersonal skills.

Consent is obtained by the Mental Health Department following departmental standards. Once beginning enhanced education, no formal means for consent is required from the education staff. However, participation in this program is voluntary. It is necessary for offenders to provide verbal consent to partake in the enhanced education program. If at any point, an offender no longer wishes to continue participation in the program he has the ability to withdraw with no negative consequences to any aspect of his correctional plan.

Design

The enhanced education manual was developed by the Behavioural Psychology student throughout a 14 week placement within Correctional Services Canada (CSC) (Appendix A). This manual contains information and activities found to be effective in teaching new skills for offenders. Based on a recent review of current literature, offenders are found to greatly benefit from developing employment skills in addition to gaining employment experience while incarcerated. The manual includes information about job readiness such as writing a resume and interview skills, problem solving, a computer course, and a communication section that can be used by the teacher with the offender. It also consists of learning assignments that offenders can complete to gain credits toward their Ontario Secondary School Diploma in Cooperative Education with work experience. There is an employment placement component in which the education department assists the offender in obtaining employment within the prison.

This manual was develop in response to gaps identified in services for offenders, as identified by CSC Educational staff members. Based upon these suggestions from educational and mental health staff, materials were gathered from existing curriculum materials for cooperative education as well as materials from a peer leadership course. This manual was compiled from a literature review that was conducted in keeping with staff suggestions.

Information to assist the offender’s employer can also be found within the manual. It consists of tips for working with offenders with learning difficulties. The manual summarizes other programs currently available in the prison that may be of added benefit for the offender in the enhanced education program. Examples include WHMIS, first aid certification, and fork lift certification. In order to participate in these programs, offenders must apply. Staff members can advocate for the offender and assist them to ensure the application process is completed correctly. In addition, the manual outlines a peer tutor role that can be filled and provided to offenders in this program if deemed to be helpful.
Furthermore, the manual contains a detailed account of a peer support/self-help group which is part of the overall program. The peer support group consists of men who are currently enrolled in this program. It provides an opportunity for peer communication and modelling of appropriate behaviour.

**Rationale**

This manual was created to meet an identified need by educational staff, specifically to provide services to offenders who are diagnosed with mental health needs. By integrating education and work place experience throughout this manual, offenders gain experience that is needed to develop their skills.

**Methodology/Procedures**

This manual was prepared to aid in providing service to the growing number of offenders with mental health concerns. Once potential clients are identified by the mental health department, they can be approached to participate in the program.

The program outlined in this facilitator’s manual is to be delivered in a classroom setting. It is intended to be directed by educational staff. The number of sessions is optional. Staff members are required to identify the amount of support necessary for each offender’s success. As the manual is designed to provide independent activities, offenders can complete as many or as few of the sections in the manual. It is important to note that all of the sections described do not need to be completed by every offender in the Enhanced Education Program.

The manual is also designed to help facilitate workplace success. The teacher working with the offender will select sections of the manual that best suits the offender’s current needs to increase future success in the work force. The manual also includes information about learning difficulties for workplace staff to assist in better understanding of mental health challenges that offenders face while working. Work place accommodations and considerations are also discussed in the manual.

The goal of the group outlined in the manual is to target problem areas for each offender. The ideal number of participants in this group is four to six; however, as many as eight offenders can be accommodated to attend this group. This program incorporates multiple methods of delivery. Smart board technology is used for simulation exercises. Verbal exercises and discussion components are to be documented on flip chart paper and lastly, instruction and worksheets are used to assist offenders in developing new skills.

In conclusion, this manual provides a resource for educational staff working with offenders with learning challenges and mental health concerns. In addition to content for group sessions, accommodations and tips are provided for working with the offender. This manual was developed in response to the growing number of men who require enhanced services within the prison system today. Due to a limited time-frame, the effectiveness of this group was not officially evaluated.
Chapter IV: Results

The Enhanced Education & Employability Skills Group Delivery Manual can be found in Appendix A. The manual was created in response to the need to deliver service to offenders who struggle with mental health challenges. Commissioner’s Directives have recently (November 23, 2015) contained information about delivering service to offenders who are deemed to be high risk and high needs. The manual outlines a way that service can be delivered to offenders who fit this profile. In addition to an outline of enhanced education services, a delivery guide for an employability skills group is part of the manual. Assistive technology, such as SMART boards, are integrated into the group to enhance learning. Peer support is outlined as an important component that can contribute to offenders’ success in the programming and the workplace. A peer support worker training manual is contained within this manual as well as a peer support worker job description. Furthermore, this manual contains information regarding accommodations that can be made to help this sub-population of offenders succeed in programming. Lastly, staff information and resources are included.
Chapter V: Discussion

In order for offenders to receive the intensity of treatment that they require, multiple levels of treatment intensities are necessary. The enhanced education and employability skills group provides an intermediate level of treatment for offenders. This intermediate level of support was further acknowledged when staff identified a need to deliver services to offenders who are faced with mental health challenges. A manual was created to address educational and employment opportunities for the targeted group of offenders with mental health challenges.

The information contained within the manual was designed to assist staff understand what an enhanced education plan can look like for an offender. This plan is highly individualized and unique to teach learner. Within the manual, there is a section outlining different components that can be utilized for the offenders benefit. These components include structured classroom instruction, co-operative education with a school credit component, full time employment with accommodations, and an employability skills group.

Next, the manual contains a detailed guide to facilitating an employability skill group. There is a guide to what a typical session should look like in addition to extensive resources for activities to use during the group. In addition, there is a manual contained in the appendices about training a peer tutor to support the enhanced education skills group.

Lastly, common accommodations are outlined for the workplace. These accommodations can also be utilized by staff in an educational setting. To combat stigma, there is a list of suggested ways to interact with offenders with learning difficulties authored by Dr. Dorothy Cotton, a psychologist with CSC who previously conducted cognitive assessments.

Through the use and implementation of practices outlined in the manual, it is hypothesized that offenders will gain skills to increase their ability to obtain and maintain employment, increase their knowledge, and self-efficacy. It is also thought that the staff knowledge gained from the manual will decrease stigma surrounding offenders with mental illness in the workplace. Ultimately, the objective of delivering these specialized services to offenders who require them is to integrate them into standardized programs. Through participation in the employability skills group and enhanced education, the offender gains skills to aid in facilitating his successful integration into the prison population.

Strengths and Limitations

This manual aims to satisfy mandates of the commissioner’s directives for CSC, specifically CD 705-6 Correctional Planning and Criminal Profile, Correction and Sentence Planning. Following correctional programming, education and employment are areas of priority for treatment for offenders. This manual is a complete resource that provides information and resources to facilitate an employability skills group as a component of an enhanced educational pathway for an offender.

A major strength is the educational component. There is information for staff to increase their knowledge on pertinent issues such as how to appropriately interact with offender’s who have mental health challenges. Another strength is the population being targeted. Offenders who have minimal success in educational settings or employment will benefit greatly from exposure to a friendly environment to gain skills that are essential to a successful integration to the community. If reintegration into the community is not a goal for an offender- integration into the population of the prison can be set as a goal.

The group outlined in this manual is effective for multiple skill sets. If an offender’s is considered to be lower cognitive functioning, this group is flexible to accommodate multiple styles of delivery to effectively reach each learner. This manual targets a group of offender’s
who generally are not well engaged in other programming. As a result, behavioural activation is likely to be utilized. As an offender becomes engage in this group and opportunities of accommodated employment, he is likely to get used to participating and engaged in other prosocial activities. Following behavioural activation, another strength that this manual and group have is that offenders who engaged more become more autonomous and care for themselves.

Another strength of this manual stems from the peer support worker position, which provides a meaningful employment opportunity for an offender. This enriches the life of the offender who holds this position as he is able to assist other offender in accessing the resources that are available to them. This position is also a strength for the learner. The added support help facilitate success. It is likely that higher success rates in the program occur because there is a peer support system available whenever it is necessary.

Various limitations can also acknowledged. One aspect that may be difficult to implement is assistive technology. Smart boards or computers may not be available for everyone to access and are expensive to obtain. There are often restrictions for particular offender’s surrounding access to technology. Furthermore, if assistive technology is available, there is the risk that staff facilitating this group may not have an extensive knowledge about how to operate the technology.

One of the most concerning limitations of this manual and group is the level of difficulty involved in identifying cognitive abilities. Often this information is not readily available on the offenders’ OMS files. Access to this information greatly increases the ease of delivery for the facilitator. People who struggle with lower cognitive functioning often develop strategies to conceal the areas they have difficulties with. Due to this reason, it is difficult to accurately judge someone’s abilities without formal means of testing. Mental health diagnosis can also play a role in an offender’s ability to perform within the group. Information regarding medication side effects, sleeping schedules, as well as mood of an offender can be contributing factors that could affect how he functions in group.

Another factor that may be seen as a limitation is that a multidisciplinary approach is required in order for the program to be successful. Different departments within the prison must collaborate to construct the individualized plan for the offender. This can be time consuming and difficult to coordinate schedules. It also poses a challenge when it comes to organizing the offender’s schedule so that he can attend all appointment necessary for his success.

Lastly, there can be limitations that result from the operational aspect of a prison. Movement of offenders can be challenging at times and this means that offender’s may be physically unable to attend important groups or sessions. As previously mentioned, enhanced education only functions under a multidisciplinary approach. If appointments cannot be met, it can negatively impact other areas of their treatment plan.

**Multilevel Challenges**

Working in corrections in Canada presents a unique set of challenges. Specifically, working with offenders who struggle with mental health challenges is especially difficult. These challenges can become apparent at multiple levels which include: client, program, organisation and societal.

**Client Level**

At the client level, a common challenge that must be overcome is the client’s motivation. Often there is a lack of motivation to participate in programs. This is difficult because medication side effects frequently cause this lack of motivation. Allowing the offender the
choice of participation is required and you cannot force an offender to attend if they do not want to. Another challenge is that if an offender becomes suicidal, he is removed from the site to be placed in a camera cell at another institution if their institution does not have this available. This creates a ripple effect of challenges as then they are not able to continue any programs until he returns to the institution.

Program Level
A challenge to delivering programs to offenders who are struggling with mental health concerns is that there is a large range of abilities. Each offender is affected by his illness differently and also possesses different cognitive abilities. This can be a challenge for implementing programs because accommodating varying abilities within one session is time consuming and difficult if there is only one facilitator in the room.

Organization Level
At an organization level, a challenge is population management with the limited resources available. The Regional Treatment Centre (which houses the mentally ill offenders) has been moved three times in the last two years due to re-organizing within the institutions. This is an immense challenge as staff members need to be relocated to deliver service to offenders at their respective location. It is difficult to maintain and run treatment programs if there is constant changes to staff, the offenders, and the location. There is also an organizational challenge in accommodating the increasing aging and mental health population within the prison system today. Without proper positions of staff fulfilled, there are challenges to providing service for these populations as they increase.

Societal Level
Offenders who struggle with mental health issues require additional support to successfully reintegrate into society. This impacts society because previously, these supports were not always available therefore putting society at risk for the offender to re-offend.

Implications for the Field of Behavioural Psychology
The investigative research that was conducted in part to create the enhanced education manual relates to the field of behavioural psychology in numerous ways. The employability skills group that is detailed in the manual has a behavioural focus. Self-monitoring is utilized to help offenders recognize their own behaviour and the impact that their behaviour has on their circumstances. The principle of behavioural activation is also a feature in this program. Offenders who have not been autonomous for many years are encouraged to take steps toward furthering themselves and their mental stability. In addition, accommodations are outlined in the manual to help offenders manage their mental health symptoms in an environment which previously may have proven too difficult. The foundation of Cognitive Behaviour Therapy is to recognize thoughts, feelings, and behaviours and learn how to replace the maladaptive thoughts and behaviours. Increasing an offender’s ability to practice techniques that assist him in properly managing his symptoms in the community is imperative.

An abundance of the research included in this manual focuses on the proven reduction in recidivism rates if an offender returns to the community with a higher level of education and vocational training. By adding behaviours to the offender’s repertoire, a more positive outcome is hypothesized to result. A successful reintegration into society is the main goal of treatment for an offender while they are incarcerated.

When an offender develops behavioural skills and techniques to manage mental health symptoms while incarcerated, he increased the likelihood of successful reintegration into the community. This contributes to the field of behavioural psychology because awareness is being
increased regarding the effectiveness of behavioural techniques in managing offender behaviour. By utilizing a multidisciplinary team in this manual and enhanced education plan, other professionals within CSC will become more informed of the possibilities of such therapy techniques.

**Recommendations for Future Research**

The employability skills group manual and enhanced education pathway for offenders is an area in which considerably more research can be conducted. Due to time constraints, the employability skills group was not conducted. This would greatly improve the understanding of effectiveness. Future research could include administering pre and post-tests of level of confidence in employability skills before and after attending the group.

More extensive research can be conducted so that techniques included within the manual can be expanded. The activities for the employability skills group could also be expanded to include role plays and modelling activities. It is proposed that this manual be improved to focus on other areas of need for offenders with mental health challenges who are transitioning to a standard population of a prison. Other areas could include but are not limited to medication adherence, social skills, and structure leisure time. This manual marks the starting point of enhanced educational pathways for offenders with room for further expansion and increased detail. Enhanced educational pathways appear to be a promising new way to deliver service to offender’s who are faced with mental health challengers.
References


Appendix A: Enhanced Education and Employability Skills Group Delivery Manual

Enhanced Education and Employability Skills Group Delivery Manual

By: Ali Visintin
# Table of Contents

Objective .................................................................................................................. 24

Rationale .................................................................................................................. 25

Description of Contents ......................................................................................... 26

Identification and Referral ..................................................................................... 27

Identification and Referral ..................................................................................... 28

Additional Inclusion Criteria .................................................................................. 28

Enhanced Education ............................................................................................... 29

Enhanced Education Outline .................................................................................. 30

Employability Group Introduction ....................................................................... 32

Getting Started: Employability Group .................................................................. 33

Outline of Structure for Employability Group ...................................................... 34

SMART Board Activities ....................................................................................... 35

Peer Support ........................................................................................................... 36

Peer Support Introduction ...................................................................................... 37

Overview of Peer Support ...................................................................................... 38

Mental Health Stigma, Accommodations, and Staff Awareness ....................... 39

Introduction to Mental Health Stigma, Accommodations, and Staff Awareness .. 40

Mental Health and Education ............................................................................... 41

Accommodations ..................................................................................................... 42

Benefits for Employer ............................................................................................. 43

Staff Awareness ....................................................................................................... 44

Appendix B: Mental Health Needs Scale ............................................................... 45

Appendix C: Student Workbook ........................................................................... 49

Appendix D: Peer Support Manual ....................................................................... 218

Appendix E: Peer Support Worker Job Description .......................................... 269

Appendix F: Tips for Dealing with Offenders with Learning Problems ............... 273

References ............................................................................................................... 275
Objective

This manual is designed to be utilized by correctional staff in a federal prison setting. Specifically, correctional programs officers, job coaches, teachers, and volunteers can use this manual to direct an employability group as part of an enhanced education plan for an offender. However, facilitators are not limited to staff in positions mentioned above. This manual is intended to act as a reference guide and source of materials for activities during group. The context for this employability group as a component of an enhanced education program is also outlined.

The goal of this group is to engage offenders in a way that encourages them to think about employment opportunities. These employment opportunities can be within the prison or in the community upon their eventual release. Other aims of this group:

- Motivate offenders to utilize their skills in ways they did not previously consider.
- Encourage development of skills to help offenders to cope and ultimately be successful in the workplace.
- Reduce stigma surrounding mental health and ability in the workplace, both for offenders and employers.
- Provide peer support to help facilitate greater gains for offenders.
- Accommodate different learning styles and abilities in an alternative learning environment.
Rationale
There has been an identified need for offenders to develop their education as well as their employability skills to increase the likelihood of obtaining meaningful employment in the future. This said employment could be within the prison or in the community upon an offender’s release.

According to Commissioner’s Directive 705-6, Correctional Planning and Criminal Profile, Correction and Sentence Planning, correctional programs are first priority for intervention, education is second and employment is the third priority to address in treatment. Since these programs have been identified as important for an offender’s rehabilitation, designing a manual for a program that addresses both education and employability factors satisfies both treatment requirements in the correctional plan.

In addition to addressing education and employment needs, this manual accommodates offenders who have mental health concerns. This has been identified as a population that is increasing within Correctional Services Canada (CSC). This population requires accommodations, opportunity to practice skills and additional support to thrive in circumstances that offenders without mental health concerns would not.

There is extensive research showing the effectiveness of education and employment in increasing reintegration potential for offenders. Woodall, Dixey, and South (2013) have conducted studies to support the positive impact that employment opportunities have on mental health outcomes. Other studies have been conducted by DeSmet et. al. (2015) and McMurran and Ward (2004) which support the effectiveness of employment and education programs on the reintegration success for offenders.
Description of Contents

Identification and Referral:

The process in which an offender gets referred to participate in enhanced services

Enhanced Education:

Brief information regarding possible services that can be provided to an offender who is struggling in the traditional school environment is outlined in this section of the manual. Programs for participation and accommodations are also contained within this section of the manual.

Employability Group:

This section focuses on how to facilitate an employability group. Instructions for the delivery of an employability group are contained within this section. Examples of activities can be found in the appendix of this manual. Lastly, in this section you can find context for employability group within an enhanced education context.

Peer Support:

Information regarding training of peer support personnel is included as an appendix of this manual. In addition, tasks that a peer support person could assist in are outlined.

Accommodations and Mental Health Stigma and Staff Awareness:

Examples of possible accommodations for the workplace are located in this section of the manual. Information pertaining to stigma of mental health challenges in the workplace is included and intended to be shared with workplace supervisors of offenders who are in the enhanced education and employment program. Sharing of this information is intended to increase staff awareness.
Identification and Referral
Identification and Referral

Identification of offenders who would benefit from a modified program can be made using the Mental Health Needs Scale, which can be found in Appendix B. The MHNS is completed with offenders upon intake to the Mental Health Services Department. On this scale, needs of the offender are identified. Enhanced education services are best suited for offenders who have needs in the following areas: development of cognitive functioning, basic life/ self-care skills (activities of daily living), and interpersonal skills.

Offenders can be referred for participation in enhanced education if any CSC staff member on their case management team identifies an inability to succeed in standard programming.

Offenders are also able to self-refer. They can do so by approaching the educational staff, specifically the guidance counsellor.

Additional Inclusion Criteria

- Minimal to no past work experience.
- Those who struggle to maintain employment for an extended period of time.
- Accommodations would aid in their success the workplace or school environment.
- Those struggling with mental health challenges.
- Additional peer support would greatly improve chance of success in the school and/or work environment.
Enhanced Education
Enhanced Education Outline

A modified education plan can be developed for an offender utilizing a multidisciplinary approach. All staff members working with a specific offender should collaborate on developing the plan for the offender. Engaging the offender in activities that are meaningful to them can increase treatment outcomes (Costelloe & Langelid, 2011). An enhanced education pathway can be developed for an individual who has not been successful in a traditional educational setting in the past. This treatment method is also beneficial for offenders who have minimal or no work experience, either within the community or within the institution. This educational pathway is meant to be highly individualized and can be different for each offender. A combination of the services listed on the next page can be implemented as an enhanced educational pathway for an offender.
Co-Operative Education

- Directed by educational staff in cooperation with workplace supervisory staff.
- Initial contact made between workplace by educational staff (by guidance counsellor).
- Majority of offender’s time is spent at the workplace gaining skills and applying current knowledge.
- Weekly school assignments are to be completed to receive credit, often related to workplace experience.
- Examples of assignments can be found in appendix A of the workbook.

Employability Skills Group

- Can be directed by multiple staff members. Examples of staff members who could facilitate this group are educational staff, job coaches, social programs officers, correctional program officers, and mental health staff.
- Group setting: up to 8 members.
- Utilize multi-media presentation such as smart board, video, flip chart discussion, work sheets and verbal discussion.
- Learn skills such as problem solving, communication, self-regulation, and time management.

Employment/Workplace

- Implement skills learned in the employability skills group.
- Can be also attending weekly structured classroom instruction to further education level.
- Workplace accommodations.
- Stigma awareness; staff information and increased knowledge to limit negative effects for offender in the program.
- Once offender has completed other areas of program and achieves highest possible education level available, employment is expected to occupy the majority of their time.

Structured Classroom Instruction

- Directed by an educational staff.
- Small groups, approximately 8 offenders.
- Can be working on different subjects and at different levels within the group.
- Close availability of teacher for extra attention and assistance if needed.
- Scheduled library sessions can be utilized by offenders for extra help with school in a less structured environment as well as for access to computer programs to further computer literacy.

Peer Support

- Orientation to the workplace.
- Orientation to the institution.
- Job shadowing.
- School work support: tutoring.
- Workplace support: point of contact.
Employability Group Introduction

Employment is an essential component for successful reintegration into the community (Woodall, Dixey, & South, 2013). Possessing employment skills and opportunities for employment aid offenders in feeling emotionally and financially stable when approaching release back into the community (Woodall et al., 2013). For offenders, it is challenging to make connections within workplaces, education and training institutions, and within the community (Woodall et al., 2013). Enhanced education to teach employability skills to offenders supports employment readiness and success in the institutional and community work place. It also helps an offender make healthy connections in the community to support a prosperous reintegration.

An educational goal of Correctional Services Canada (CSC) is to provide offenders with an education that addresses their current educational needs but also teaches skills to assist in future integration back in to the community (Richer, McLean-McKay, Bradley, & Horne, 2015). Facilitating an employability skills group can satisfy this goal as it can be tailored to address educational needs as well as teach new skills to aid in obtaining employment. Employment can provide a means for an offender to develop his skills. The skills gained from employment experience can be similar to the level taught in an educational setting.

Singer, Maguire, and Hurtz (2013) identified employment as a mediating factor of risk for reoffending. However, they point out that with minimal previous work experience and education, it is often difficult for offenders to find and maintain employment. It is essential that these factors are addressed when the offender is incarcerated so that he can re-enter the work force more equipped with effective skills and strategies to be successful in that environment. It is also important to note that these skills can be utilized in the community or within the institution in the work place.
Getting Started: Employability Group

Objective of Employability Group:

The goal of this group is to increase the offender’s knowledge of employability. This is anticipated to be accomplished by increasing awareness of current skills in addition to gaining new and up-to-date skills pertaining to the workplace.

Sessions:

An open entry system will be honored in this group. Offenders can attend sessions irregularly if they choose to do so. Topics must be covered and activities completed within each session which allows offenders to attend as they are able. Sessions are run once per week and last for one hour to one and a half hours. The ideal is 6-8 participants with a maximum of 10.

Offender Characteristics:

Some background knowledge of the offender’s academic capabilities is helpful. Literacy and writing is often involved throughout the activities in this group so if the facilitator has prior knowledge about areas that may be troublesome for an offender, extra support can be provided. Offenders with mental health illnesses are encouraged to participate in this group; however, it does not need to be limited to only offenders with mental health concerns. General knowledge of offenders’ mental health symptoms is beneficial for the facilitator of the group. This information allows for differentiation between symptomology and intentional negative behaviour.

Materials:

Before each session, the facilitator should choose an activity from the student workbook, which can be found in Appendix C. The topic of the session will be based on the chosen activity. It is important for the facilitator to be mindful of the participants in the group. Due to the flexibility of the group, topics should be tailored to the needs of those in the group.

In addition to the worksheets, materials needed for the group are as follows:

- Pens and/or pencils
- SMART Board technology (depending on activity chosen)
- Flip chart paper and markers
- Snacks or coffee (optional)
Outline of Structure for Employability Group

This is an example of how a session of employability group could be run. There is a lot of flexibility and creativity is encouraged. The more interactive components there is to this group the more beneficial it is for the offenders.

1. **Introduction/ Check In**

   This section of the group is intended to be informal. A brief introduction is a simple way to get everyone in the group comfortable and talking.

2. **Discussion**

   Introduce the worksheet and/or handout chosen as the topic for today’s session. Before starting the handout or worksheet, ask the group members if they have any experience they would like to share in regards to the topic. This provides an opportunity for the offenders to be reflective about their own experiences in the workforce. If they lack experience in the workforce, ask how they have used skills related to the topic in other areas of their life. Examples of the life areas that could have application are parenting, care giving for an elderly parent, volunteer experience, work experience while incarcerated, and any experience with leadership.

3. **Activity**

   Begin the activity. If it is a worksheet, group members can fill it out on their own. During this time, watch to see if any of the offenders are struggling with the task. This usually involves reading and writing which can be an area of difficulty for some offenders. Circulate around the room and offer assistance to anyone who needs it. Having a previous understanding of the offender’s cognitive abilities is helpful in this situation. If an offender does not feel he can complete the worksheet on his own, a peer support can aid in the completion of the task.

4. **Discussion**

   Once all or most of the members of the group have completed the worksheet, promote discussion about the topic again. Encourage the offenders to discuss anything they learned from the activity. Ask the group if they look at an aspect of their past work experience differently because of what they have learned from the activity.

5. **Close the group**

   Summarize with the group members what has been discussed over the course of the group. This can be done on the SMART Board or flip chart paper if a SMART Board if not available. Group members can go up individually, on a volunteer basis, to write down something important from the session that day.
SMART Board Activities

- [http://www.gcflearnfree.org/career](http://www.gcflearnfree.org/career)

This website contains many free and interactive activities that can be done as a component of employability group. There are simulation activities, career aptitude quizzes, and general information about success in the workplace. If a computer lab area is accessible for class, these activities can be completed individually at a computer.

- [http://exchange.smarttech.com/index.html#tab=0](http://exchange.smarttech.com/index.html#tab=0)

This website contains an abundance of resources that can be used on the SMART Board. Example of an activity that is ideal to utilize during the employability group is jeopardy. Questions can pertain to the topic of the session and it is a fun, interactive way to get the offenders reflecting their knowledge.

In addition to interactive activities, a SMART Board can be used as a means to write down ideas from the group. Flip chart paper and a marker is a useful way to summarize a group’s ideas; the same thing can be done using the SMART Board. By opening a word document or SMART Notebook, you can use your finger or a SMART Board pen to write down a brainstorm of ideas on the big screen. To encourage participation, offenders can come up to the SMART Board and write their ideas on it.
Peer Support
Peer Support Introduction

If a peer support is provided for an offender in a timely manner upon entry to prison, employment outcomes are improved. Peer support help offenders in adjusting to new environments by reducing uncertainty. The importance of a peer support in helping an offender to understand the consequences of their actions inside prison has been discussed (Baron, Draine, & Salzer, 2013). Peer support can be emotional as well as practical (Bates, Macrae, Williams, & Webb, 2012). Emotional peer support can include challenging attitudes and beliefs, in addition to day to day support of difficulties the offender in the program maybe facing. Practical support includes modelling skills for an offender who is currently in the work place component of the program. This person can be the same or two different individuals. They note that peer support reduces social isolation and increases self-esteem and self-management skills. Peer support also foster prosocial attitudes and encourages achieving a livelihood through socially acceptable means (Bates et al., 2013). They further note that peer support groups can be a source of accountability that offenders often have not had previously. In addition to modified treatment plans, they found that peer support was an effective means of facilitating better treatment outcomes. They discovered that when offenders participate in support groups, social isolation was reduced. They also found an increase in self-esteem and self-awareness in offenders who were a part of the peer support circle. These skills are important in maintaining employment as well as reducing likelihood of recidivism.
Overview of Peer Support

Peer Support Training Manual can be found in Appendix D. This serves as a preparation for offenders who will be taking on the role of peer support worker.

There are many supportive elements to this document. There are educational components pertaining to the learner as well as information for the support person to use in his interactions with the learner.

The responsibilities of a peer support worker can vary greatly. The duties of the peer support person are determined by the needs of the learner. The environment in which support is provided can also differ. A peer support person can be utilized in the workplace, for school work support, as well as for additional support during employability group or other required correctional programming. A work description for the peer support worker can be found in Appendix E.

As the employer of a peer support worker, you can outline the specific duties you expect as outlined in the work description. The duties can be modified to fit each offender and his needs as necessary. The duties of the peer support worker should be mutually agreed upon by the learner, the peer support worker as well as by the staff member who is acting as the employer of the support worker.
Mental Health Stigma, Accommodations, and Staff Awareness
Introduction to Mental Health Stigma, Accommodations, and Staff Awareness

According to the Correctional Service Canada Mental Health Strategy (2015), mental health is an increasing factor in treatment consideration for offenders. In 2010, a screening process was implemented to identify all offenders who are affected by mental health concerns. Richer, McLean-McKay, Bradley, and Horne (2015) declare that higher risk offenders are typically targeted for treatment. They state that consistent and constant positive interactions with staff will help develop an offender’s cognitive skills such as language, but also allow for development of non-cognitive skills such as social skills and appropriate boundaries.

When an offender has a mental illness diagnosis, he may be faced with unique challenges. One of these challenges is stigma. Stigma can affect an offender in two different ways (Batastini et al., 2014). Stigma can be a self-stigma. This means that the offender’s view of himself is skewed by stereotypes, discrimination, or prejudice. West, Vayshenker, Rotter, and Yanos say that self-stigma is a predictor of inferior treatment results in offenders. The other type of stigma is public stigma. Research states that public stigma consists of an encircling view of a general population. An example of a general population in which a set of beliefs could be held about is mentally ill offenders. These beliefs could be that they are lazy, disobedient, and have poor time management skills.

West et al. (2015) say that it is important to consider all of the effects that stigma may have on the performance of the individual. Along with the negative effects that self-stigma can have, public stigmatization can also play an adverse role in an offender’s life if he has a mental illness (Batastini et al., 2014). Stigma can create difficult barriers that make obtaining meaningful employment challenging. In research conducted by Batastini et al. (2014), it was found that employment can bring an abundance of benefits to an offender with a mental health diagnosis. Some identified benefits were: a sense of accomplishment, effective time management skills, greater responsibility, and financially stability. Research has shown that the beliefs about offenders who have mental illness are often reinforced to be true as it is not uncommon for offenders who struggle with mental illness to also have impairments in cognitive abilities, interpersonal skills, and low education levels (Batastini et al., 2014).
Mental Health and Education
Mental health concerns can present an offender with multiple challenges in a traditional educational or employment setting. Listed below are some common areas that present difficulties and added stress for offenders. (Mancuso, 1990).
Accommodations

Accommodations can be made in many different ways to help someone be more successful in the workplace. It is important that any accommodations that are made are person centered. This means it is important that you take into consideration the person and his unique set of challenges more so than the diagnosis (Asselin, 2014). Often people who would benefit most from accommodations in the workplace do not know that they are available. Listed below are common areas where changes can be made to accommodate someone who is faced with mental health challenges (Cleveland, Barnes-Farrell, & Ratz, 1997).

<table>
<thead>
<tr>
<th>Work Site Changes</th>
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<tbody>
<tr>
<td>• Ramps</td>
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<tr>
<td>• Elevators</td>
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<tr>
<td>• Enlarged Working Areas</td>
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<tr>
<th>Work Station Changes</th>
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<tr>
<td>• Adjustable Desks and Tables</td>
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<td>• Moving Work Areas</td>
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<th>Work Enviroment</th>
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<td>• Temperature</td>
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<td>• Noise Level</td>
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<tr>
<td>• Reduced Distractions</td>
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<tr>
<td>• Safety from Chemicals</td>
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<tr>
<td>• Rest Breaks and Areas to do so</td>
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<tr>
<th>Job Restructuring</th>
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<tr>
<td>• Task Reassignment</td>
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<tr>
<td>• Reevaluation of Tasks to Update Methods</td>
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<tr>
<td>• Combining Jobs</td>
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<td>• Job Sharing</td>
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<table>
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<tr>
<th>Work Activities Modification</th>
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<tr>
<td>• Flextime including Days, Hours or Shifts</td>
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<tr>
<td>• Flexibility of Rest Breaks</td>
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Benefits for Employer

Accommodations are intended to facilitate success for an individual who faces challenges in the workplace. While making accommodations often achieves this goal, it also produces added benefit for the employer.

Direct Benefits for Employer:

- Keep a Qualified Employee
- Increase the Accommodated Workers Productivity
- Eliminate Cost of Training a New Employee
- Increase Employee's Attendance
- Increase Diversity of the Company
- Saved Workers Compensations or other Insurance Related Costs
- Promoted an Employee
Staff Awareness

Correctional Service Canada has prepared a website resource for employees to use to become informed. This resource is titled the Responsivity Portal which can be found on CSC intra web page. This website provides detailed information on multiple scenarios that could be of assistance to an employer looking to better understand the employee who is faced with mental health challenges. This tool is useful for someone who is looking to gain general knowledge about best practices, as well as information about how to more effectively work with these offenders. This resource is not limited to information about offenders with mental health challenges but rather a wealth of information that can help anyone interact with an offender more effectively.

In addition to this resource, in Appendix F, there is a list of tips to use when interacting with an offender that is struggling with learning difficulties. Using these throughout interactions with an offender who has learning difficulties will maximize the potential productivity from said interaction.
Appendix B: Mental Health Needs Scale

<table>
<thead>
<tr>
<th>Overall Need</th>
<th>Need Indicators</th>
<th>Service Eligibility</th>
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<tbody>
<tr>
<td>Acute/Severe Need</td>
<td>Requires access to 24-hour nursing care; current severe (acute phase) mental health signs and symptoms; significantly impaired level of functioning; suicidal or self-inflicted behaviour; might require the application of Fiscal restraint equipment; severe neurological disorders/cognitive disabilities; totally disorganized, requires stabilization; very severe lethargy; consistent inability to maintain self-care and hygiene; may or may not be medication and/or treatment compliant; certification; urgent need for detox (need collaboration), requires psychiatric assessment and/or specialized assessment.</td>
<td>Psych/Resp Clinical Discharge Planning Community Mental Health/Psychology</td>
</tr>
<tr>
<td>Elevated Substantial Need</td>
<td>Requires access to 24-hour support; current sub-acute and/or chronic phase mental health signs and symptoms; functioning significantly affected by symptoms; suicidal and/or serious and persistent self-injury; behaviour might require the application of Fiscal restraint equipment; severe neurological/organic impairment; dementia and/or age-related cognitive and physical disabilities; seriously disorganized thinking; requires stabilization; severe lethargy; self-care and hygiene significantly compromised; may or may not be medication and/or treatment compliant, requires psychiatric assessment and/or specialized assessment.</td>
<td>Psych/Resp Intermediate MH Care (High Intensity) Clinical Discharge Planning Community Mental Health/Psychology</td>
</tr>
<tr>
<td>Substantial Need</td>
<td>May require access to 24-hour support; current significant mental health signs and symptoms; major impairment in several areas of functioning; chronic and persistent self-injury; significant cognitive and/or age-related impairments (dementia); some psychiatric symptoms (hallucinations, delusions) disorganized thinking; may require some stabilization; may have lethargy-related concerns/complications; self-care and hygiene compromised; may or may not be medication and/or treatment compliant.</td>
<td>Intermediate MH Care (High &amp; Moderate Intensity) Clinical Discharge Planning Community Mental Health/Psychology</td>
</tr>
<tr>
<td>Considerable Need</td>
<td>Current mental health signs and symptoms; moderate impairments in level of functioning; history of suicidal and/or self-injurious behaviour but currently only low-level concerns; moderate cognitive impairment affecting ability to function in a regular institutional environment; may have some psychotic symptoms and/or disorganized thinking; may have lethargy-related concerns/complications; self-care and hygiene compromised; generally medication and/or treatment compliant.</td>
<td>Intermediate Care (Moderate Intensity) Primary Care Clinical Discharge Planning Community Mental Health/Psychology</td>
</tr>
<tr>
<td>Some Need</td>
<td>Current mental health signs and symptoms; some impairment in level of functioning, may have a history of presenting a danger to self related to mental health problems, but no current concerns; noticeable cognitive impairment but able to function in a primary care setting with some assistance and monitoring; little to no evidence of disorganized thinking; may have some self-care and hygiene concerns, generally medication and/or treatment compliant.</td>
<td>Primary Care</td>
</tr>
<tr>
<td>Low Need</td>
<td>History of mental health problems but no current concerns, within normal range of functioning, may have a history of presenting a danger to self related to mental health problems, but no current concerns; minor cognitive impairment but able to function in a primary care setting but may require some assistance or monitoring; little evidence of disorganized thinking; may have self-care and hygiene concerns, generally medication and/or treatment compliant, may need monitoring/assistance.</td>
<td>Primary Care Self Care</td>
</tr>
<tr>
<td>No Need</td>
<td>No history or current mental health signs and symptoms, no impairments in functioning; no history of suicidal or self-injurious behaviour; no evidence of disorganized thinking; no problems with self-care or hygiene, promotion of well-being.</td>
<td>Self Care</td>
</tr>
</tbody>
</table>

Protected ‘B’ when completed

April 2015
### Part C: Mental Health Need in Specific Domains of Functioning

Indicate the level of need in each domain to assist with case formulation and identify possible targets for intervention.

<table>
<thead>
<tr>
<th>Domain</th>
<th>No Need</th>
<th>Low Need</th>
<th>Moderate Need</th>
<th>High Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicide Risk</td>
<td>□ No history of suicide attempts; no indication of current thoughts about suicide.</td>
<td>□ History of suicide attempts, but likelihood of suicidal behaviour is currently low.</td>
<td>□ May have current thoughts of suicide, but does not have a plan; not demonstrating precursor behaviour(s). The threat of suicide is not considered imminent.</td>
<td>□ Has current thoughts about suicide, may have a plan, and precursor indicators are present. There is imminent risk to commit suicide.</td>
</tr>
<tr>
<td>Self-Injury Risk</td>
<td>□ Not enough information</td>
<td>□ History of self-injurious behaviour but no current thoughts about self-injury.</td>
<td>□ History of self-injurious behaviour is currently low.</td>
<td>□ There is imminent risk to engage in self-injurious behaviour. There may be evidence of recent self-injury.</td>
</tr>
<tr>
<td>Aggressiveness <em>(e.g., intimidation, threats, instigating for medications, destruction of property, assault, sexual impropriety/assault, harassment)</em></td>
<td>□ Not enough information</td>
<td>□ Rare, infrequent aggressive behaviour of mild to moderate severity. Tends to respond in verbally aggressive ways rather than physical. Little to no current concerns.</td>
<td>□ Occasional aggressive behaviour of mild to moderate severity. Some indicators suggest elevated likelihood of self-injurious behaviour, but the risk is not considered imminent.</td>
<td>□ Frequent and/or severe aggressive behaviour. Such behaviour often results in significant harm to others or objects in the environment. An imminent risk to safety of others is currently indicated.</td>
</tr>
<tr>
<td>Thought Processes/Content</td>
<td>□ Not enough information</td>
<td>□ Minor disturbances in thought processes/contents. May have intermittent instances of tangential speech or illogical thinking. No current hallucinations or delusions. Level of functioning not impaired at all (or only minimally).</td>
<td>□ Some disturbances in thought processes or content. May have intermittent periods of confusion, difficulty in concentration, and mental health interventions.</td>
<td>□ Severe cognitive deficits, which significantly impair functioning in a broad range of domains. Requires adaptation of living environment. Even with substantial adaptations, makes only limited progress in interventions.</td>
</tr>
<tr>
<td>Cognitive Functioning</td>
<td>□ Not enough information</td>
<td>□ An indication of cognitive deficits.</td>
<td>□ Significant cognitive deficits, with clear impact on level of functioning. Requires some adaptation of educational programs, work environment, and mental health interventions.</td>
<td>□ Periods of severely depressed mood and/or anxiety, currently causing significant impairment in level of functioning.</td>
</tr>
<tr>
<td>Depression/Mania</td>
<td>□ Not enough information</td>
<td>□ Some evidence of dejected mood or irritability. There may be mild and intermittent impairment in level of functioning.</td>
<td>□ Periods of mild to moderate depressed mood and/or irritability, which cause moderate impairment in level of functioning.</td>
<td>□ Periods of intense anxiety, currently causing significant impairment in level of functioning.</td>
</tr>
<tr>
<td>Anxiety</td>
<td>□ Not enough information</td>
<td>□ Occasional periods of anxiety. May be mild and intermittent impairment in level of functioning.</td>
<td>□ Periods of mild to moderate anxiety, which cause moderate impairment in level of functioning.</td>
<td>□ Periods of intense anxiety, currently causing significant impairment in level of functioning.</td>
</tr>
<tr>
<td>Impulsivity</td>
<td>□ Not enough information</td>
<td>□ Typically thinks before acting, but behaviour is occasionally impulsive in some situations. Minor impairment in functioning.</td>
<td>□ Frequently acts before thinking in a variety of situations, causing moderate impairment in level of functioning.</td>
<td>□ Nearly always acts before thinking. Demonstrates impulsive behaviour in most situations and contexts, causing significant impairment in level of functioning.</td>
</tr>
<tr>
<td>Emotion Management</td>
<td>□ Not enough information</td>
<td>□ Usually able to respond to emotional challenges and requests for assistance on occasion, presents with a blunted affect and/or normally responds in a passive manner.</td>
<td>□ Difficulty dealing with emotions; tendency to withdraw and/or potential for self-harm in response to emotional challenges.</td>
<td>□ Significant difficulty managing emotions; prone to outbursts or behaviours; possibility of crisis reaction when faced with emotional challenges.</td>
</tr>
<tr>
<td>Coping Skills</td>
<td>□ Good coping skills. Deals with emotions and adverse events and resolves problems effectively and appropriately.</td>
<td>□ Generally copes effectively with emotions, problems and adverse events. Level of functioning may occasionally be minimally impaired.</td>
<td>□ Poor coping skills. Frequently copes ineffectively or engages in maladaptive behaviour in response to emotions, problems, and adverse events. Moderate impairment in level of functioning.</td>
<td>□ Very poor coping skills. Unable to regulate emotions or deal with problems or adverse events effectively, usually responding with ineffective or maladaptive behaviours. Significant impairment in level of functioning.</td>
</tr>
</tbody>
</table>

Protected 'B' when completed

April 2015
<table>
<thead>
<tr>
<th>Domain</th>
<th>No Need</th>
<th>Low Need</th>
<th>Moderate Need</th>
<th>High Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Skills</td>
<td>□ Not enough information</td>
<td>□ Significant interpersonal strengths. Tends and maintains close relationships.</td>
<td>□ Some difficulty with social/interpersonal skills, but level of social functioning is not, or very minimally, impaired.</td>
<td>□ Very significant problems with social/interpersonal skills that seriously impair level of social functioning.</td>
</tr>
<tr>
<td>Concurrent Disorders and/or Substance abuse</td>
<td>□ Not enough information</td>
<td>□ No history of substance abuse.</td>
<td>□ Limited history of substance use/dose, that has a negative impact on medication compliance and/or ability to effectively function, but no evidence of current substance abuse.</td>
<td>□ Some current abuse of substances, which has a negative impact on medication compliance and/or cause moderate impairment in functioning.</td>
</tr>
<tr>
<td>Psychiatric Medication Adherence</td>
<td>□ Not enough information</td>
<td>□ Cooperates well with prescribed medication regime or no need for medication.</td>
<td>□ Reasonably adherent to medication regime, but may require some prompting and encouragement.</td>
<td>□ Does not take prescribed medication. Does not respond to prompting and encouragement to do so.</td>
</tr>
<tr>
<td>Basic Life/Self-care (Activities of Daily Living) Skills</td>
<td>□ Not enough information</td>
<td>□ Carries out self-care activities effectively without prompting.</td>
<td>□ Carries out self-care activities effectively, however, may require some prompting/reminders.</td>
<td>□ Poor self-care. Unable or unwilling to carry out self-care activities effectively without substantial support.</td>
</tr>
<tr>
<td>Mental Health Treatment or Contact</td>
<td>□ Not enough information</td>
<td>□ No need for mental health contact.</td>
<td>□ Supportive contacts or check-ins to help maintain stability.</td>
<td>□ Very poor self-care. Typically does not carry out self-care activities even with substantial support. May refuse support.</td>
</tr>
<tr>
<td>Motivational Treatment Readiness</td>
<td>□ Not enough information</td>
<td>□ No concerns related to motivation and/or treatment compliance.</td>
<td>□ Experiences hesitation on some occasions but is usually interested in working with staff and engaged in activities.</td>
<td>□ Uninterested in engaging in activities. Resists or avoids contact.</td>
</tr>
<tr>
<td>Participation in Interventions (e.g., treatment, vocational programs, school, constructive use of leisure time)</td>
<td>□ Not enough information</td>
<td>□ Participates well in recommended interventions and/or activities.</td>
<td>□ Participates reasonably well in recommended interventions and activities, but may require some prompting and encouragement.</td>
<td>□ Does not participate in recommended interventions/activities. Does not respond to prompting and encouragement to do so.</td>
</tr>
<tr>
<td>Discharge Planning</td>
<td>□ Not enough information</td>
<td>□ Pending release date and there is no need for discharge planning services.</td>
<td>□ Does not have a pending release date, is not currently seeking a conditional release and/or is not interested in engaging in the discharge planning process.</td>
<td>□ Pending release date and presents with significant mental health and/or community reintegration issues. Social Worker is assisting with the possible parole application/release of an individual who requires significant assistance.</td>
</tr>
</tbody>
</table>

**Comments**

[Signature of mental health professional completing MD Needs Scale]

Date: April 2015

Protected 'B' when completed
Mental Health Need Scale
Instructions for Use

ABOUT THE SCALE

The Mental Health Need Scale does not constitute a mental health assessment in and of itself, nor does it define the assessment process. It is simply a way of organizing findings and documenting the results of an assessment process. The Mental Health Need Scale is completed by a licensed mental health professional, or mental health staff under the supervision of a licensed mental health professional. The scale consists of three main parts: ratings of Overall Mental Health Need, ratings of Mental Health Need in Specific Domains of Functioning, and a notation that Immediate Action is required. There is also a section for adding Comments, if necessary.

The three parts of the scale are to be rated independently.

All needs and strengths areas should be taken into consideration when assessing the offender’s overall level of mental health need. It is important, however, not to be too influenced by the results of the ratings in the specific domains – the overall need rating must be based on the offender’s best fit with category criteria on the Overall Level of Mental Health Need Scale. For example, an offender with significant needs in specific domains may be functioning well overall. The overall level of impairment in functioning will determine the urgency/priority of interventions.

WHEN TO USE THE SCALE

As outlined in the Institutional Mental Health Services Guidelines and the Community Mental Health Service Delivery Guidelines, the scale is required to be completed as part of the triage process when an offender is first assessed by a mental health professional. It is not necessary to complete the scale every time an offender is seen. If there is already a rating on file, doing an update in at the discretion of the mental health professional. Make a note as to whether the present assessment should be considered as an update to previous assessments.

As per the Service Delivery Guidelines for Psychiatric Hospital and Intermediate Mental Health Care Guidelines, the scale is also required to be completed as part of the standard referral package.

Referral Considerations:
1. The offender must meet the mental health indicators for the appropriate level of care.
2. Population management concerns of best fit will be considered; the offender must be able to function within the structure of the receiving unit.

The scale may be used at key points throughout the offender’s sentence at the discretion of the mental health professional.

INSTRUCTIONS FOR RATING

- Read these guidelines and review the scale before starting to use it.
- Offenders should only be rated if there is enough information based on the assessment for the rating to be accurate. If an offender is seen in prison for a few minutes you likely will not have sufficient information for a rating. If an offender is seen for a general assessment interview, and the file is reviewed, there likely be enough information to rate the offender’s level of mental health need.
- If there is not enough information to rate the offender in one of the individual domain areas, indicate this in the “not enough information” box on the form.
- The ratings that are chosen should be guided by the best fit for the offender, even though some of the thinking and/or behaviours at that level may not be characteristic.
- Ratings should be based on the offender’s level of impairment and consideration of what services he/she requires at the time the scale is administered. History is useful in distinguishing offenders with No need from offenders with Low need, however, offenders should not be rated as Moderate or High need based on history alone. The emphasis should be on the offender’s current presentation and level of impairment.

OVERALL LEVEL OF MENTAL HEALTH NEED

- Considering the level of need identified in each of the Specific Domains of Functioning in Part C, assign an Overall Level of Mental Health Need based on the criteria defining each level, taking into account the offender’s mental health, level of functioning, and the presence or absence of specific problems requiring intervention and/or symptoms and impairment in level of functioning.
- This rating can be used to help mental health professionals assign priorities to cases based on identified need, contributing to triage and placement decisions. In addition, on a system level, the overall assessment of level of mental health need provides a basis for describing the population of offenders who receive services.

MENTAL HEALTH NEED IN SPECIFIC DOMAINS OF FUNCTIONING

- In this section, the mental health professional rates the offender’s level of need on 18 individual domain areas. These ratings can provide specific information to assist with case formulation and identify possible targets for intervention.

IMMEDIATE ACTION REQUIRED

- This section must be completed when the rate assesses the offender as having current and significant concerns regarding risk for self-harm or suicide or presents a danger to others.

COMMENTS

- The comments section can be used to note all factors which might contribute to the offender’s current need level or provision of any other issues that may be relevant. For example, rates might mention factors such as negative events, level of engagement in treatment plan, level of support in the institution and/or community, and access to resources in the community.
- Entering comments in this section is entirely at the discretion of the rater – in many cases, comments may not be required.

Protected 'B' when completed

April 2015
Appendix C: Student Workbook

Education and Training

Resources and Workbook

Employability
Table of Contents

SELF ASSESSMENT .................................................................................................................. 57

SELF-ASSESSMENT HAS SEVERAL BENEFITS ................................................................. 57

TWENTY QUESTIONS TO FIND YOUR CORE ............................................................... 60

EXAMINE YOUR ANSWERS ............................................................................................ 65

TRANSFERABLE SKILL LOG ............................................................................................. 66

ORGANIZATIONAL SKILLS ............................................................................................... 66

CRITICAL THINKING SKILLS .......................................................................................... 70

SUPERVISORY SKILLS ...................................................................................................... 73

COMMUNICATION SKILLS ............................................................................................... 75

CREATIVITY/MOTIVATIONAL SKILLS ............................................................................. 77

ASSESSING MY LEARNING SKILLS .................................................................................. 79

LEARNING SKILLS .......................................................................................................... 79

EMPLOYABILITY SKILLS ................................................................................................... 82

FUNDAMENTAL SKILLS ..................................................................................................... 82

TEAMWORK SKILLS ......................................................................................................... 86

PERSONAL MANAGEMENT SKILLS ................................................................................ 86

EMPLOYABILITY SKILLS PROFILE .................................................................................. 90

THE CRITICAL SKILLS REQUIRED OF THE CANADIAN WORKFORCE ....................... 90

ACADEMIC SKILLS .......................................................................................................... 90

PERSONAL MANAGEMENT SKILLS ................................................................................ 91

UNDERSTANDING EMPLOYABILITY SKILLS ................................................................. 94

THE NINE ESSENTIAL SKILLS ......................................................................................... 94

REFLECTION OF MY EMPLOYABILITY SKILLS ............................................................. 101
<table>
<thead>
<tr>
<th>WHAT DO EMPLOYERS WANT?</th>
<th>126</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT DO YOU THINK EMPLOYERS WANT?</td>
<td>128</td>
</tr>
<tr>
<td>EXPECTATIONS</td>
<td>128</td>
</tr>
<tr>
<td>WHAT DO EMPLOYERS WANT?</td>
<td>130</td>
</tr>
<tr>
<td>ABILITY TO COMMUNICATE</td>
<td>130</td>
</tr>
<tr>
<td>INTELLIGENCE</td>
<td>131</td>
</tr>
<tr>
<td>SELF CONFIDENCE</td>
<td>131</td>
</tr>
<tr>
<td>WILLINGNESS TO ACCEPT RESPONSIBILITY</td>
<td>132</td>
</tr>
<tr>
<td>INITIATIVE</td>
<td>133</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>134</td>
</tr>
<tr>
<td>ENERGY LEVEL</td>
<td>135</td>
</tr>
<tr>
<td>IMAGINATION</td>
<td>136</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>137</td>
</tr>
<tr>
<td>INTERPERSONAL SKILLS</td>
<td>138</td>
</tr>
<tr>
<td>SELF KNOWLEDGE</td>
<td>139</td>
</tr>
<tr>
<td>ABILITY TO HANDLE CONFLICT</td>
<td>140</td>
</tr>
<tr>
<td>COMPETITIVENESS</td>
<td>141</td>
</tr>
<tr>
<td>GOAL ACHIEVEMENT</td>
<td>142</td>
</tr>
<tr>
<td>WHO ARE YOU?</td>
<td>143</td>
</tr>
<tr>
<td>VERBAL/LINGUISTIC</td>
<td>143</td>
</tr>
<tr>
<td>LOGICAL/MATHEMATICAL</td>
<td>143</td>
</tr>
<tr>
<td>VISUAL/SPATIAL</td>
<td>145</td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>145</td>
</tr>
<tr>
<td>INTRAPERSONAL</td>
<td>146</td>
</tr>
</tbody>
</table>
ACHIEVEMENT ...........................................................................................................166
DESCRIBE ME..........................................................................................................166
CAREER CHOICE .......................................................................................................166
STOP UNDERMINING YOURSELF AT WORK .......................................................167
NAME YOUR BEHAVIOUR .......................................................................................167
ZERO TOLERANCE ....................................................................................................169
SUPPORT THE POSITIVE ..........................................................................................169
ASSUMPTIONS ABOUT THE CAUSE AND VALUE OF CONFLICT .......................173
CAUSES OF CONFLICT ...............................................................................................173
WHAT DOES IT MEAN? ...............................................................................................173
WHAT IS THE VALUE TO YOU? ..................................................................................173
DEALING WITH CONFLICT IN THE WORKPLACE ...............................................178
TECHNIQUES YOU USE TO HANDLE CONFLICT ...............................................178
FAIR FIGHTING: STEP BY STEP ...............................................................................180
WHEN NOTHING SEEMS TO WORK .........................................................................181
FAIR FIGHTING: GROUND RULES ..........................................................................184
A FINAL WORD ............................................................................................................181
WHAT KIND OF “FIGHTER” ARE YOU? ....................................................................182
DO YOU? .....................................................................................................................182
WHAT CAUSES CONFLICT? .....................................................................................182
ANGER AND CONFLICT ............................................................................................183
CONFLICT STYLES .....................................................................................................183
TO THE RESCUE...FAIR FIGHTING!! ........................................................................184
FAIR FIGHTING: GROUND RULES ..........................................................................184
ARE YOU THE ANNOYING CO-WORKER? .............................................................186
THE TRADITIONAL JOB-HUNT

FROM WITHIN

USING PROOF

USING A BEST FRIEND OR BUSINESS COLLEAGUE

USING AN AGENCY THEY TRUST

USING AN AD THEY HAVE PLACED

USING A RESUME

FILLING OUT JOB APPLICATIONS

JOB APPLICATION FORM

Tim Hortons’ APPLICATION FOR EMPLOYMENT

RESUME

GREETINGS

SUITABILITY

EXPERIENCE

TRAINING

EDUCATION

LEISURE

THE VERBAL RESUME

WHAT IS A VERBAL RESUME?

WHY DEVELOP A VERBAL RESUME?

COMPONENTS OF THE VERBAL RESUME

PRODUCING A 60 SECOND RESUME

HOW TO CREATE A PAMPHLET FOR YOUR 60 SECOND RESUME

BODY LANGUAGE
ACTION INTERPRETATION ........................................................................................................212

COMMON REASONS THAT COMPANIES REJECT AN APPLICATION AFTER AN INTERVIEW .........................................................................................................................213

INTERVIEW SKILLS: YOUR HIDDEN SKILLS ........................................................................214
  HOW TO TURN A WEAKNESS INTO A POSITIVE TRAIT .............................................214

ACTION WORDS/SKILLS AND STRENGTHS .......................................................................216

ACTION WORDS ....................................................................................................................216
SELF ASSESSMENT

Self-assessment is a process through which you become aware of your strengths and weaknesses, skills and abilities, interests, values, goals, and aspirations. For our purposes, self-assessment is aimed at preparing you to feel comfortable in interview situations where the topic is you, in negotiations where you have to be prepared to articulate your skills, and finally in planning your career where knowing where you want to go depends entirely upon knowing where you are.

SELF-ASSESSMENT HAS SEVERAL BENEFITS

Self-assessment helps you identify strengths that can be emphasized, and assess weaknesses that can be downplayed and worked on.

Self-assessment gives you practice in laying out your achievements and goals in a way that shows your employer that you are a good fit for their business.

Self-assessment builds your confidence. As you review your background, you become more aware of what you can contribute to your job. This awareness makes it easier for you to answer questions in a way that is natural and forthcoming.

Once you learn how to do it, self-assessment is never-ending. It helps you refine your career goals, values, and interests as you move throughout your entire career. It not only helps you prepare for specific situations (e.g.
interviews, negotiations), it also helps you to keep track of the skills you are developing and identify areas for improvement.

Self-assessment is a crucial step in preparing for interviews. It helps you to anticipate questions that might be asked of you and to prepare ways to handle these questions. It is also an important step for negotiations, where you will be called on to spell out your skills, and the progress you have made. It also helps you to begin to look at your background from the perspective of the potential employer. How would you respond to the questions below?

What are your greatest strengths?

What are your weaknesses (and what are you doing about them)?

Where do you want to be in five years? In ten?

When was the last time you demonstrated leadership skills?

How do you feel about teamwork?

What activities do you get involved in?

What is your ideal job and why?

The reason these questions are listed here is to get you thinking about how you would respond if an employer asked you these questions. How do you feel reading these questions? Nervous or uncomfortable? Talkative or reserved? Pensive or enthusiastic? Some of these questions are answered easily. The answer just rolls off your tongue. Chances are, though, that some
of the questions aren't as easy. There are a number of tools and resources available to assist with the self-assessment process. The interactive quizzes in the Self-Assessment Centre will allow to practice answering questions like these on a range of career related topics.

Many jobseekers have no trouble discussing these questions and others with their friends, family or roommates, but discussing them with an employer is more difficult. That's because we know the questions aren't just small talk. The questions are being used as an evaluation/assessment/screening tool. The interviewer is looking for "fit" - as close of a match as possible between the needs of his or her organization and the interests, skills, and abilities of candidates who meet the organization's hiring profile. That's where self-assessment plays a role. With some self-reflection and practice, answering these questions in an interview becomes easier and more natural.

"Know thyself" is a famous quote from the ancient philosopher Socrates. More than 2,000 years later it's still sound advice. Self-assessment is a great way to prepare for a job search, for interviews, and for negotiations. Not only does self-assessment help others get to know you; self-assessment helps you get to know you!
TWENTY QUESTIONS TO FIND YOUR CORE

These twenty questions will help you find your core. Ask yourself these questions and record your answers in full sentences.

What subjects do you most enjoy reading about?

What television shows do you most enjoy?

What are your favourite types of movies?

What are your favourite hobbies or pastimes?
What type of volunteer activities do you prefer?

What subjects do you enjoy discussing with friends?

What subjects come to mind when you daydream?

What have been your favourite jobs?

What were your favourite school subjects?
What are your pet peeves?

If you doodle, what do you often draw?

If you ran the world, what changes would you make?

If you won a million dollars, what would you do with it?

What are your favourite kinds of people?
How would you like to be remembered after your death?

What are your favourite objects?

How would you describe your political beliefs?

Who do you most admire in life and why?
What tasks have brought you the most success?

What tasks do you think you could do well that you haven't yet done?
EXAMINE YOUR ANSWERS

Is there a certain behaviour or belief that appears in more than one aspect of your life? What information do you see repeated that seems to reveal a behaviour pattern?

Using this information, paint a self-portrait by completing the following statements:

I am mainly interested in?

I believe most in?

I most value?

For a good life, I feel I need?

I can do the following well?
TRANSFERABLE SKILL LOG
Take your time completing this log. List the best example you can think of for each skill. Review your responses a few days from now and see if you can think of other instances to add. This log will be a valuable tool in developing a skills-based resume and in preparing for an effective presentation in behaviour-based interviews.

ORGANIZATIONAL SKILLS
Planning

Updating Information

Scheduling/Timing
Financial Management/Budgeting

Co-Ordinating Events

Fundraising

Record Keeping

Setting Goals/Objectives
Compiling Data or Facts

Recording Numerical/Scientific Data

HELPING SKILLS

Counselling/Support

Crisis Intervention
Conflict Resolution

Serving Individual/Public

Encouraging Others

Instilling Trust/Confidence In Others

Team Player
CRITICAL THINKING SKILLS

Identifying/Defining Problems

Determining Alternative Resources/Solutions

Evaluating Solutions

Critiquing/Analyzing Situations/Data
Testing Performance

Interpreting Data/Terminology/Languages

Calculating Mathematical Computations

Assessing Risk
Estimating Costs/Revenue/Space

Analyzing Physical Phenomena/Human Behaviour

Researching
SUPERVISORY SKILLS

Supervision Of Adults/Children

Disciplining Others

Draft Job Descriptions

Developing Training Programs

Evaluating Performance

Evaluating Programs
Monitoring Progress (People/Production)

Delegating Task/Responsibility
COMMUNICATION SKILLS

Maintaining Confidentiality

Report Writing

Proofreading/Editing

Presenting/Public Speaking

Demonstrating Tact

Writing Instructions
Handling Inquiries Or Complaints

Training/Teaching/Guiding/Tutoring

Meeting the Public
CREATIVITY/MOTIVATIONAL SKILLS

Entertaining

Generating Enthusiasm

Flexibility

Resourcefulness

Public Relations
Marketing/Promoting Ideas/Products

Motivating/Persuading Others

Designing Products/Systems/Programs

Displaying Ideas/Products/Equipment

Producing Pictures/Diagrams/Charts
**ASSESSING MY LEARNING SKILLS**

Rate your skill level against these learning skills:
1 - I am not as skilled as I'd like to be   2 - I am skilled  3 - I am very skilled

<table>
<thead>
<tr>
<th>LEARNING SKILLS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Example of where the skill was used</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMWORK</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Co-operation:</td>
<td></td>
<td></td>
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<tr>
<td>Sharing ideas and resources</td>
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<tr>
<td>Listening and showing respect for the ideas and opinions of others</td>
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<tr>
<td>Responsibility:</td>
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<tr>
<td>Doing my share of the group’s work</td>
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<tr>
<td>Performing a variety of roles to develop new skills</td>
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<tr>
<td>Encouraging and supporting the positive contributions of others</td>
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<tr>
<td>WORKING INDEPENDENTLY</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Example of where the skill was used</td>
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<td>-----------------------</td>
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<tr>
<td><strong>Self Direction:</strong></td>
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<tr>
<td>Applying previously learned knowledge and skills</td>
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<tr>
<td>Motivating myself</td>
<td></td>
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<tr>
<td><strong>Persistence:</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Following through on tasks</td>
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<tr>
<td>Persevering when faced with challenges</td>
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<tr>
<td>Assessing and revising work when necessary</td>
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<tr>
<td><strong>INITIATIVE</strong></td>
<td></td>
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<tr>
<td><strong>Approach to Learning:</strong></td>
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<tr>
<td>Seeking and identifying new learning experiences</td>
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<tr>
<td><strong>Resourcefulness:</strong></td>
<td></td>
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<tr>
<td>Selecting and using the appropriate tools and technology for the task</td>
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<tr>
<td>Recognizing and seeking help when needed</td>
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</tbody>
</table>
Asking appropriate people to help when necessary

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Example of where the skill was used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning:</strong></td>
<td></td>
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</tr>
<tr>
<td>Developing a plan to achieve goals &amp; accomplish tasks</td>
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<td></td>
</tr>
<tr>
<td>Assessing and revising plan to improve results</td>
<td></td>
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<tr>
<td><strong>Time Management:</strong></td>
<td></td>
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<tr>
<td>Managing time effectively to achieve learning goals</td>
<td></td>
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<tr>
<td><strong>Information Management:</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Accessing and using information effectively to accomplish tasks</td>
<td></td>
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<tr>
<td><strong>WORK HABITS</strong></td>
<td></td>
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<tr>
<td><strong>Responsibility:</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Submitting required work on time</td>
<td></td>
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<td></td>
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<tr>
<td>Maintaining high personal standards of work</td>
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</tbody>
</table>
EMPLOYABILITY SKILLS
You will need these skills you need to enter, stay in, and progress in the workplace whether you work on your own or as a part of a team. These skills can also be applied and used beyond the workplace in a range of daily activities.

Rate yourself against the skills employers say are needed in today's workplace.

<table>
<thead>
<tr>
<th>Rate your skill level against the employability values:</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - I am not as skilled as I'd like to be</td>
<td>2 - I am skilled</td>
<td>3 - I am very skilled</td>
<td></td>
</tr>
</tbody>
</table>

FUNDAMENTAL SKILLS
Are you prepared to progress in the world of work?

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</td>
<td></td>
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<tr>
<td>I write and speak so others pay attention and understand</td>
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<tr>
<td>I listen and ask questions to understand and appreciate the points of view of others</td>
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<tr>
<td>I share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</td>
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<tr>
<td>I use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</td>
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</tbody>
</table>
## MANAGING INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>I locate, gather and organize information using appropriate technology and information systems</td>
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<tr>
<td>I access, analyze and apply knowledge and explain or clarify ideal skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</td>
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</table>

## USING NUMBERS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>I decide what needs to be measured or calculated</td>
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<tr>
<td>I observe and record data using appropriate methods, tools and technology</td>
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</table>

## THINKING & PROBLEM SOLVING

<table>
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<tr>
<th></th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>I assess situations and identify problems</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I seek different points of view and evaluate them based on facts</td>
<td></td>
<td></td>
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<tr>
<td>I am creative and innovative in exploring possible solutions.</td>
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</tbody>
</table>
I readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions.

I evaluate solutions to make recommendations or decisions

I implement solutions

I check to see if a solution works, and act on opportunities for improvement
## TEAMWORK SKILLS

Do you add value to the outcomes of a task, project or team?

<table>
<thead>
<tr>
<th>WORKING WITH OTHERS</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand and work within the dynamics of a group</td>
<td></td>
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<tr>
<td>I ensure that a team's purpose and objectives are clear</td>
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<tr>
<td>I am flexible. I try to respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</td>
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<tr>
<td>I recognize and respect people's diversity, individual differences and perspectives</td>
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<tr>
<td>I accept and provide feedback in a constructive and considerate manner</td>
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<tr>
<td>I contribute to a team by sharing information and expertise</td>
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<tr>
<td>I lead or support when appropriate, motivating a group for high performance</td>
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<tr>
<td>I understand the role of conflict in a group to reach solutions</td>
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<tr>
<td>I manage and resolve conflict when appropriate</td>
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</tbody>
</table>

## PERSONAL MANAGEMENT SKILLS

Do you offer yourself the greatest possibility for achievement?

<table>
<thead>
<tr>
<th>PARTICIPATING IN PROJECTS &amp; TASKS</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</td>
<td></td>
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<tr>
<td>I develop a plan, seek feedback, test, revise and implement</td>
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<tr>
<td>I work to agreed quality standards and specifications</td>
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<tr>
<td>I select and use appropriate tools and technology for a task or project</td>
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<tr>
<td>I adapt to changing requirements and information</td>
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<tr>
<td>I continuously monitor the success of a project or task and identify ways to improve</td>
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</tr>
<tr>
<td>DEMONSTRATING POSITIVE ATTITUDES &amp; BEHAVIOURS</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>I feel good about myself and am confident</td>
<td></td>
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<tr>
<td>I deal with people, problems and situations with honesty, integrity and personal ethics</td>
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<tr>
<td>I recognize my own and other people's good efforts</td>
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<tr>
<td>I take care of my personal health</td>
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<tr>
<td>I show interest, initiative and effort</td>
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<tr>
<td>BEING ADAPTABLE</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I work independently or as a part of a team</td>
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<tr>
<td>I carry out multiple tasks or projects</td>
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<tr>
<td>I am innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</td>
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<tr>
<td>I am open and respond constructively to change</td>
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<tr>
<td>I learn from my mistakes and accept feedback</td>
<td></td>
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<tr>
<td>I cope with uncertainty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING CONTINUOUSLY</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am willing to continuously learn and grow</td>
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<tr>
<td>I assess personal strengths and areas for development</td>
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<tr>
<td>I set my own learning goals</td>
<td></td>
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<tr>
<td>I identify and access learning sources and opportunities</td>
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<tr>
<td>I plan for and achieve your learning goals</td>
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<tr>
<td>WORKING SAFELY</td>
<td>1</td>
<td>2</td>
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<tr>
<td>I am aware of personal and group health and safety practices and procedures, and act in accordance with these</td>
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</tbody>
</table>
EMPLOYABILITY SKILLS PROFILE
THE CRITICAL SKILLS REQUIRED OF THE CANADIAN WORKFORCE

ACADEMIC SKILLS

The skills which provide the basic foundation to get, keep, and progress on a job, and to achieve the best results in life.

COMMUNICATING

Understanding and speaking the languages in which business is conducted

Listening to understand and learn

Reading, comprehending, and using written materials, including graphs and charts

Writing effectively in the language in which business is conducted

THINKING

Thinking critically and acting logically to evaluate situations

Solving problems and making decisions

Understanding and solving problems involving mathematics and the use of the result

Accessing and applying specialized knowledge from various fields (e.g. skilled trades, technology, physical sciences, art and social sciences)

LEARNING

Life-long learning
PERSONAL MANAGEMENT SKILLS
The combination of skills, attitudes and behaviours required to get, keep and progress on a job to achieve the best results.

POSITIVE ATTITUDES AND BEHAVIOURS
Self-esteem and confidence

Honesty, integrity and personal ethics

A positive attitude toward learning, growth and personal health

Initiative, energy and persistence to get the job done

RESPONSIBILITY
The ability to set goals and priorities in work and personal life
The ability to plan and manage time, money and other resources to achieve goals
Accountability for actions taken

ADAPTABILITY
A positive attitude toward change
Recognition of and respect for people’s diversity and individual differences
The ability to identify and suggest new ideas to get the job done creativity
TEAMWORK SKILLS
Those skills needed to work with others on a job and to achieve the best results.

WORKING WITH OTHERS
Understand and contribute to the organization’s goals

Understand and work within the culture of the group

Plan and make decisions with others and support the outcomes

Respect the thoughts and opinions of others in the group

Exercise “give and take” to achieve group results

Seek a team approach as appropriate

Lead when appropriate, mobilizing the group for high performance
UNDERSTANDING EMPLOYABILITY SKILLS

Essential Skills are the foundation skills required to successfully interact and participate in the workplace or with people in general. Definitions, typical applications and actual workplace examples are outlined below to help readers understand each Essential Skill. These skills are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity.

THE NINE ESSENTIAL SKILLS

1. ORAL COMMUNICATION
Using speech to give and exchange thoughts and information

Typical Applications

Greeting people or taking messages

Reassure or comfort

Seek or obtain information – asking questions

Resolving conflicts

Facilitating or leading a group

Workplace Examples:

General office clerks take messages and relay information, by phone or in person, to other workers
2. READING
Reading materials in the form of sentences or paragraphs

Typical Applications

Scanning for information

Skimming for overall meaning

Reading a full text to understand, learn, critique or evaluate

Integrating and producing information from multiple sources or from complex and lengthy texts

Workplace Examples:

An airline sales and service agent reads notices on a computer screen, such as special handling requirements for a specific flight or weather information that affects flight times

3. WRITING
Writing text and writing in documents, such as filling in forms, and non-paper based writing such as typing on a computer

Typical Applications

Organizing, recording or documenting

Informing
Requesting information or justifying a request

Presenting an analysis or a comparison

Workplace Examples:

Human resources professionals write policy papers to provide recommendations on a wide variety of human resource matters such as workplace health and safety.

4. DOCUMENT USE

Tasks that involve a variety of information displays in which words, numbers, symbols and other visual characteristics (e.g., lines, colours or shapes) are given meanings by their arrangement

Typical Applications

Reading signs, labels or lists

Interpreting information on graphs or charts

Entering information on forms

Workplace Examples:

A bricklayer interprets blueprints to establish the height, length and thickness of walls, and the materials to be used
5. NUMERACY

Using numbers and numerical terms to complete tasks

Typical Applications

- Estimating
- Calculating
- Measuring
- Scheduling
- Budgeting
- Accounting
- Data analysis

Workplace Examples:

Payroll clerks monitor departmental budgets and vacation entitlements to prepare budgets and scheduling forecasts
6. THINKING
The process of evaluating ideas or information to reach a rational decision

Typical Applications

Problem solving
Decision making
Critical thinking
Job task planning and organizing
Memorizing
Finding information

Workplace Examples:

Paramedics make a working diagnosis of a patient’s condition based on notes, patient charts and their own observations. If information on the charts is inconsistent with their observations, they use their judgement to initiate an appropriate treatment plan.
7. WORKING WITH OTHERS

Employees working with others to carry out their tasks

Typical Applications

Working jointly with a partner or helper

Working as a member of a team

Participating in supervising or leadership activities

Workplace Examples:

A municipal engineer works hand-in-hand with other departments, as well as with technicians, inspectors, suppliers and others to complete construction projects

8. CONTINUOUS LEARNING

Workers participating in an ongoing process of acquiring skills and knowledge

Typical Applications

As part of regular work activity

From co-workers

Through training offered in the workplace

Through off-site training
Workplace Examples:

Retail sales associates upgrade their product knowledge by communicating with suppliers and manufactures as well as viewing videos on product lines.

9. COMPUTER USE

Using different kinds of computer applications and other related technical tools.

Workplace Examples:

Operating a computerized cash register
Using work processing software to produce letters or memos
Sending e-mails with attachments to multiple users
Creating and modifying spreadsheets for data entry

Typical Applications:

Telephone information operators use customized software to scan several databases for telephone numbers and long distance rates.
REFLECTION OF MY EMPLOYABILITY SKILLS
List the skills that you feel you have under the applicable headings.

FUNDAMENTAL SKILLS
The skills needed as a base to prepare you to progress in the world of work.

PERSONAL MANAGEMENT SKILLS
The personal skills, attitudes and behaviours that drive your potential for growth and achievement.

TEAMWORK SKILLS
The skills and attributes needed to contribute to the outcomes of team, task or project.
REFLECTION

What could you do to improve upon the skills you already have?

What skills do you need to add to help you become job ready?

How would you go about acquiring those skills?
EMPLOYABILITY SKILLS: GAPS AND GOALS

IDENTIFY GAPS

I Have The Following Gaps In My Employability Skills Profile:

SET GOALS

GOALS MUST BE: S.M.A.R.T

S – Smart M – Measurable A – Action oriented R – Realistic T – Time Frame

My Goals For Developing Employability Skills Are:
TO ACHIEVE GOALS

IDENTIFY
Steps
Stumbling Blocks
The Skills Needed Which Will Help You

THE THREE STEPS I WILL TAKE TO ACHIEVE MY GOALS ARE:

1.

2.

3.
JOB READINESS SKILLS
The following are a list of attitudes and behaviours that are necessary in the work place. You should review the list and see if you have a good grasp on the concepts. If you feel you struggle with any, talk to your facilitator to devise a plan to get the knowledge wanted.

IMPORTANCE OF POSITIVE ATTITUDES IN WORK
A positive attitude has increased importance in the workplace and is assessed as someone walks in to hand in a resume or fill out an application. A positive attitude will help in getting hired, enjoying work, and being successful. The meaning of job success is doing your job well, being part of a team, enjoying your work. Think positive – everyone controls their own attitudes and behaviour. Avoid negatives; look for positive options in any work situation.

THINGS TO CONSIDER ON THE JOB

BEING THERE
The consequences of being late, missing work, or calling in sick as an excuse

Keeping your employer informed at all times

Meeting and exceeding your employer’s expectations
KEEPING YOUR FOCUS

Keeping your mind on the job

Avoiding non work talk or dealing with personal business at work

Focusing on safety and efficiency at work
DOING YOUR VERY BEST
Showing initiative in work situations

Always trying to improve knowledge and skills

Setting reasonable goals then working to meet them

ACCEPTING GUIDANCE AND DIRECTION
Following procedures and standard practices

Asking for help, directions, or instructions

Accepting advice & criticism

BEING FLEXIBLE
Being willing to do “extra”

Being ready to step up and help when needed

Knowing how to balance your own and other’s needs

STAYING CALM
Controlling your emotions

Making constructive suggestions

Learning, practicing and using good communication
LOOKING AFTER YOURSELF

Being ready for work – sleep and exercise

Avoiding abuse of alcohol and drugs

Managing and reducing stress
HONESTY
Respecting employer’s time and property
Importance of completing work tasks
Being honest with yourself and others

POSITIVE ATTITUDES WORK
Positive attitudes are noticed by others
Positive attitudes lead to more interesting work and better jobs
Positive attitudes create enjoyment and success

INVESTING IN YOUR ESSENTIAL SKILLS CAN RESULT IN:
Improved self-confidence
Increased job prospects
Higher earnings
Increased productivity
Increased motivation
SUCCESSFUL SERVICE SKILLS

SERVICE = SUCCESS
Providing good service is an important skill for success. Good service applies to customers, co-workers, and all other people at work. Providing good service ensures success and enjoyment at work.

SERVICE ESSENTIALS
Doing more than is expected
Being prepared to put in an extra effort
Treating others the way you would like to be treated

HANDLING DIFFICULT SITUATIONS
Being flexible and imaginative in solving customer problems
Being helpful and courteous no matter how difficult
Always doing what is best for the customer

EFFECTIVE COMMUNICATION
Thinking your ideas through before talking or acting
Speaking clearly and sincerely
Listening carefully before explaining your point of view
DEALING WITH CUSTOMERS
Treating customers with respect, making eye contact and dealing directly with concerns

Communicating information clearly, using language and terms customers can understand

Always look for direct explanations

PROFESSIONALISM
Always being on your best behaviour

Always improving knowledge and skills and work performance

Treating every customer with understanding and respect

SATISFYING THE CUSTOMER’S NEEDS
Paying attention to customer and understanding their needs

Dealing with customer’s concerns and complaints

Learning to listen, observe, ask questions and make suggestions

KEY POINTS FOR GOOD SERVICE
Always think about how to give the “Best” service

Great service reflects on you, your co-workers, and who you work for

Do more than is expected, communicate clearly, and always, be Professional
WORK VALUES CHECKLIST

Every day, we make choices - some without careful consideration. Whether we realize it or not, often our career choice is based on values rather than the work. Values are the beliefs, attitudes, and judgments we prize. Are you aware of your values? Do you act on them? Use this checklist to get a better idea of what's important to you. It's divided into three categories related to intrinsic, extrinsic, and lifestyle values.

Rate the importance of each value:

1 – Not that important  
2 – Somewhat important  
3 – Very important

INTRINSIC VALUES

These are the intangible rewards, that provide the inner satisfaction and motivation that make people say, "I love getting up and going to work!"

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<tbody>
<tr>
<td>Variety and change at work</td>
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<tr>
<td>Being an expert</td>
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<tr>
<td>Working on the frontiers of knowledge</td>
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<tr>
<td>Helping others</td>
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<tr>
<td>Helping society</td>
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<tr>
<td>Experiencing adventure/excitement</td>
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<tr>
<td>Taking risks/having physical challenges</td>
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<tr>
<td>Feeling respected for your work</td>
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<tr>
<td>Competing with others</td>
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<tr>
<td>Having lots of public contact</td>
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<tr>
<td>Influencing others</td>
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<tr>
<td>Engaging in precision work</td>
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<tr>
<td>Gaining a sense of achievement</td>
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<tr>
<td>Expressing your creativity</td>
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<tr>
<td>Working for a good cause</td>
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</table>

**EXTRINSIC VALUES**

These are the tangible rewards or conditions you find at work, including the physical setting, job titles, benefits and earnings/earning potential. Extrinsic values often trap people into staying at jobs they don't like, saying: "I just can't give up my pay check!" They are commonly called "golden handcuffs."

<table>
<thead>
<tr>
<th>Having control/power/authority</th>
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</thead>
<tbody>
<tr>
<td>Travelling often</td>
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<tr>
<td>Being rewarded monetarily</td>
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<tr>
<td>Being an entrepreneur</td>
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<tr>
<td>Working as a team</td>
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<tr>
<td>Working in a fast-paced environment</td>
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<tr>
<td>Having regular work hours</td>
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<tr>
<td>Setting your own hours/have flexibility</td>
<td></td>
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<tr>
<td>Being wealthy</td>
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<tr>
<td>Having prestige or social status</td>
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<tr>
<td>Having intellectual status</td>
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<tr>
<td>Having recognition through awards/honours/bonuses</td>
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<tr>
<td>Wearing a uniform</td>
<td></td>
<td></td>
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<tr>
<td>Working in an aesthetically pleasing environment</td>
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<tr>
<td>Working on the edge, in a high-risk environment</td>
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</tbody>
</table>
LIFESTYLE VALUES
These are the personal values associated with how and where you want to live, how you choose to spend your leisure time, and how you feel about money.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Saving money</td>
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<tr>
<td>Vacationing at expensive resorts</td>
<td></td>
<td></td>
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<tr>
<td>Having access to educational/cultural opportunities</td>
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<tr>
<td>Living close to sports/recreational facilities</td>
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<tr>
<td>Being active in your community</td>
<td></td>
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<tr>
<td>Entertaining at home</td>
<td></td>
<td></td>
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<tr>
<td>Being involved in politics</td>
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<td></td>
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<tr>
<td>Living simply</td>
<td></td>
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<tr>
<td>Spending time with family</td>
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<tr>
<td>Living in a big city</td>
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<tr>
<td>Living abroad</td>
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<tr>
<td>Having time for spirituality/personal growth</td>
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<tr>
<td>Being a homeowner</td>
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<tr>
<td>Living in a rural setting</td>
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<td></td>
<td></td>
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<tr>
<td>Having fun in your life and at work</td>
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</tbody>
</table>
Analyze which of the three categories is most important to you. Consider how each is reflected in the work you currently do or in the position you would like to find. Look for overlap or values that seem to go together, such as "be wealthy" from Extrinsic Values and "save money" from Lifestyle Values. If there is no overlap or compatibility between categories, or if everything is important to you, then reprioritize your list by selecting your top 10 values. Then narrow that list down to the five values you absolutely need both on and off the job.

Finally, write two or three sentences describing or summarizing how your values will translate into your ideal job. Knowing what's important will help you prepare for your next interview or help you find increased satisfaction with the job you have. As you follow the process, if you notice that what motivates you is actually a reward or already part of your lifestyle, it means you're living your values. Congratulations and enjoy!
CAREER SUCCESS
CHARACTERISTICS/QUALITIES SURVEY

Review the list below and check the 10 characteristics/qualities that you feel are most important for a successful career.

<table>
<thead>
<tr>
<th>CHARACTERISTICS/QUALITIES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Popular with others</td>
<td></td>
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<tr>
<td>Is a natural leader</td>
<td></td>
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<tr>
<td>Intelligent</td>
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<tr>
<td>Sets high performance standards for self</td>
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<tr>
<td>Flexible and adaptable</td>
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<tr>
<td>Creative/original ideas/artist</td>
<td></td>
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<tr>
<td>Good looking (handsome or beautiful)</td>
<td></td>
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<tr>
<td>Attitude (towards school work, associates, supervisor)</td>
<td></td>
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<tr>
<td>Athletic ability Unbiased/ no prejudices</td>
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<tr>
<td>Good health Entrepreneur</td>
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<tr>
<td>Ability to analyze and evaluate</td>
<td></td>
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<tr>
<td>Mature in mind and behaviour</td>
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<tr>
<td>Well educated (your definition)</td>
<td></td>
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<tr>
<td>Good work ethic</td>
<td></td>
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<tr>
<td>A team player/worker (works well with others)</td>
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<tr>
<td>Productive/quality and quantity</td>
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<tr>
<td>Enthusiastic</td>
<td></td>
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<tr>
<td>Honest and reliable (trustworthy)</td>
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<tr>
<td>Accepts responsibility</td>
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<tr>
<td>Punctual</td>
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</tbody>
</table>
Review your selection and list them in order of their successful career importance.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

If you were to be evaluated by an employer, how would you like to participate in your own evaluation?

What is your opinion of peer-evaluation or co-workers evaluation of job performance?
**WOULD YOU HIRE YOURSELF?**

Rate how well the statement best applies to you against the values:
1 – I do this seldom   2 – I do this often   3 – I do this always

<table>
<thead>
<tr>
<th><strong>WOULD YOU HIRE YOURSELF?</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Put the extra effort to get the job done well.</td>
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<tr>
<td>Arrive punctually and I am dependable.</td>
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<tr>
<td>Learn quickly.</td>
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<tr>
<td>Work well independently with little supervision.</td>
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<tr>
<td>Try to bring the “best” out in others and be a team player</td>
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<tr>
<td>Learn from my mistakes.</td>
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<tr>
<td>Accept suggestions and constructive criticism appropriately.</td>
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<tr>
<td>Keep things neat and organized.</td>
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<tr>
<td>Manage time well.</td>
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<tr>
<td>Take care of my personal hygiene and appearance.</td>
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<tr>
<td>Take pride in a job well done.</td>
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<tr>
<td>Actively involve myself in school, work and/or community.</td>
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<tr>
<td>Respect and understand the need for confidentiality.</td>
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<tr>
<td>Organize and communicate effectively.</td>
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<tr>
<td>Feel comfortable working in an “adult” world.</td>
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<tr>
<td><strong>WOULD YOU HIRE YOURSELF?</strong></td>
<td>1</td>
<td>2</td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>Know my weaknesses and I am confident in my abilities.</td>
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<tr>
<td>Treat people courteously</td>
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<tr>
<td>Strive for academic success.</td>
<td></td>
<td></td>
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<tr>
<td>Enjoy learning new things.</td>
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<tr>
<td>Maintain a positive attitude.</td>
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<tr>
<td>Work well under pressure.</td>
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<tr>
<td>Show enthusiasm and energy.</td>
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<tr>
<td>Demonstrate leadership abilities.</td>
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<tr>
<td>Have a willingness to follow directions.</td>
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<tr>
<td>Take initiative and I am self-motivated.</td>
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<tr>
<td>Understand my strengths and weaknesses.</td>
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<tr>
<td>Have an ability to handle conflict.</td>
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</table>
HOW SUCCESSFUL WOULD YOU BE IN THE WORKPLACE?
Developing a positive attitude or outlook on life can lead to positive and creative success. An upbeat, positive person draws other people to them with their different way of thinking, acting, and feeling. It is a characteristic that is extremely valued in life by family, friends and, in our case, employers. Employers feels that their “positive” employees will willingly handle any reasonable request that comes their way, and will show confidence in the tasks at hand. People with optimistic attitudes have expectations for everything that they do. They tend to have an enhanced ability to cope with stressful situations and they recover much more quickly from illness. Although our attitudes began developing throughout our childhoods, they can be changed. It’s not too late to start.

Rate how well the statement best applies to you against the attitude values:
1 – never  2 – sometime  3 – always

<table>
<thead>
<tr>
<th>WHAT IS YOUR ATTITUDE?</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Are you friendly and outgoing?</td>
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<tr>
<td>Do you avoid being a complainer?</td>
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<tr>
<td>Can you be optimistic when others are depressed?</td>
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<tr>
<td>Do you refrain from boasting or bragging?</td>
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<tr>
<td>Do you have a sense of duty and responsibility?</td>
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<tr>
<td>Do you control your temper?</td>
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<tr>
<td>Question</td>
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<tr>
<td>Do you speak well of your employer?</td>
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<tr>
<td>Do you feel well most of the time?</td>
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<tr>
<td>Do you know directions willingly, asking questions when necessary?</td>
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<tr>
<td>Do you keep promises?</td>
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<tr>
<td>Do you organize your work and stay on schedule?</td>
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<tr>
<td>Do you readily admit your mistakes?</td>
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<tr>
<td>Can you be a leader without being bossy?</td>
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<tr>
<td>Is it easy for you to like most people?</td>
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<tr>
<td>Can you stick to a tiresome task without being prodded?</td>
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<tr>
<td>Do you know your weaknesses and attempt to correct them?</td>
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<tr>
<td>Can you stand being teased?</td>
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<tr>
<td>Do you avoid feeling sorry for yourself?</td>
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<tr>
<td>Are you courteous to others?</td>
<td></td>
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<tr>
<td>Are you neat in your personal appearance and work habits?</td>
<td></td>
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<tr>
<td>Do you respect the opinions of others?</td>
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<tr>
<td>Are you a good loser?</td>
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<tr>
<td>Can you adapt to new and unexpected situations readily?</td>
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<tr>
<td>Are you tolerant of other people’s beliefs?</td>
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<tr>
<td>Question</td>
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<tr>
<td>Do you refrain from sulking when things go differently than you’d like?</td>
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<tr>
<td>Are you a good listener?</td>
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<tr>
<td>Are you the type of friend that you expect others to be?</td>
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<tr>
<td>Can you disagree without being disagreeable?</td>
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<tr>
<td>Are you punctual?</td>
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<tr>
<td>Do you drive carefully?</td>
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<tr>
<td>Do you generally speak will of others?</td>
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<tr>
<td>Can you take criticism without being resentful or feeling hurt?</td>
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<tr>
<td>Are you careful to pay back all loans, however small?</td>
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<tr>
<td>Do you generally look at the bright side of things?</td>
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<tr>
<td>Does your voice usually sound cheerful?</td>
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<tr>
<td>Can you work with people you dislike?</td>
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<tr>
<td>Are you pleasant to others even when your feel displeased?</td>
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<tr>
<td>Do you show enthusiasm for the interests of others?</td>
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<tr>
<td>Do you tend to be enthusiastic about whatever you do?</td>
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<tr>
<td>Are you honest and sincere with others?</td>
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</tbody>
</table>

**QUESTIONS**

Looking at this survey, what are some aspects of your attitude that could be changed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What are some examples of ways that these more negative attitudes can be changed to positive attitudes?
**WHAT DO EMPLOYERS WANT?**

Many times we do not accurately assess our own abilities. Provide this chart to a friend, co-worker, teacher, or employer so as they can rate you - you may be surprised at the results. Many people have low self-worth and are amazed to hear how others view their contributions to the community. This may show defects as well, but they are shown to allow growth and improvement, not to condemn.

<table>
<thead>
<tr>
<th>Rate their skill level: 1 – no, not really 2 – sometimes, with a little work 3 – yes, very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABILITY TO COMMUNICATE</td>
</tr>
<tr>
<td>Can they organize their thoughts?</td>
</tr>
<tr>
<td>Can they express them clearly when speaking or writing?</td>
</tr>
<tr>
<td>Can they present their ideas to others in a persuasive way?</td>
</tr>
<tr>
<td>INTELLIGENCE</td>
</tr>
<tr>
<td>Do they understand the school assignment?</td>
</tr>
<tr>
<td>Do they learn the details of the assignment?</td>
</tr>
<tr>
<td>Do they contribute original ideas to their work?</td>
</tr>
<tr>
<td>SELF-CONFIDENCE</td>
</tr>
<tr>
<td>Do they demonstrate a sense of maturity that enables them to deal positively and effectively with situations and people?</td>
</tr>
<tr>
<td>WILLINGNESS TO ACCEPT RESPONSIBILITY</td>
</tr>
<tr>
<td>Do they recognize what needs to be done and are they willing to do it?</td>
</tr>
<tr>
<td>INITIATIVE</td>
</tr>
<tr>
<td>Can they identify the purpose for work and take action?</td>
</tr>
<tr>
<td>LEADERSHIP</td>
</tr>
<tr>
<td>Can they guide and direct others to obtain the recognized objectives?</td>
</tr>
<tr>
<td>ENERGY LEVEL</td>
</tr>
<tr>
<td>Feature</td>
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<tr>
<td>----------------------------------------------</td>
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<tr>
<td>Do they demonstrate a forcefulness and capacity to make things move ahead?</td>
</tr>
<tr>
<td>Can they maintain their work effort at an above average rate?</td>
</tr>
<tr>
<td><strong>IMAGINATION</strong></td>
</tr>
<tr>
<td>Do they confront and deal with problems that may not have standard solutions?</td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></td>
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<td>Can they see themselves as others see them?</td>
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<tr>
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</tr>
<tr>
<td><strong>ABILITY TO HANDLE CONFLICT</strong></td>
</tr>
<tr>
<td>Do they successfully contend with stress situations and antagonism?</td>
</tr>
<tr>
<td><strong>COMPETITIVENESS</strong></td>
</tr>
<tr>
<td>Can they cope with others and are they willing to be measured by their performance in relation to that of others?</td>
</tr>
<tr>
<td><strong>GOAL ACHIEVEMENT</strong></td>
</tr>
<tr>
<td>Can they identify and work toward specific goals?</td>
</tr>
<tr>
<td><strong>VOCATIONAL SKILLS</strong></td>
</tr>
<tr>
<td>Do they possess the positive combination of education and skills required for the co-op position they are seeking?</td>
</tr>
</tbody>
</table>
**WHAT DO YOU THINK EMPLOYERS WANT?**

Assess your own abilities. Rate yourself on the following expectations of what employers want. Compare your results with that of your friend, co-worker, teacher, or employer.

Rate your skill level against the values:
1 – no, not really  2 – sometimes, with a little work  3 – yes, very well

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>ABILITY TO COMMUNICATE</strong></td>
<td></td>
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<tr>
<td>Can you organize your thoughts?</td>
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<tr>
<td>Can you express them clearly when speaking or writing?</td>
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<tr>
<td>Can you present your ideas to others in a persuasive way?</td>
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<tr>
<td><strong>INTELLIGENCE</strong></td>
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<tr>
<td>Do you understand the school assignment?</td>
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<tr>
<td>Do you learn the details of the assignment?</td>
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<tr>
<td>Do you contribute original ideas to your work?</td>
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<tr>
<td>Category</td>
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WHAT DO EMPLOYERS WANT?
You have now evaluated your abilities as well as had another person do the same. What do you think of the differences between their assessment and yours? Are there things you never realized you were doing that others take notice of – for good or bad? Write out any surprises that you may have discovered in this section, any revelations that you may have come to and anything that may have jumped out at you from each sub-heading.

ABILITY TO COMMUNICATE

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WILLINGNESS TO ACCEPT RESPONSIBILITY
ENERGY LEVEL
IMAGINATION
SELF KNOWLEDGE
GOAL ACHIEVEMENT
**WHO ARE YOU?**

How much are the listed descriptions like you?
1 – Not like me  2 – Somewhat like me  3 – Definitely me

<table>
<thead>
<tr>
<th>VERBAL/LINGUISTIC</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>I like puns and other word play</td>
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<tr>
<td>I enjoy doing crosswords and playing word games</td>
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<tr>
<td>I remember things exactly as they are said to me</td>
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<tr>
<td>I like to take part in debates or discussions</td>
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<tr>
<td>I prefer written answers over multiple-choice responses</td>
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<tr>
<td>I enjoy keeping a journal and/or writing stories and articles</td>
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<tr>
<td>I like to read</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LOGICAL/MATHEMATICAL</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>I work best at an organized work area</td>
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<tr>
<td>I enjoy math and/or science</td>
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<tr>
<td>I keep a “To Do” list</td>
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<tr>
<td>I enjoy brainteasers</td>
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<tr>
<td>I like to ask “why” questions about issues and concerns</td>
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</tbody>
</table>
I quickly grasp cause-and-effect relationships

I am good at estimations
<table>
<thead>
<tr>
<th>VISUAL/SPATIAL</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>I understand what colours work well together</td>
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<tr>
<td>I enjoy solving jigsaws, mazes and/or other visual puzzles</td>
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<tr>
<td>I read charts and maps easily</td>
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<tr>
<td>I have a good sense of direction</td>
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<tr>
<td>I like to watch movies</td>
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<tr>
<td>I have very vivid dreams</td>
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<tr>
<td>I can anticipate the moves in a game plan (hockey sense)</td>
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<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
<th>1</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>I interact well with people</td>
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<tr>
<td>I enjoy team sports rather than individual sports</td>
<td></td>
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<tr>
<td>Being around people energizes me</td>
<td></td>
<td></td>
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<tr>
<td>I like group activities better than ones I do alone</td>
<td></td>
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<tr>
<td>I enjoy learning about different cultures</td>
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<tr>
<td>I usually talk over my personal problems with a friend</td>
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<tr>
<td>I enjoy sharing my ideas and feelings with others</td>
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<tr>
<td>INTRAPERSONAL</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>I am a private person, and I like my private inner world</td>
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<tr>
<td>I have a few close friends</td>
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<tr>
<td>I have strong opinions about controversial issues</td>
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<tr>
<td>I work best when the activity is self-paced</td>
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<tr>
<td>I am not easily influences by others</td>
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<tr>
<td>I understand my feelings and know how I will react to situations</td>
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<tr>
<td>I understand that I am responsible for my own behaviour</td>
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<tr>
<td><strong>BODILY/KINAESTHETIC</strong></td>
<td>1</td>
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<tr>
<td>I like to move, tap or fidget when sitting</td>
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<tr>
<td>I participate in extreme sports (kayaking, snowboarding)</td>
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<tr>
<td>I tend to touch objects to examine their textures</td>
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<tr>
<td>I am well coordinated</td>
<td></td>
<td></td>
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<tr>
<td>I like working with my hands</td>
<td></td>
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<tr>
<td>I prefer being physically involved to sitting and watching</td>
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<tr>
<td>I understand better by doing (touching, moving and interacting)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MUSICAL/RHYTHMIC</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>I play music in my head</td>
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<tr>
<td>I make up rhymes to remember things</td>
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<tr>
<td>It is easy for me to follow the beat of music</td>
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<tr>
<td>I like setting songs and poems to music</td>
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<td></td>
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<tr>
<td>I keep time when music is playing</td>
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<tr>
<td>I can hear an off-key note</td>
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<tr>
<td>I feel proud of my musical accomplishments</td>
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<tr>
<td>NATURALIST</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>I have a collection (e.g. shells, mugs, rocks, hockey cards)</td>
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<tr>
<td>I notice similarities and differences in trees, flowers and other things in nature</td>
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<tr>
<td>I am actively involved in protecting the environment</td>
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<tr>
<td>I enjoy digging for artifacts and finding unusual items</td>
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<tr>
<td>I like planting and caring for a garden</td>
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<tr>
<td>I enjoy fishing and tracking</td>
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<tr>
<td>I learn best when I can go on field trips</td>
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</table>
DEVELOP YOUR PERSONAL PLAN

Jotting down the answers to the following questions will help you find out who you are and what your goals are. It will also help you devise an action plan for getting the learning experience you want.

Who are you? Tell me about yourself.

What would you consider to be your major skills/strengths?

What are your weaknesses?
What have you done in your life? Identify your personal achievements related to work, learning and leisure.

What is an accomplishment that you are proud of?

What do you want to learn?

Why do you want to learn this?
What are the possible ways of acquiring this knowledge?

What would you love to be able to do for a living?

If you could be anywhere, doing anything, where would you be and what would you do?
COMMUNICATION SKILLS

Provide this chart to a friend, co-worker, teacher, or employer so as they can rate you. You may again be amazed at the positive feedback you receive.

Rate their use of the skill against the effective communication values:
1 – They never do this  2 – They do this occasionally  3 - They do this often

<table>
<thead>
<tr>
<th>POSITIVE</th>
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<tbody>
<tr>
<td><strong>DO THEY...</strong></td>
</tr>
<tr>
<td>Make eye contact when they are listening?</td>
</tr>
<tr>
<td>Make eye contact when they are speaking?</td>
</tr>
<tr>
<td>Really listen to people when they talk?</td>
</tr>
<tr>
<td>Often ask “why”?</td>
</tr>
<tr>
<td>Invite those who are not talking to say something?</td>
</tr>
<tr>
<td>Tell a person that they made a good point or an interesting idea?</td>
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<tr>
<td>Willingly admit to a mistake?</td>
</tr>
<tr>
<td>Encourage people who are speaking?</td>
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<tr>
<td>Encourage another person to speak?</td>
</tr>
<tr>
<td>Laugh easily?</td>
</tr>
<tr>
<td>Share a problem?</td>
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COMMENTS

__________________________________________________________

__________________________________________________________
### NEGATIVE

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<tr>
<td>Withhold their feelings?</td>
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<tr>
<td>Interrupt when a person is talking?</td>
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<tr>
<td>Gossip about other people?</td>
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<tr>
<td>Criticize other people?</td>
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<tr>
<td>Clown around when someone is talking?</td>
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<tr>
<td>Talk too much?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Talk too little?</td>
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<tr>
<td>Argue a lot with people?</td>
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<tr>
<td>Indicate a lack of interest though their actions?</td>
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<tr>
<td>Become negative about what people say?</td>
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### COMMENTS

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_________________________________________
### COMMUNICATION SKILLS
Rate yourself to see if your assessment of your skills matches.

Rate your use of the skill against the effective communication values:

1 – You never do this  2 – You do this occasionally  3 - You do this often

**POSITIVE**

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<tr>
<td>Share a problem?</td>
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What Are The Main Differences Between Your Evaluation And Theirs?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
### NEGATIVE

<table>
<thead>
<tr>
<th>DO YOU...</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withhold your feelings?</td>
<td></td>
<td></td>
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<tr>
<td>Interrupt when a person is talking?</td>
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<tr>
<td>Gossip about other people?</td>
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<tr>
<td>Criticize other people?</td>
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<tr>
<td>Clown around when someone is talking?</td>
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<tr>
<td>Talk too much?</td>
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<tr>
<td>Talk too little?</td>
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<tr>
<td>Argue a lot with people?</td>
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<tr>
<td>Indicate a lack of interest though your actions?</td>
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<tr>
<td>Become negative about what people say?</td>
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</table>

How can you address the differences – either positive or negative?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
**LISTENING SKILLS**

Rate the habits against the value

1 – It is a **poor** habit  
2 – It is a **neutral** habit  
3 – It is a **good** habit

<table>
<thead>
<tr>
<th>GOOD AND BAD LISTENING HABITS</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing the subject someone is talking to you about</td>
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<tr>
<td>Continuing to work while a speaker is speaking to you</td>
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<tr>
<td>Putting down your pen and looking attentively at a speaker</td>
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<tr>
<td>Showing interest in a speaker and what they are saying</td>
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<tr>
<td>Not interrupting someone when they are speaking</td>
<td></td>
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<tr>
<td>Completing a speaker’s sentences</td>
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<tr>
<td>Jumping to conclusions about what a speaker is saying</td>
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<tr>
<td>Looking at a speaker</td>
<td></td>
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<tr>
<td>Reacting with a nod or smile if you agree with what a speaker is saying</td>
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<tr>
<td>Paying close attention to a speaker</td>
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<tr>
<td>Asking questions when a speaker is finished</td>
<td></td>
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<tr>
<td>Recording some of the things said by a speaker</td>
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<tr>
<td>Showing sympathy when a speaker shares something painful</td>
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<tr>
<td>Not giving responses when a speaker asks questions</td>
<td></td>
<td></td>
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<tr>
<td>Telling a speaker that you are in a rush</td>
<td></td>
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<tr>
<td>Having a critical facial expression when you disagree with a speaker</td>
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<td></td>
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<tr>
<td>Remaining silent while a speaker is talking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolling your eyes when you disagree with a speaker</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Feeling more important than the speaker</td>
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</tbody>
</table>
Using complete sentences provide examples of how you would improve your poor habits:
HOW I LISTEN TO OTHERS - POSITIVE AND NEGATIVE LISTENING HABITS

To determine how well you receive messages, indicate with a check mark how often the following statements apply to you.

Rate how well the statement best applies to you against the values:
1 – Is not like me  2 – Is somewhat like me  3 – Is most like me

<table>
<thead>
<tr>
<th>HOW I LISTEN TO OTHERS WHEN I AM HAVING A CONVERSATION WITH SOMEONE</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look directly at the person who is speaking to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t talk until the other person has finished speaking.</td>
<td></td>
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<tr>
<td>I ask questions if I am not sure that I understand what is being said.</td>
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<tr>
<td>I pay attention to non-verbal messages.</td>
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<tr>
<td>I try to understand something about the actual person.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I let my excitement take over and I stop listening if someone is telling me something that is exciting.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I ignore what others are saying.</td>
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</tbody>
</table>

**WHEN I AM RECEIVING INSTRUCTIONS**

<table>
<thead>
<tr>
<th>Positive</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I ask questions if I am not sure that I understand what is being said.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t start a task until all instructions are completed.</td>
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<tr>
<td>I am open to new ideas.</td>
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<tr>
<td>I make sure that others know I understand their instructions.</td>
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<tr>
<td>I repeat or write down important points.</td>
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<td></td>
</tr>
</tbody>
</table>
### WHEN I AM TOO BUSY TO LISTEN TO WHAT THEY ARE SAYING

<table>
<thead>
<tr>
<th><strong>Negative</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I hear only the first instructions and have difficulty concentrating on the next ones.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Positive</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t talk until the other person has finished speaking.</td>
<td></td>
</tr>
<tr>
<td>I say that I am busy and have only a few minutes.</td>
<td></td>
</tr>
<tr>
<td>I indicate verbally that I am busy and have no time to talk.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Negative</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to listen while continuing with my work.</td>
<td></td>
</tr>
<tr>
<td>I change the subject when they’re in the middle of saying something.</td>
<td></td>
</tr>
<tr>
<td>I use subtle or non-verbal behaviour to let them know I really am not interested in the conversation.</td>
<td></td>
</tr>
<tr>
<td>I keep shuffling my papers waiting to get started again.</td>
<td></td>
</tr>
<tr>
<td>I noticeably look at my watch or clock.</td>
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<tr>
<td>I begin to ignore them and walk away.</td>
<td></td>
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</tbody>
</table>

### WHEN I DISAGREE WITH WHAT THE OTHER PERSON IS SAYING

<table>
<thead>
<tr>
<th><strong>Positive</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I look directly at the person who is speaking.</td>
<td></td>
</tr>
<tr>
<td>I don’t talk until the other person has finished speaking.</td>
<td></td>
</tr>
<tr>
<td>I am open to new ideas.</td>
<td></td>
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<tr>
<td>I try to overcome biases and be objective.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Negative</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I change the subject when they’re in the middle of saying something.</td>
<td></td>
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<tr>
<td>I use subtle or non-verbal behaviour to let them know I really am not interested in the conversation.</td>
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<td>--------------------------------------------------</td>
<td></td>
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<tr>
<td>I tune them out or start to feel angry.</td>
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<tr>
<td>I start to walk away.</td>
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</tbody>
</table>
WHAT ARE YOU STRENGTHS AND WEAKNESSES AS A LISTENER

You have now verified the type of listener you are. How can you make improvements to become a better listener in the future? How are you a good listener now?
HOW I SEE MYSELF
STRENGTHS

THREE OF MY BEST STRENGTHS ARE:

1. 

2. 

3. 

IMPROVEMENT AREA

AN AREA WHERE I NEED TO IMPROVE TO ENSURE “SUCCESS” IS:
ACHIEVEMENT

SOMETHING THAT I DO WELL IS:

DESCRIBE ME

FIVE WORDS THAT BEST DESCRIBE ME ARE:

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

CAREER CHOICE

A GOOD CAREER CHOICE FOR ME WOULD BE:

BECAUSE:
HOW OTHERS SEE ME
How do others see you? Have a friend complete the following sentences about how they see you.

STRENGTHS

THREE OF MY BEST STRENGTHS ARE:

1.

2.

3.

AN AREA WHERE I NEED TO IMPROVE TO ENSURE “SUCCESS” IS:
ACHIEVEMENT

SOMETHING THAT I DO WELL IS:

DESCRIBE ME

FIVE WORDS THAT BEST DESCRIBE ME ARE:

6. _________________________________
7. _________________________________
8. _________________________________
9. _________________________________
10. _________________________________

CAREER CHOICE

A GOOD CAREER CHOICE FOR ME WOULD BE:

BECAUSE:
STOP UNDERMINING YOURSELF AT WORK

From time to time, you may undermine yourself on the job with your behaviour. This form of self-sabotage not only prevents you from performing at your full potential, but also gives colleagues and customers an opportunity to think less of you as an individual and professional. With self-awareness, determination and practice, you can minimize these negative behaviours. Try this three-step process.

NAME YOUR BEHAVIOUR

THE FIRST STEP
Understand exactly how you undermine yourself. Three of the most common ways are:

Dwelling On The Negative

Whether in a recurring internal dialogue or conversations with colleagues, the themes are the same. You focus on what is bad about your situation versus what is good, what is not possible versus what is. You remember all the bad things that have happened to you, not all the good things or your accomplishments.

Falling Into Work-Habit Traps
We all have bad work habits that act as traps we walk into again and again. Common examples include procrastination, tardiness, careless communication, and sloppy work.

**Listening To Your Gremlins**

Gremlins are the limiting beliefs and assumptions that subconsciously sabotage your progress. They tell you that you aren't good enough somehow -- that you're not smart enough, not worthy enough or just not up to the challenge. They embody your biggest insecurities.
ZERO TOLERANCE

THE SECOND STEP
Decide which behaviours you will commit yourself to improving. Recognize that it's easier to overcome some behaviours, such as bad work habits, than others, such as deeply held, limiting beliefs. Also consider how failing to change certain behaviours could cost you professionally both now and later. Once you decide, put your personal integrity on the line and make a commitment not to tolerate those behaviours from yourself any longer.

SUPPORT THE POSITIVE

THE THIRD STEP
Create structures and systems to support the positive behaviours and discourage the negative. Here are some examples:

Begin Noticing When You're Undermining Yourself.

When you find yourself complaining, falling into a work-habit trap or heeding a gremlin, stop. Tell yourself what you are doing and correct yourself. One common way to raise self-awareness is to snap a rubber band around your wrist each time you realize you've fallen into one of your old patterns.

Remove Yourself From Environments That Encourage The Behaviours You're Trying To Change.
For example, if you always talk negatively about work with the same people at lunch, break the pattern by refusing to engage in such conversations or by having lunch elsewhere or with different people.
To avoid falling into work-habit traps, design ways to support your good behaviours and discourage or minimize your bad ones. If you undermine yourself by being late, schedule buffer time in your calendar. If you procrastinate, set an early, artificial deadline for projects. Immediately determine what you need to do and get to work.

This strategy can also help combat some forms of negative thinking. If you think your failures outweigh your successes, objectively reflect on your wins. Collect positive performance reviews as well as emails and letters containing positive comments about you and your work. Build the collection and refer to it whenever you need a boost.

To quiet your gremlins, you may need help from a therapist, mentor, or coach. If, for example, you avoid challenging assignments because a gremlin tells you aren't up to snuff, a therapist can help you understand why you think this way and work out strategies with you to overcome that limiting self-perception.

A mentor or coach can help you focus on your goals, highlight your strengths and encourage your forward progress.
When it comes to undermining yourself, you are both the cause and the solution. By successfully managing such behaviours, you allow yourself and others to experience your best qualities.
ASSUMPTIONS ABOUT THE CAUSE AND VALUE OF CONFLICT

CAUSES OF CONFLICT
Misunderstanding

WHAT DOES IT MEAN?
When individuals do not hear what is being said.

WHAT IS THE VALUE TO YOU?

CAUSES OF CONFLICT
Personality Clashes

WHAT DOES IT MEAN?
When individuals do not value “people just like me”
CAUSES OF CONFLICT
Competition for Resources

WHAT DOES IT MEAN?
When employees believe they are better off competing for resources rather than cooperating.

WHAT IS THE VALUE TO YOU?
CAUSES OF CONFLICT
Authority Issues

WHAT DOES IT MEAN?
When employees lack confidence in their leaders or perceive overuse of authority

WHAT IS THE VALUE TO YOU?

_______________________________

_______________________________

CAUSES OF CONFLICT
Lack of Cooperation

WHAT DOES IT MEAN?
When one person does not share information with the whole group

WHAT IS THE VALUE TO YOU?

_______________________________

_______________________________
CAUSES OF CONFLICT
Differences over methods or style

WHAT DOES IT MEAN?
When agreement does not exist on standard ways of completing a task

WHAT IS THE VALUE TO YOU?

CAUSES OF CONFLICT
Low performance

WHAT DOES IT MEAN?
When individuals are not working on their potential

WHAT IS THE VALUE TO YOU?
CAUSES OF CONFLICT

Value or goal differences

WHAT DOES IT MEAN?

When individuals value different outcomes or objectives

WHAT IS THE VALUE TO YOU?
### DEALING WITH CONFLICT IN THE WORKPLACE

#### TECHNIQUES YOU USE TO HANDLE CONFLICT

Rate your use of the technique against the values:

1 – I use it rarely  
2 – I use it occasionally  
3 - I use it often

<table>
<thead>
<tr>
<th>RESPONSE TO CONFLICT</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>You deal with conflict by:</td>
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<tr>
<td>Avoiding the person or subject</td>
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<tr>
<td>Changing the subject</td>
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<tr>
<td>Trying to understand the other person’s point of view</td>
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<tr>
<td>Getting another person to decide who is right</td>
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<tr>
<td>Playing the martyr</td>
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<tr>
<td>Giving in</td>
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<tr>
<td>Apologizing</td>
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<tr>
<td>Trying to identify specifically what you agree or disagree on</td>
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<tr>
<td>Whining or complaining to get your way</td>
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<tr>
<td>Pretending to agree</td>
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<tr>
<td>Admitting that you are wrong, even if you do not believe you are</td>
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<tr>
<td>Arguing it out</td>
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<td>------------------------</td>
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<tr>
<td>Turning the conflict into a joke</td>
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<tr>
<td>Working toward a mutual solution</td>
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</table>
FAIR FIGHTING: STEP BY STEP

To make the Fair Fighting ground rules effective in resolving a specific conflict, use the following steps:

1. Before you begin, ask yourself, "What exactly is bothering me? What do I want the other person to do or not do? Are my feelings in proportion to the issue?"

2. Know what your goals are before you begin. What are the possible outcomes that could be acceptable to you?

3. Remember that the idea is not to "win" but to come to a mutually satisfying and peaceful solution to the problem.

4. Set a time for a discussion with your partner-in-conflict. It should be as soon as possible but agreeable to both persons. Springing something when another is unprepared may leave the other person feeling that he or she has to fend off an attack. If you encounter resistance to setting a time, try to help the other person see that the problem is important to you.

5. State the problem clearly. At first, try to stick to the facts; then, once you've stated the facts, state your feelings. Use "I" messages to describe feelings of anger, hurt, or disappointment. Avoid "you" messages such as "you make me angry...."

6. Invite your partner-in-conflict to share his or her point of view, and use active listening skills. Be careful not to interrupt, and genuinely try to hear his or her concerns and feelings. If it seems helpful, try to restate what you have heard in a way that lets your partner know you have fully understood, and ask your partner to do the same for you.
7. Try to take the other's perspective - that is, try to see the problem through his or her eyes. The "opposing" viewpoint can make sense even if you don't agree.

8. Propose specific solutions, and invite the other person to propose solutions, too.

9. Discuss the advantages and disadvantages of each proposal.

10. Be ready for some compromise. Allowing the other person only one course of action will likely hinder resolution. When there is agreement on a proposal for change, celebrate! Set a trial period for the new behaviour. At the end of the trial period, you can discuss the possibility of modifying or continuing the change. If no solution has been reached regarding the original problem, schedule a time to begin the discussion again.

WHEN NOTHING SEEMS TO WORK

Sometimes, despite our best fair-fighting efforts, a disagreement or conflict seems insurmountable. When this occurs, talking with a trained professional can help. A trained mediator can help you communicate more effectively and eventually work your way through to a solution.* Alternatively, your guidance counsellor or co-op teacher can provide counselling for individuals who have difficulty managing conflict, as well as counselling about other concerns you might have.

A FINAL WORD

Conflict is a normal, inevitable, and even healthy aspect of most relationships. When managed well, it can be used to enhance and strengthen
relationships with friends, family members, co-workers, and romantic partners. Fair fighting provides the tools and techniques to help you achieve positive results when problems arise.

**WHAT KIND OF “FIGHTER” ARE YOU?**

**DO YOU?**

Avoid conflict at all costs?

Feel that any criticism or disagreement is an attack on you?

Hit “below the belt” and regret it later?

Feel “out of control” when conflict arises?

Withdraw and become silent when you’re angry?

Store up complaints from the distant past?

At one time or another, most of us have done one or more of these things. That's because in most relationships, conflict inevitably arises, and for many of us it creates significant discomfort. But conflict, if handled appropriately, can actually strengthen relationships and improve our understanding of each other. When handled badly, conflict can result in broken friendships, ended relationships, and long-simmering feuds.

**WHAT CAUSES CONFLICT?**

Conflict can arise whenever people - whether close friends, family members, co-workers, or romantic partners - disagree about their perceptions, desires,
ideas, or values. These differences can range from the trivial, such as who last took out the garbage, to more significant disagreements which strike at the heart of our most fundamental beliefs and concerns. Regardless of the substance of the disagreement, though, conflict often arouses strong feelings.

**ANGER AND CONFLICT**

Disagreements can lead to people feeling angry or hurt, and for many people, feeling hurt is a position of vulnerability. People generally feel less in control when they are hurt, and they may move into feeling angry as a way of feeling less vulnerable or more "powerful." Feeling angry isn't necessarily a problem if that anger is handled constructively; however, problems with anger are often worsened by common beliefs that are not necessarily true. For many people, parental messages planted the idea that being angry is the same as being out of control or acting childishly. Or, many people have the idea that anger equals aggression. But the truth is that anger is a normal human emotion, just as normal - and healthy - as joy, happiness, and sadness.

**CONFLICT STYLES**

"MAD BOMBER", "SMOULDERER", OR SOMEWHERE IN BETWEEN?

Because many people never learned to manage anger constructively, it's very common to handle it in inappropriate ways. The "Mad Bomber" gets angry easily and expresses it, but with little control. At the other end of the spectrum, the "Smoulderer" stores up complaints but doesn't express them directly. Instead, "smoulderers" may seem inwardly and act out angry feelings in passive ways.
TO THE RESCUE…FAIR FIGHTING!!

Fair fighting is a way to manage conflict and associated feelings effectively. To fight fairly, you just need to follow some basic guidelines to help keep your disagreements from becoming entrenched or destructive. This may be difficult when you think another's point of view is silly, irrational, or just plain unfair. But remember, he or she may think the same thing about your ideas.

FAIR FIGHTING: GROUND RULES

REMAIN CALM

Try not to overreact to difficult situations. By remaining calm it will be more likely that others will consider your viewpoint.

EXPRESS FEELINGS IN WORDS, NOT ACTIONS

Telling someone directly and honestly how you feel can be a very powerful form of communication. If you start to feel so angry or upset that you feel you may lose control, take a "time out" and do something to help yourself feel steadier - take a walk, do some deep breathing, pet the cat, play with the dog, do the dishes - whatever works for you.

BE SPECIFIC ABOUT WHAT IS BOTHERING YOU

Vague complaints are hard to work on.

DEAL WITH ONLY ONE ISSUE AT A TIME

Don't introduce other topics until each is fully discussed. This avoids the "kitchen sink" effect where people throw in all their complaints while not allowing for resolution.

NO "HITTING BELOW THE BELT"

Attacking areas of personal sensitivity creates an atmosphere of distrust, anger, and vulnerability.
AVOID ACCUSATIONS
Accusations will cause others to defend themselves. Instead, talk about how someone's actions made you feel.

DON'T GENERALIZE
Avoid words like "never" or "always." Such generalizations are usually inaccurate and will heighten tensions.

AVOID "MAKE BELIEVE"
Exaggerating or inventing a complaint - or your feelings about it - will prevent the real issues from surfacing. Stick with the facts and your honest feelings.

DON'T STOCKPILE
Storing up lots of grievances and hurt feelings over time is counterproductive. It's almost impossible to deal with numerous old problems for which interpretations may differ. Try to deal with problems as they arise.

AVOID CLAMMING UP
When one person becomes silent and stops responding to the other, frustration and anger can result. Positive results can only be attained with two-way communication.

ESTABLISH COMMON GROUND RULES
You may even want to ask your partner-in-conflict to read and discuss this brochure with you. When parties accept positive common ground rules for managing a conflict, resolution becomes much more likely.
ARE YOU THE ANNOYING CO-WORKER?

Every office has at least one jerk, pest or loudmouth who drives the rest of the workers crazy. Could it be you? Take this quiz to find out how annoying you might be:

How many of these statements describe you? Circle the right response.

1. You make provocative statements to "foster dialogue" or needle others. Y  N
2. You often find yourself delivering a discourse consisting solely of buzzwords and catchphrases. Y  N
3. You make up nicknames for all your co-workers and refer to them only by these names. (e.g. "Good job, Chachi!"; "I'm going to have to disagree with you there, T-bone!") Y  N
4. Your office is completely decorated with your children's pictures and artwork. Y  N
5. You have plastered your cubicle with photos of yourself taken with famous people. Y  N
6. It is your trademark to recite rhyming or other cutesy messages as your voice mail greeting. Y  N
7. The questions you ask at meetings are preceded by long monologues of your views and accomplishments. Y  N
8. You routinely eat odoriferous lunches at your desk. Y  N
9. You bring in dishes that you tried to cook -- but didn't turn out quite right -- as "special treats" for your co-workers. Y  N
10. People seem tense -- even panic-stricken -- when they see you coming their way. Y  N
11. Others back away from you as you speak. Y N
12. You send flurries of e-mails to the rest of the company telling them what you are doing. (e.g., "If anyone needs me, I'll be in the bathroom.") Y N
13. You vigorously chew or pop your gum. Y N
14. You wear strong perfume or cologne. Y N
15. You assume your co-workers are fascinated by your personal problems and exploits. Y N
16. You interrupt others while they are speaking or are deep in conversation. Y N
17. You are moody and don't care who knows it. Y N
18. You often give others assignments as they're walking out the door for lunch or to catch the train home. Y N
19. You borrow staplers, scissors and tape from others' desks and forget to return them. Y N
20. Your dialogue with others often ends with the other person shouting, "You are so annoying!"
If you counted one or two, not to worry, you quickly can make changes before you're labelled a pest. If your actions match three to five of these statements, take heed. You are on your way to becoming the source of many an eye roll. If you do six or more of these on a regular basis, chances are you are already on the office watch list and have been anointed by your co-workers as annoying.

It's time to do a reality check and make some changes. Ask your boss and colleagues for feedback and be ready to listen. If what you hear doesn't fit your self-image, ask them to help you understand what they are saying by giving examples. You might say: "Tell me more about what I do that leads you to believe that." Then listen, without arguing, defending or justifying your actions.

Remember, there are countless ways to aggravate co-workers -- you even can annoy them by trying too hard to please or being too nice. As long as you avoid the aforementioned behaviours, use your energy for the good of the organization and treat others as you would like to be treated, you should be all right.

And remember, it's perfectly OK to annoy others sparingly. It reminds them that you still exist.
THE TRADITIONAL JOB-HUNT
The Way a Typical Employer Prefers to Fill a Vacancy

FROM WITHIN
Promotion of a full-time employee, a promotion of a present part-time employee, hiring of a former consultant for in-house or contract work, or hiring a former “temp” full-time.

EMPLOYER’S THOUGHTS
“I want to hire someone whose work I have already seen.”

IMPLICATION FOR JOB-HUNTERS
See if you can get hired at an organization you have chosen as a temp, contract worker, or consultant, aiming at a full-time position only later.

USING PROOF
Hiring an Unknown Job–Hunter who brings proof of what he or she can do, with regards to the skill needed.
IMPLICATIONS FOR JOB-HUNTERS

If you are a programmer, bring a program you have done; if you are a photographer, bring photos; if you are a counsellor, bring a case study with you; etc.
USING A BEST FRIEND OR BUSINESS COLLEAGUE
Hiring someone whose work a trusted friend of theirs has seen.

IMPLICATIONS FOR JOB-HUNTERS
Find someone who knows the person-who-has-the-power-to hire at your target organization, who also knows your work and will introduce you two.

USING AN AGENCY THEY TRUST
This may be a recruiter or search firm the employer has hired; or from a private employment agency, both of which have checked you out, on behalf of the Employer.

USING AN AD THEY HAVE PLACED
Online or in newspapers, etc.

USING A RESUME
Even if the resume was unsolicited
FILLING OUT JOB APPLICATIONS
Job applications are used by companies to ensure that consistent information is gathered from all applicants. When applying for a job, you need to carefully follow all directions on the application. That includes both completing all of the sections with the required information and, similarly to a resume, tailoring your answers to the job for which you are applying. The answers you provide on an application should always be truthful. People lose their jobs all the time because they lied on their job application.

JOB APPLICATION FORM
To help you visualize exactly what a job application looks like, we've included an application form from Tim Horton’s.

EDUCATIONAL BACKGROUND
The schools you've attended, including high school and college.

WORK EXPERIENCE
The places where you've worked in the past - very similar in format to what you would have included in your resume.
JOB SKILLS
The important job skills you're acquired during your career.

REFERENCES
People that you've worked with in the past that you are confident can accurately assess your skills and potential.

LICENSES AND CERTIFICATES HELD
This includes certifications such as WHMIS and Safe Start.

JOB DUTIES
Your roles and responsibilities for each job held.

REASONS FOR LEAVING
You may need to explain why you left each job.

WORK START DATES
The timeframe when you'll be available to report to work if offered a job.

JOB APPLICATION CERTIFICATION STATEMENTS
This is a statement certifying that you've filled out the application truthfully.
Having a completed form tucked into your portfolio is a great tool to have because it has all of the relevant material one might struggle to remember in a high pressure situation. It also helps you double check for spelling errors. A lot of the information you're required to fill out on job application forms can be taken directly from your resume. No one is going to penalize you for coming prepared - and that includes pulling out your resume to help you fill out the application.
Tim Horton’s APPLICATION FOR EMPLOYMENT

Date of Application: ________________________________

Date Available to Start: ________________________________

How did you hear of this opportunity? ________________________________

If you were referred, please give the name of the employee that referred you:

____________________________________________________

MY AVAILABILITY & JOB POSITION (PLEASE CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>POSITION</th>
<th>STATUS</th>
<th>HOURS OF AVILABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Storefront</td>
<td>☐ Full-time</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>☐ Part-time</td>
<td>From</td>
</tr>
<tr>
<td></td>
<td>☐ Seasonal</td>
<td></td>
</tr>
<tr>
<td>☐ Production</td>
<td>Pay</td>
<td>To</td>
</tr>
<tr>
<td>☐ Shift Supervisor</td>
<td>Expectations:</td>
<td></td>
</tr>
<tr>
<td>☐ Assistant Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pay Expectations: ________________________________
### MY PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>Province:</th>
<th>Postal Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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<thead>
<tr>
<th>Home Phone # (____) _____ - _____</th>
<th>Cell Phone # (______)</th>
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<table>
<thead>
<tr>
<th>Email:</th>
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</table>

Are you legally eligible to work in Canada?  YES □  NO □
## MY EMPLOYMENT HISTORY

### Current/Most Recent Employer

**Can we contact this company?** \( \square \text{YES} \quad \square \text{NO} \)

**Company:** ____________________________

**Start Date:** ____________________________ **End Date:** __________

**Supervisor:** ____________________________

**Phone Number:** (____) ____ - ______

**Position/Duties:** ____________________________

**Reason for Leaving:** ____________________________

**Starting Pay:** ____________________________ **End Pay:** __________

### Previous Employer
Can we contact this company?  YES □  NO □

Company: _______________________________________________________

Start Date: ________________________ End Date_____________________

Supervisor: _______________________________________________________

Phone Number: (____) ______ - ______

Position/Duties: ___________________________________________________

Reason for Leaving: ______________________________________________

Starting Pay: _________________ End Pay: ________________________

Have you ever worked at a Tim Horton’s before?  YES □  NO □

If so, which location? ____________________________________________

____
Store #:__________________

Why did you leave?________________________________________

____
**EDUCATION & ACTIVITIES**

Please specify level of education completed:

___________________________________________________________

____

What hobbies and/or activities are you involved in?

___________________________________________________________

____

**REFERENCES**

List any references not given above. Please do not list relatives.

<table>
<thead>
<tr>
<th>NAME</th>
<th>OCCUPATION</th>
<th>RELATIONSHIP</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Please exclude any reference to any organization which could indicate race, religion, marital status, age, colour, gender, ancestry, political beliefs, sexual orientation, and place of origin, physical disability, mental disability, or handicap.
The undersigned acknowledges that the following statements and information fully and truthfully set forth the true and accurate personal information of the applicant as the date hereof. The undersigned further acknowledges that for the purposes of determining the suitability of the undersigned for the position applied for, an investigation may be made with respect to relevant information. The undersigned hereby consents to the TDL Group Corp. or its affiliates or agents collecting and retaining such information and conducting further investigation with respect to relevant information.

SIGNATURE: ___________________________ DATE: ___

__________________________________________
RESUME

Resumes have changed much in the last decade and are now much more streamlined. The following is a template of a resume that is current to the climate of the job market as of 2015. This is only an overview, and current standards should always be considered when making your resume – try and stay up-to-date. Resumes are now expected to be short and to the point, providing the perspective employer with only information that would be useful for the job available. Gone are the days of 3 page resumes and 2 page cover letters; resumes are expected to be 1 page with a cover letter incorporated if possible. The creation of a full resume is useful to have so as to allow you to create individualized resumes easier, and to be able to show an employer if they ask about other work experience. As stated, this is only an overview, or an example, feel free to create your own personalized resume, or to change the format to suit you and the job you are applying for. Remember, your resume is representative of you and is the first impression you give to employers – make it a good one.

GREETINGS

Address your resume to the person that is responsible for hiring. You can usually find that out in the job posting, especially online posts, or you can call or walk in and ask who you would speak with in regards to hiring.
SUITABILITY
Create a mini-cover letter that incorporates aspects of the job description, your ability to perform these tasks, and what you like about the job and/or employer. Always provide the potential employer with information about you that is most relevant to the job you are seeking. Think about what the employer needs in relation to what you have done and who you are as a person. For this reason, you will need to create a different resume with a different mini-cover letter for each job you are applying for.

The job description, or job duties, will commonly be listed in the job posting. Use the key words, if they apply to you, to describe yourself and the attributes that you will utilize if hired. The more you incorporate them in as skills you possess, the better the chances you have of getting the interview...but be truthful.

EXPERIENCE
List your different work/life experiences that would be useful in the position. You may have many different work/life experiences, but only the ones that are relevant to the job at hand should be focused on. You can always talk about other alternative work/life experiences at an interview, if it comes up, but keep your resume short and to the point.
TRAINING
Make a list of any courses, certifications and/or training you’ve received. Again, make sure these things are relevant to the job. Emergency training is always useful, regardless of the job, but other certifications may not be applicable in the work place you are trying to enter.

EDUCATION
List your education achievements here. This is a potentially optional part of the resume if you have little education background, however, if you have some highlights, put them in for others to see. If you are proud of it, others will want to see it.

LEISURE
This section tells the employer who you are in short paragraph. You can add any intangibles that would not otherwise come up in the body of the resume.
To: (Chances Maple Ridge HR Head). Please accept this resume for the (Server Position) at (The Well Public House).

Use person’s name if possible

Be as specific as possible

➢ **SUITABILITY**
I value the environment offered by a family owned and operated restaurant, and, as a family man, would enjoy working in a restaurant that has been a family business for over 100 years. As a high energy, fun loving individual, it is enjoyable for me to work with others, as well as solo. Additionally, interacting with customers and leaving them with a memorable, pleasurable experience is a continuous goal. I also maintain a level of personal hygiene and fitness that would be valued as a ‘front-of-house’ employee. My bank of experience and knowledge would be useful in your establishment.

*Find information on the business that is relevant to you and state how you relate to it. Add information that makes you a good candidate for the job position.*

➢ **EXPERIENCE**
- Responsible for re-organizing menu items as well as memorization of Specials and Off Menu items
- Restaurateur since 2008
- Extensive background in customer service in a multitude of professional, high volume environments
  - Hospitality since 1995
  - Food service and cash handling
  - Management since 1995
- Worked in a variety of multi-task situation as an individual or as a team member
- Completed or assisted with food prep and production
- Trained and assisted co-workers, on food service, food handling, and hygiene

➤ TRAINING
- Sensitivity, tolerance, Interpersonal skills workshops (2015 – 2016)
  - Love & Respect
  - Boundaries
  - Alternatives to Violence Project
- MOS (Microsoft Office Specialist) certification (2015)
- IC3 (Introduction to Computers) certification (2015)
- CPR/First Aid Certified (2015)
- Smart Serve (1999)

➤ EDUCATION
- St. Clair College, Pharmaceutical Assistant entry program (2011)

➤ LEISURE
As a husband and father of five, I enjoy anytime spent with my family, and in that time partake in many indoor and outdoor activities such as baking and cooking, which has lent to my love of said activities, or camping and hiking. I also enjoy many athletic endeavours like softball, basketball or volleyball in my free time and have organized and ran a softball team and a pool team for many years.

Your hobbies and extracurricular activities
To: Chances Maple Ridge HR Head. Please accept this resume for the Server Position at The Well Public House.

➢ **SUITABILITY**

I value the environment offered by a family owned and operated restaurant, and, as a family man, would enjoy working in a restaurant that has been a family business for over 100 years. As a high energy, fun-loving individual, it is enjoyable for me to work with others, as well as solo. Additionally, interacting with customers and leaving them with a memorable, pleasurable experience is a continuous goal. I also maintain a level of personal hygiene and fitness that would be valued as a ‘front-of-house’ employee. My bank of experience and knowledge would be useful in your establishment.

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  - Hospitality since 1995
- Food service and cash handling
  - Management since 1995
- Worked in a variety of multi-task situation as an individual or as a team member
- Completed or assisted with food prep and production
- Trained and assisted co-workers, on food service, food handling, hygiene, and FIFO

➢ **TRAINING**

- Sensitivity, tolerance, Interpersonal skills workshops (2015 – 2016)
  - Love & Respect
  - Boundaries
  - Alternatives to Violence Project
- MOS (Microsoft Office Specialist) certification (2015)
- IC3 (Introduction to Computers) certification (2015)
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THE VERBAL RESUME

WHAT IS A VERBAL RESUME?
A 60 second summary of who you are, your past work experiences and your future job/career objectives

WHY DEVELOP A VERBAL RESUME?
A verbal resume allows you to introduce yourself confidently without fumbling over the words when you are networking or meeting with people who may be able to help you in your job search by giving you some leads. It answers the favourite interview question “Tell me about yourself”. This interview favourite is often a stumbling block in the interview process. It is your chance to expand upon your resume and give the interviewer a little extra knowledge.

COMPONENTS OF THE VERBAL RESUME
These will vary depending upon your age and experience

FOCUS
In one sentence state your main career goal. “I am looking for an opportunity to use my skills in public relations”.


BACKGROUND
In one sentence state where you are from (this may not always be appropriate or necessary)

EDUCATION AND TRAINING
In one or two sentences, state where you went to school and the degree, diploma, or certificate you received. You may want to include any special academic achievements which you made.

EXPERIENCE
State your jobs which are related to the position and highlight your accomplishments (look at your highlights of qualifications on your resume if you cannot remember them)

If your jobs have not had any specific relation to the one for which you are now applying, state something which you learned there which is applicable to the job at hand (transferable skills such as customer service, self starter, dependable…)

CONCLUSION
Tell what you are doing now “I am looking for new challenges and I am interested in expanding my teaching experiences to encompass native English speakers as well.”
PRODUCING A 60 SECOND RESUME

Outlining your 60 second resume as a handy reference guide

HOW TO CREATE A PAMPHLET FOR YOUR 60 SECOND RESUME

GET READY

Gather information and illustrations for your pamphlet.

Decide what your headings will be.

Write a title that tells the reader what the pamphlet is about.

If you are working on a computer that has Microsoft Word, you can use Word Art to make the words look interesting.

Find an appropriate clip art illustration or cut and paste a photo or your own artwork.

CREATE A TWO-PAGE CENTRE SPREAD

Break up the text with headings that help the reader find information.

Use bullets to list important points or write a short summary of the important information.

Consider including photos, clip art, or illustrations.

CREATE A BACK COVER

Provide links to show the reader where to get more information.

CHECK YOUR WORK

Make sure that all the information is useful to the reader.

Read through again to correct grammar, spelling, and punctuation mistakes.
BODY LANGUAGE

ACTION

1. Brisk, erect walk
2. Standing with hands on hips
3. Sitting with legs crossed, foot kicking
4. Arms crossed on chest
5. Walking with hands in pockets and shoulders hunched
6. Hand to cheek
7. Touching or rubbing nose
8. Rubbing eyes
9. Hands clasped behind back
10. Locked ankles
11. Head resting in hands, eyes looking down, rubbing hands
12. Sitting with hands behind head, legs crossed
13. Open palms
14. Pinching bridge of nose, eyes

INTERPRETATION

1. Confidence
2. Readiness or aggression
3. Boredom
4. Disinterested-defensive
5. Dejection, discouraged
6. Thinking
7. Rejection, doubt
8. Doubt, disbelief
9. Anger, frustration, apprehension
10. Apprehension, uneasy
11. Boredom, not paying attention
12. Superiority
13. Sincerity, openness
14. Negative evaluation
### COMMON REASONS THAT COMPANIES REJECT AN APPLICATION AFTER AN INTERVIEW

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of purpose, career goals</td>
<td>• Poor voice, diction, grammar</td>
</tr>
<tr>
<td>• Didn’t ask for the job</td>
<td>• Evades, hides unfavourable factors</td>
</tr>
<tr>
<td>• Condemnation of previous employer</td>
<td>• Talks too much, rambles</td>
</tr>
<tr>
<td>• Poor eye contact, extreme nervousness</td>
<td>• Negative attitude</td>
</tr>
<tr>
<td>• Unwilling to start at the bottom</td>
<td>• Overbearing, aggressive</td>
</tr>
<tr>
<td>• Couldn’t sell him/her self to the employer</td>
<td>• Lack of courtesy, proper etiquette</td>
</tr>
<tr>
<td>• Unable to handle silence</td>
<td>• Lack of poise, lack of confidence</td>
</tr>
<tr>
<td>• Late for interview, disrespectful</td>
<td>• Lack of leadership skills</td>
</tr>
<tr>
<td>• Little enthusiasm, passive, indifferent</td>
<td>• Talked too much about salary</td>
</tr>
<tr>
<td>• Poor appearance</td>
<td>• Never heard of or lack of knowledge of employer</td>
</tr>
</tbody>
</table>
# INTERVIEW SKILLS: YOUR HIDDEN SKILLS

## HOW TO TURN A WEAKNESS INTO A POSITIVE TRAIT

<table>
<thead>
<tr>
<th>IF YOU THINK YOU ARE</th>
<th>THEN SAY THIS TO AN EMPLOYER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOO COMPULSIVE</strong></td>
<td></td>
</tr>
<tr>
<td>Your friends think you are nuts because everything in your locker must be in alphabetical order.</td>
<td>I have strong organizational skills and ability to plan ahead.</td>
</tr>
<tr>
<td><strong>TOO ARGUEMENTATIVE</strong></td>
<td></td>
</tr>
<tr>
<td>You always tell people exactly what you think and feel—even if it is about them.</td>
<td>I am confident and deal with issues directly. I enjoy taking on a challenge.</td>
</tr>
<tr>
<td><strong>TOO LAZY</strong></td>
<td></td>
</tr>
<tr>
<td>You always start essays the night before they are due. If there is a reason not to do something, you’ll find it.</td>
<td>I can work with short deadlines and under pressure.</td>
</tr>
<tr>
<td><strong>TOO LOUD</strong></td>
<td></td>
</tr>
<tr>
<td>When you talk, people cannot help but hear you—you love being the center of attention.</td>
<td>I am enthusiastic and outgoing. I interact easily group.</td>
</tr>
<tr>
<td><strong>TOO STUBBORN</strong></td>
<td></td>
</tr>
<tr>
<td>You hate to back down and do not like to admit when you are wrong.</td>
<td>I am persistent. I always carry a project through to the end.</td>
</tr>
<tr>
<td><strong>TOO TALKATIVE</strong></td>
<td>I am articulate and enjoy public speaking. I am persuasive and present my ideas well.</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>No one can get a word in when you are in the conversation.</td>
<td></td>
</tr>
<tr>
<td><strong>TOO WEIRD</strong></td>
<td>I am innovative and can always offer a fresh perspective. I enjoy taking the initiative.</td>
</tr>
<tr>
<td>You dance to a different beat and do things your own way.</td>
<td></td>
</tr>
<tr>
<td><strong>TOO INDIFFERENT</strong></td>
<td>I am adaptable and can be counted on to stay calm in stressful situations.</td>
</tr>
<tr>
<td>You never seem to have a strong opinion and just cannot get excited about anything.</td>
<td></td>
</tr>
<tr>
<td><strong>TOO SENSITIVE</strong></td>
<td>I am a caring, perceptive person with strong people skills and a desire to please others.</td>
</tr>
<tr>
<td>You take everything to heart.</td>
<td></td>
</tr>
<tr>
<td><strong>TOO SERIOUS</strong></td>
<td>I am a careful and reliable person. I am good at considering all the options.</td>
</tr>
<tr>
<td>Everything is important. You never seem to relax.</td>
<td></td>
</tr>
<tr>
<td><strong>TOO EXTREME</strong></td>
<td>I am imaginative. My creativity leads to good ideas.</td>
</tr>
<tr>
<td>You always overreact- your life seems to be out of a soap opera.</td>
<td></td>
</tr>
<tr>
<td><strong>TOO SHY</strong></td>
<td>I am self-motivated. I work well independently and need little supervision.</td>
</tr>
<tr>
<td>Meeting new people makes you nervous- you end up going most things alone.</td>
<td></td>
</tr>
</tbody>
</table>
**ACTION WORDS/SKILLS AND STRENGTHS**

Circle the action words and strengths you could use to describe your accomplishments. These words are great to use on a resume and cover letter. These action words will help to describe your skills. These skills and strengths can be raised and discussed in your interview.

**ACTION WORDS**

<table>
<thead>
<tr>
<th>Analyzing</th>
<th>Expanded</th>
<th>Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts criticism well</td>
<td>Learns quickly</td>
<td>Arranged</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>Programming</td>
<td>Agreeable</td>
</tr>
<tr>
<td>Listen well</td>
<td>Group Facilitating</td>
<td>Assembling</td>
</tr>
<tr>
<td>Promoting</td>
<td>Ambitious</td>
<td>Loyal</td>
</tr>
<tr>
<td>Auditing</td>
<td>Handling complaints</td>
<td>Provided</td>
</tr>
<tr>
<td>Artistic</td>
<td>Manages time well</td>
<td>Calculation</td>
</tr>
<tr>
<td>Implementing</td>
<td>Recording</td>
<td>Attentive</td>
</tr>
<tr>
<td>Motivated</td>
<td>Charted/Improving</td>
<td>Neat</td>
</tr>
<tr>
<td>Recommended</td>
<td>Attention to detail</td>
<td>Inspecting</td>
</tr>
<tr>
<td>Coaching</td>
<td>Record Keeping</td>
<td>Compiling</td>
</tr>
<tr>
<td>Co-operative</td>
<td>Needs little supervision</td>
<td>Confident</td>
</tr>
<tr>
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Appendix D: Peer Support Manual

**Education**

**And**

**Training**

**Peer Support Worker**
# INTRODUCTION

# THE BASICS

- KEY CHARACTERISTICS OF A GOOD PS
- KEY CHARACTERISTICS
- WHAT DOES A PS DO?
- SEVEN HABITS OF AN EFFECTIVE PS

# TUTOR RESOURCES

- TIPS FOR DEALING WITH INDIVIDUALS WITH LEARNING ISSUES
- STIMULATING A READINESS TO LEARN
- HOW TO FACILITATE LEARNING
- A WORD ABOUT ADULT LEARNING
- UNDERSTANDING ADULT LEARNING
- PRINCIPLES OF ADULT LEARNING
- USING POSITIVE REINFORCEMENT AND CONSTRUCTIVE FEEDBACK
- Key Points:

# OVERCOMING COMMON CHALLENGES IN TUTORING

# SMART GOALS

- SPECIFIC
- MEASURABLE
- ACHIEVABLE
- REALISTIC
- TIMELY

# DIFFERENTIATED LEARNING

- MULTIPLE INTELLIGENCES
- DIFFERENTIATED LEARNING STRATEGIES
- LEARNING STYLES – TEACHING STYLES
- Learning Style Inventory
- FIRST TUTORING SESSION QUESTIONnARE

# PS SESSIONS

| Page |
|------|---|
| 222  | INTRODUCTION                             |
| 223  | THE BASICS                               |
| 224  | KEY CHARACTERISTICS OF A GOOD PS         |
| 224  | KEY CHARACTERISTICS                      |
| 226  | WHAT DOES A PS DO?                       |
| 227  | SEVEN HABITS OF AN EFFECTIVE PS          |
| 228  | TUTOR RESOURCES                          |
| 229  | TIPS FOR DEALING WITH INDIVIDUALS WITH LEARNING ISSUES |
| 231  | STIMULATING A READINESS TO LEARN         |
| 231  | HOW TO FACILITATE LEARNING               |
| 232  | A WORD ABOUT ADULT LEARNING              |
| 232  | UNDERSTANDING ADULT LEARNING             |
| 232  | PRINCIPLES OF ADULT LEARNING             |
| 234  | USING POSITIVE REINFORCEMENT AND CONSTRUCTIVE FEEDBACK |
| 234  | Key Points:                              |
| 236  | OVERCOMING COMMON CHALLENGES IN TUTORING |
| 237  | SMART GOALS                              |
| 238  | SPECIFIC                                 |
| 238  | MEASURABLE                               |
| 239  | ACHIEVABLE                               |
| 239  | REALISTIC                                |
| 239  | TIMELY                                   |
| 241  | DIFFERENTIATED LEARNING                  |
| 242  | MULTIPLE INTELLIGENCES                   |
| 243  | DIFFERENTIATED LEARNING STRATEGIES       |
| 246  | LEARNING STYLES – TEACHING STYLES        |
| 247  | Learning Style Inventory                 |
| 249  | FIRST TUTORING SESSION QUESTIONnARE      |
| 251  | PS SESSIONS                              |
STARTING A PSW SESSION ................................................................. 252
FIRST TUTORING SESSION QUESTIONNAIRE ........................................ 253
Learning Style Inventory ...................................................................... 257
SMART GOALS .................................................................................. 259
DURING A PS SESSION ....................................................................... 260
  Checking for Understanding Using Different Types of Questions ...... 260
  Clarification .................................................................................... 260
  Completeness and accuracy ............................................................ 261
  EXAMPLES ...................................................................................... 261
  Extension ........................................................................................ 261
  Evaluation ....................................................................................... 261
  Emotional ....................................................................................... 261
WRAPPING UP A PS SESSION ............................................................. 262
  Summarize ..................................................................................... 262
  Assign ............................................................................................ 262
  Plan ................................................................................................ 262
  Praise ............................................................................................. 262
CHECKING YOUR HABITS ................................................................. 263
  HABITS .......................................................................................... 263
WEEKLY PS JOURNAL .......................................................................... 264
  Challenges posed today: ................................................................. 264
  Outcomes of today’s session: ........................................................... 264
  Topics to work on for next session .................................................. 264
  Any other observations, notes, or comments: ............................... 264
WEEKLY PS JOURNAL .......................................................................... 265
  Challenges posed today: ................................................................. 265
  Outcomes of today’s session: ........................................................... 265
  Topics to work on for next session .................................................. 265
  Any other observations, notes, or comments: ............................... 265
INTRODUCTION

Welcome to Peer Support (PS). Peer support is a great way to develop your leadership skills and build your resume while helping other students. Tutoring is hard work, but it can also be fun, and fulfilling.

During the program, you will be guided by your PS Trainer and your Coordinator. Your Trainer will provide some training sessions, and will check in with you throughout the program. By the end of your training, you will have all the tools you need to succeed as a PS. After you have completed tutor training, you will be matched with a Peer.

This manual is divided into 4 sections:

Section 1: The Basics will take you through what it means to be an effective PS, what a PS session could look like, and how to overcome challenges you may face with your Peer.

Section 2: Tutor Resources has useful tools to help you during your tutoring sessions.

Section 3: Differentiated Learning will show you how to create a Personal Learning Profile for your Peer, based on the idea that everyone learns differently. You will learn about strategies for helping your Peer learn based on their strengths.

Section 4: PS Sessions lays out the structure for your PS Sessions. You will get a generalized idea of how you should progress in a session, and what the goals should be.
THE BASICS

Being a PS is about helping another student with their school work. As a PS, you will also be a role model to your Peer, which means that you will be helping someone to build the confidence they need to be successful in school, and in their life outside of school. With the help of your PS Trainer and Coordinator, you will have all the tools to be an effective Tutor. In this section, you will learn what it means to be an effective PS and what should happen during a tutoring session.

- Understand the difference between a PS and a Teacher
- Know the habits of an effective PSTutor
- Learn the basic elements of a tutoring session
- Explore solutions to common challenges

Learning Goals

- I know what is expected of me as a PS Tutor
- I will be able to tell if I am an effective PS Tutor
- I feel prepared to facilitate tutoring sessions
- I am confident that when faced with a challenge during tutoring, I will know what to do

Success Criteria
KEY CHARACTERISTICS OF A GOOD PS

Read through the Key Characteristics and see how they apply to you. If you feel you are weak in certain areas it doesn’t mean you cannot be a tutor, but it might mean you will need to work on some things to be a truly effective one. You can get all the tools you need to succeed through the training manual, the training session, your school coordinator, your PS trainer, and other PSs.

KEY CHARACTERISTICS

The following characteristics are necessary to do a good job as a tutor.

DESIRE TO TEACH

A person who does not like tutoring will probably fail to completely transfer learning. People who do not enjoy public speaking will have the same problem. A person who enjoys helping others learn, on the other hand, will probably enjoy tutoring and have better results.

WORKING KNOWLEDGE OF THE SUBJECT

A trainer does not have to be an expert on all subjects, but unless they can competently explain and demonstrate the learning tasks, the tutoring will fail.

ABILITY TO CONVEY UNDERSTANDING

Some people have difficulty communicating what they know. They may talk very slowly or too rapidly, or use complicated language that confuses peers. These people are not effective trainers.

PATIENCE

Tutoring requires an objective, patient personality. Peers must feel that the tutor wants to help them, is interested in their growth, will be patient with their mistakes, and will be pleased by their success.
A SENSE OF HUMOUR

Nothing keeps peers more alert and attentive than a sense of humour. The wise tutor realizes that 45 minutes of learning and five minutes of laughter achieves much more than 50 minutes of straight learning. Remember to keep the focus on humour that is not hurting anyone’s feelings. Self-deprecating humour is usually safe, as are activities that allow peers to relieve some stress and share laughter together.

TIME TO TRAIN

Even the best tutor is likely to do a poor job if his schedule is already overburdened. Tutoring includes time to prepare properly. Preparation may include a range of activities, from research and writing, to creating learning materials and visual aids, to developing follow up plans and measurement tools.

RESPECT FOR AND BY PEERS

If the tutor is not respected by the peer, for whatever reason, the peer will gain minimal benefit from the tutoring.

ENTHUSIASM FOR TUTORING

If the tutor is enthusiastic as he undertakes learning activities, it is likely to carry over to the peer themselves. Tutors can deliberately increase energy levels in learning by altering their own demeanour and through focused activities. At the same time, a tutor’s attitude and approach can also sap the learning room of energy and create a negative experience.
WHAT DOES A PEER SUPPORT DO?

A PS plays a unique role in your school which is much different from your teachers. What is unique about our program is that students are working with other students. You should be able to relate to your Peer as a fellow student, and get to know them during the sessions you have with them.
SEVEN HABITS OF AN EFFECTIVE PEER SUPPORT

PS’s have helped us to develop this page by telling us what they think are the most important habits for successful tutoring. This is what we have learned:

1. **Know your Peer**
   - Know what your Peer is interested in
   - Know what your Peer is good at

2. **Form a partnership**
   - Set SMART goals together
   - Create an action plan for reaching your goals

3. **Be a role model**
   - Always arrive on time to your tutoring sessions
   - Be prepared for your tutoring sessions
   - Have enthusiasm and a positive attitude

4. **Encourage perseverance**
   - Don’t expect change to happen immediately
   - Make sure your Peer understands that they are not facing their challenges alone

5. **Communicate effectively**
   - Speak clearly and at a pace your Peer will understand
   - Use vocabulary that your Peer understands
     - Create an open line of communication by encouraging your Peer to ask questions when they do not understand you

6. **Give feedback**
   - Use both praise and constructive criticism
   - Be specific
   - Focus on solutions

7. **Have empathy**
   - Try to put yourself in your Peer’s shoes
   - Ask your Peer how they’re doing, and care about their well-being
   - Be a friend to your Peer
TUTOR RESOURCES

In this section, you will find several core resources we think you will find useful as a PS Tutor.
TIPS FOR DEALING WITH INDIVIDUALS WITH LEARNING DIFFICULTIES

Compared to the average individual, there are a number of people who could be described as slow learners. They may have had difficulty learning in school, been called lazy or stupid, repeated grades, or been taken advantage of by others because they didn’t catch on quickly. You may see these individuals around and find that when you interact with them they seem to be easily confused and have trouble following group discussions and keeping up with others.

If you are working with an individual that you have reason to believe is having issue with keeping up, or catching on, you need to figure out how to make sure he gets as much as possible out of your interactions. That person, although deemed a slow learner, may have learned to live independently and hold down a job. Indeed, they can be employable, as well as teachable. In order to maximize this, the following tips should be considered:

1. **THINK ABOUT THE WORDS** used to describe a person who has trouble learning – ‘slow’, ‘delayed’, etc. They give a hint as to how to interact with and to teach that person...slowly. You will need to spend more time with that person and more time means:
   - ✓ You cover less in one session
   - ✓ You repeat things more
   - ✓ You give more examples
   - ✓ You do more reviews

2. **WATCH YOUR LANGUAGE:**
   - ✓ Use simple, small words
   - ✓ Use simple sentences. State something in multiple small sentences, rather than one long complicated one.

3. **USE VISUAL AIDS AND TANGIBLE EXAMPLES.** If you can present information in several ways, it increases the likelihood that it will be understood and remembered.

4. **MAKE SURE DISTRACTIONS ARE KEPT TO A MINIMUM.** Focus is paramount to a slower learner; make sure there are as few things going on as possible to keep them engaged. Try not to multitask.

5. **ASK FOR FEEDBACK OFTEN.** Ask them to repeat back what has been said and studied. Do not ask them if they understand, ask them to explain it...Often.
6. **ENSURE STRUCTURE AND PREDICTABILITY** by trying to keep the same order of events on each interaction. If things are in similar order every day, the individual can concentrate on the material at hand rather than worrying what happens next or what is to be expected.

7. Memory and ability are generally linked, and a slower person will likely have a poorer memory. Each session needs to **REPEAT KEY POINTS** from the previous session to reinforce the teachings, while repetition of any new ideas discussed is needed to allow for maximum understanding.

8. In a session, make sure to spend the bulk of the **TIME ON THE ESSENTIALS**. There are always sections of learning that are not priority, and it is your job to determine what will be useful for the student to know and what will not.

9. If the student has trouble reading or writing, try not to make light of it. You may have to read the text to them, go over it at length to **ENSURE THEY GRASP IT**, or utilize some assistive technology like Word Q, or the like.

10. You need to **IMPART REALISTIC EXPECTATIONS** upon your peer. Focus on what they can actually achieve, and not try and pile on work that is out of their ability. Pushing them into assignments that are over their head will only lead to repeated failure, and only serve to them quitting or disengaging in the sessions.

11. While the average person may be able to take information learned in one place and apply it somewhere else, an activity know as abstract reasoning, the slower individual will have trouble with this concept. Try and **KEEP EXAMPLES MORE ‘CLOSE TO HOME’** for the peer to relate to. A slower person may have difficulty seeing how two different situations relate to one another, and may not be able to apply that information to their own life.

12. **MAKE USE OF WHAT YOUR PEER ALREADY KNOWS.** If that person is already in possession of a skill set, take advantage of that in your sessions. Relate your sessions to their acquired skills and they will likely hold on to the new information more readily.
STIMULATING A READINESS TO LEARN

Common sense tells us that if a peer is motivated to learn, the tutor’s job will be much easier and tutoring efforts will be more effective. To a large extent, motivation requires that a peer feels that the assigned work is important to them, offering significant benefit to their life.

HOW TO FACILITATE LEARNING

Practical experience has taught many of us how we can slow down the learning process. The following points are a list of things to avoid and how to avoid them so as to increase the learning experience for your peer.

AVOID MONOTONY

Vary the exercises, vary your participation, vary the seating, and vary your tone of voice.

AVOID FATIGUE

Be well rested yourself and find some way for your peer to occasionally get up and move around. If you suffer from poor sleep the night before tutoring, make sure that you are creating a good environment to rest even if you cannot sleep. During tutoring, give your peer breaks when they need them, and occasionally change the subject to add some life into the session.

AVOID DISTRACTIONS

This is often an internal response to being in a new environment. Try and make the peer the most comfortable, and try to eliminate external distractions.

Location is also key; the tutoring room should be ideally located. You could also put a note in the area saying, “Do not disturb, tutoring in progress.”

Remember to ask participants to not engage others during a tutoring session, as it will draw focus away from the session, and not bring items that may distract to the session.

AVOID ANXIETY

Make peers feel as comfortable as possible to ease the anxiety of performing under the pressure of a learning setting. Remember, someone that comes to you for help is struggling in that area and feels vulnerable to ridicule, pressure is that last thing you need, lest you want them to shut down and disengage.
A WORD ABOUT ADULT LEARNING

As you’ve probably already figured out, adults and children learn in different ways. Understanding this will help to prepare you for tutoring adults and make the distinction between tutoring and teaching in school. In this section, we’ll explore the principles of adult learning and consider how they will apply to your future tutoring sessions.

UNDERSTANDING ADULT LEARNING

Adults and children differ in learning styles and preferences. Effective tutoring should complement the learning styles of both the tutor and the peer, and so tutors must be certain to avoid treating adult learners in the same way that they would a child one.

When we are tutoring adults we must be aware of the characteristics of adult learners. Adults may think they are finished with classroom learning until they find there are still problems to solve, issues to explore, and many things to learn.

PRINCIPLES OF ADULT LEARNING

Can you remember when you were in college or high school and how people were learning in different ways? Some took notes, others doodled, and nowadays students flip between social networking and note taking at the same time.

Let’s look at how adult principles come into the tutoring process.

WE LEARN TO DO BY DOING.

Give peers something practical to do with the information they have just heard (for example, use a math equation to solve a budget issue).

WE HAVE FIVE SENSES.

We get impressions through our senses, so combine verbal explanations with written instructions, illustrations, or an object they can touch.

WE LEARN WHEN WE ARE READY TO LEARN.

Help peers understand how this learning can help them in their job, their career, or their personal life.
WE MAKE CONNECTIONS.

We tie new learning to what we already know. Try to make connections between what they are presently doing or saying and how they could relate the information to their life after the tutoring.

WE LEARN ONE THING AT A TIME.

Tutors must watch that they don’t rush through things too quickly, or give peers too much to absorb at one time. After each learning point, it is a good idea to give people a chance to ask questions, to do an exercise to cement their understanding, or to let them practice what they have just learned.

WE LEARN MORE RAPIDLY WHEN RESULTS ARE SATISFYING TO US.

Praise your peers when they do well at even a small thing. Never ridicule them in front of others. Don’t put people in positions where they might feel humiliated or threatened.

WE NEED TO UNDERSTAND WHAT WE LEARN.

It is not enough to just ask, “Is this clear?” or, “Do you understand?”. They need to demonstrate their understanding. If you break learning into small chunks, giving peers an opportunity to practice, and checking back with them to see if you have been clear, they have a better chance of understanding.

WE DEVELOP SKILL THROUGH PRACTICE.

Always provide opportunities for peers to practice the skill they are learning, in a non-threatening environment.

WE DIFFER FROM ONE ANOTHER IN ABILITIES AND BACKGROUND.

We learn differently and we have different talents. We may be better with figures than we are with words, or we may have never had the opportunity to learn a particular skill. Respect these differences; they can become a great source of creativity for the peer. Create an atmosphere where your peer is comfortable sharing their ideas.
USING POSITIVE REINFORCEMENT AND CONSTRUCTIVE FEEDBACK

Part of being an effective PS is letting your Peer know when they are doing something right, and providing them with constructive feedback and support to improve academically, and to reach their goals. This will help your Peer build self-confidence, and will reinforce good habits and behaviour.

KEY POINTS:

TAKE NOTE of what your Peer is doing well, as well as what you think they could improve. Both are equally important, and you should try to balance your feedback between praise and constructive criticism.

Example: telling your Peer that he is very organized with his agenda, but that his binder is less organized. Maybe if they organized their binder in the same way as their agenda, they would be able to keep better track of assignments.

BE CONSTRUCTIVE when you critique your Peer’s work. This means that you should always have a purpose and positive intent for your feedback and you should let your Peer know what this purpose is.

Example: if you are giving the feedback that you think your Peer should try a new strategy, like reading aloud, tell them that you think this may help them better understand the question because they have “verbal intelligence”.

BE SPECIFIC and direct when giving feedback.

Example: telling your Peer that he has a bad attitude is not specific. If it is an issue with punctuality you would like to address, then tell him how his lateness affects you.

ORIENT YOUR FEEDBACK around the SMART goals you set together whenever possible. This lets your Peer know that you genuinely care about making progress towards these goals.

Example: refer to your Peer’s goal (say, of getting a B on the next assignment) when giving them praise or constructive feedback: “It’s great that you have a good handle on order of operations because that will really help you get a B on your assignment”.

CELEBRATE SUCCESSES according to the size of success.

Example: if your Peer jumps 15% on their next test, that’s a big deal, and you should celebrate; but if you give them a lot of praise for getting just one answer right, your Peer might think you aren’t being genuine.

BE SINCERE, especially when giving positive feedback and praise.

Example: Tell your Peer how impressed you were when they got a tough question right. Don’t be shy!

AVOID PLACING BLAME when giving constructive criticism. What can you commit to doing to help your Peer address the issue? Be sure to tell your Peer how you might be able to help.

Example: “It seems like you’re having trouble finding time to do this assignment. I can come for an extra session if that would be helpful, and we can brainstorm ideas.”

FOCUS ON SOLUTIONS and strategies when talking about challenges. You don’t have to have a solution ready – it is not your job to solve all your Peer’s problems, but to work with them to try to arrive at creative solutions together.

Example: “What can we change about our sessions to help you stay on task for the hour?”

ASK YOUR PEER to respond to your feedback. These conversations should not be one-way – you should always check for understanding, and give your Peer the opportunity to tell you how they feel about the feedback you provide.

Example: when discussing the progress your Peer has made over the time you have spent together, ask your Peer: “Tell me what you think has helped you the most over the past little while. What might have led to your improvement?”

TAKE ACCOUNT of your Peer’s feelings when giving feedback, and always be sensitive and kind to them. Part of your role as a PS is to try to help them enjoy learning, so always keep this in mind when giving feedback.

Example: “I know that you’ve been trying really hard to pull your grade up in Science this term, and I think that if we keep working together on this unit, you’ll be able to achieve something you can be proud of.”
OVERCOMING COMMON CHALLENGES IN TUTORING

In general, challenges during tutoring fall under two categories: behavioural challenges and academic challenges. Behavioural challenges might include your Peer consistently arriving late, or not paying attention during sessions. Try not to take this personally – it probably has nothing to do with you. Academic challenges will probably be common in your tutoring, since the reason you are working with your Peer is likely that they are already facing academic challenges, such as struggling to grasp a concept, or lacking organizational skills.

Sometimes situations will come up when you have to address negative behaviours or mistakes. It’s not enough to tell your Peer that they did something wrong. In order for your Peer to learn from their mistakes, you should:

✓ Point out the things they did correctly first
✓ Give them a chance to identify and correct their mistake/behaviour
✓ State why what they did was wrong (they may not know)
✓ Offer suggestions on how they can avoid making the same mistake, or do better next time
✓ Try to avoid “Don’t…” and “You should…” statements when commenting on their behaviour.

Here are 5 examples of common challenges of a PS. How do you think you might address them?

✓ Your Peer arrives late on more than one occasion
✓ Your Peer has completed a problem incorrectly
✓ Your Peer arrives unprepared to work (no books, pencils, calculator, etc.)
✓ Your Peer doesn’t pay attention/loses focus
✓ Your Peer is a distraction to others trying to work

Remember that you are not alone when facing challenges with your Peer. Your Peer is probably frustrated as well. You also have your fellow PSs to help brainstorm solutions, and if the problem persists, you should talk to your PS Trainer and/or School Coordinator.
SMART GOALS

Setting goals with your Peer will provide structure to your time with him, and will help to build an open line of communication, and a shared sense of purpose. Use this resource during your first session with your Peer and revisit it regularly throughout the program to make sure you are on track to achieve these goals by the end of tutoring.

Week 1 SMART Goal:
Expectations of Peer for reaching this goal:

Week 2 SMART Goal:
Expectations of Peer for reaching this goal:

Week 3 SMART Goal:
Expectations of Peer for reaching this goal:

Week 4 SMART Goal:
Expectations of Peer for reaching this goal:

Monthly SMART Goal:
Expectations of Peer for reaching this goal:

Long Term SMART Goal:
Expectations of Peer for reaching this goal:
SPECIFIC

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- **Who:** Who is involved?
- **What:** What do I want to accomplish?
- **Where:** Identify a location.
- **When:** Establish a time frame.
- **Why:** Specific benefits of accomplishing the goal.
- **Which:** Identify requirements and constraints.

A general goal would be, “Get better grades.” But a specific goal would say, “Improve my average in Math from 58% to 70%+ and maintain that or better for the remainder of the term.”

MEASURABLE

Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your peer’s progress it will help you both stay on track, reach target dates, and experience the exhilaration of achievement that spurs on the continued effort required to reach the goals.

To determine if the goal is measurable, ask questions such as......
ACHIEVABLE

When you identify the goals that are most important to your peer, you begin to figure out ways you can make them come true. You help develop the attitudes, abilities, skills, and capacity to reach them.

Most goals you and your peer set is attainable when you plan the steps wisely and establish a time frame that allows carrying out of those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because the goals shrink, but because your peer grows and expands to match them. When you list your peer’s goals you build their self-image. They see themselves as worthy of these goals, and develop the traits and personality that allow them to possess them.

REALISTIC

To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; your peer is the only one who can decide just how high their goals should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs ever accomplished actually seem easy, simply because they were a labor of love.

TIMELY

A goal should be grounded within a time frame.

With no time frame tied to it there’s no sense of urgency. If they want to earn a diploma, when do they want to earn it by? “Someday” won’t work. But if they anchor it within a timeframe, “by May 1st”, then they’ve set their unconscious mind into motion to begin working on the goal.
The goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? Where will it take place? How will the goal be measured? Measurement will give you specific feedback and hold you **accountable**.

Goals should push, but it is important that they are **achievable**. Are the goals attainable?

Is the goal and timeframe **realistic** for the goal that is established?

Do you have a **timeframe** listed in the SMART goal? This helps to create **accountability** and **motivation**.
DIFFERENTIATED LEARNING

Differentiated Learning is the idea that everyone learns differently. This is at the core of PS. Everyone has different strengths, and your PS Peer has the potential to succeed academically if you both learn how to tap into those strengths, and how to make the material interesting and engaging. A key question for you to ask when tutoring is: “What is standing in the way of my Peer learning this material?”

In this section, you will learn how to identify your Peer’s Personal Learning Profile. By identifying this profile, you will be able to understand how your Peer learns best, and to come up with strategies that will help them learn. These strategies may be very different than your own strategies for learning.

The Personal Learning Profile consists of three parts: Learning Styles, Multiple Intelligences and Personal Interests.

Your Peer's Interests

This section also has strategies for helping your Peer based on the Personal Learning Profile you identify.

Learning Goals

Understand what is meant by “Differentiated Learning”
Know about Multiple Intelligences
Know about Learning Styles

Success Criteria

I know how to identify a Personal Learning Profile for my Peer
I have a toolkit of strategies for helping my Peer based on their specific Personal Learning Profile
MULTIPLE INTELLIGENCES

Another way of thinking about Differentiated Learning is Multiple Intelligences. Consider both Learning Styles and Multiple Intelligences together: which model do you find most useful? Which makes more sense to you? Can you identify which Learning Style and Multiple Intelligence you lean towards? When you are getting to know your Peer, have these models in mind so that you can be the most effective Tutor you can be by building on your Peer’s strengths as opposed to focusing on any weaknesses he might have.
DIFFERENTIATED LEARNING STRATEGIES

The table below explores how you can identify your peer’s intelligences, and gives you strategies to tailor your support for those intelligences. If your Peer is “Word Smart”, and they are having trouble with math, you can use stories to help them understand. This could also go the other way: if you Peer is not “Word Smart” but they need help in English, you can use stories that include things they are interested in to improve this area.

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Strengths</th>
<th>Strategies/Activities/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Word Smart”</td>
<td>Speaking, reading, writing, and listening</td>
<td>Stories, discussions, debates, journal writing</td>
</tr>
<tr>
<td>“Math Smart”</td>
<td>Numbers, calculations, and patterns</td>
<td>Problem solving, experiments, puzzles</td>
</tr>
</tbody>
</table>

Verbal/Linguistic

Mathematical/Logical
“Pattern Smart”
- Artistry, visual details, good use of space, aware of surroundings and direction
- Maps, graphs and charts, pictures, videos

“Body Smart”
- Sports, dance, able to use hands or body to create, fix, or express themselves
- Models and manipulatives, role-playing, touch and movement, hand-eye coordination, strength, speed, balance and flexibility

“Music Smart”
- Can play instrument or sing, composes and analyzes music
- Rhythms and melodies, voice, instruments, rhymes

“Self Smart”
- Understand one’s self, self-motivated, self-reflective
- Options and choices, opportunities for self-expression and self-evaluation, setting goals, assessing abilities, meditating and reflecting
“People Smart”

Notice other people's feelings and personalities, able to respond positively towards them, many friends, well-liked

Group learning, team games, opportunities for discussion and sharing ideas

“Nature Smart”

Interested and involved in helping environment, able to identify and classify plants, animals, minerals

Patterns and relationships in nature, environmental issues, outdoor activities
LEARNING STYLES – TEACHING STYLES

Learning Styles – Teaching Styles is a model of how different people learn. You can tailor your tutoring methods to an individual if you know how they tend to take in information. Knowing your peer in this way will allow you to get the most out of your tutoring sessions, and, most importantly, allow your peer to get the most out of them also.

Learning Strategies
- Diagrams
- Pictures

Learning Strategies
- Acronyms
- Word Association

Learning Strategies
- Geometric Models
- Manipulatives
LEARNING STYLE INVENTORY

This is an example of the Learning Styles Inventory Questionnaire that you would give to your peer during your first PS session. The information, in correlation with the First Tutoring Session Questionnaire, will provide you with a base for your tutoring sessions with your peer and help provide you with the information needed to provide the best tutoring possible.

1. If I have to learn how to do something, I learn best when I:
   (V) Watch someone show me how.
   (A) Hear someone tell me how.
   (K) Try to do it myself.

2. When I read, I often find that I:
   (V) Visualize what I am reading in my mind’s eye.
   (A) Read out loud or hear the words inside my head.
   (K) Fidget and try to feel the content.

3. When asked to give directions, I:
   (V) See the actual place in my mind as I say them, or prefer to draw them.
   (A) Have no difficulty in giving them verbally.
   (K) Have to point or move my body as I give them.

4. If I am unsure how to do something, I:
   (V) Write it in order to determine if it looks right.
   (A) Spell it out loud in order to determine if it sounds right.
   (K) Write it in order to determine if it feels right.

5. When I write, I:
   (V) Am concerned with how neat and well-spaced my words appear.
   (A) Often say the letters and words to myself.
   (K) Push hard on my pen or pencil to feel the flow of words.

6. If I had to remember a list of items, I would remember it best if I:
   (V) Wrote them down.
   (A) Said them over and over to myself.
   (K) Move them around and use my fingers to name each item.

7. I prefer teachers who:
   (V) Use overhead projectors while they lecture.
   (A) Talk with lots of expression.
   (K) Use hands-on activities.
8 When trying to concentrate, I have a difficult time when:
(V) There is a lot of clutter or movement in the room.
(A) There is a lot of noise in the room.
(K) I have to sit still for any length of time.

9 When solving a problem I:
(V) Write or draw diagrams to see it.
(A) Talk myself though it
(K) Use my entire body to move objects to help me think

10 When given written instructions on how to build something, I:
(V) Read them silently and visualize how the parts fit together.
(A) Read them out loud and talk to myself as I put the parts together
(K) Try to put the parts together first and read later.

11 To keep occupied while I wait, I:
(V) Look around, stare, or read.
(A) Talk or listen to others.
(K) Walk around, manipulate things with my hands, or shake my feet while I sit.

12 If I verbally describe something to another person, I would:
(V) Be brief because I do not like to talk at length.
(A) Go into great detail because I like to talk.
(K) Gesture and move around while talking.

13 If someone were verbally describing something to another person, I would:
(V) Try to visualize what he/she was saying.
(A) Enjoy listening, but want to interrupt and talk myself.
(K) Become bored if her/his description got too long and detailed.

14 When trying to recall names, I remember:
(V) Faces, but forget names
(A) Names, but forget faces.
(K) The situation where I met the person rather than the person’s name or face.
FIRST TUTORING SESSION QUESTIONNAIRE

The following is an example list of questions you would ask your peer in your first meeting with them. The information acquired would provide you with an overview of your peer, and an idea of who they are. The information a good start in getting to know your peer and finding out their interests. It will allow you to move forward in the Differentiated Learning section also, and tailor your tutoring plan accordingly.

Peer’s Name

Scheduled Sessions:
Day(s)
Time(s)

What do you like to do in your spare time?

What is something that you do very well?

What are your goals for this year in and outside of school?

What subjects do you most enjoy reading about?

What television or radio programs do you most enjoy?

What are your favourite types of movies?

What are your favourite hobbies or pastimes?

What subjects do you enjoy discussing with friends?

What subjects come to mind when you daydream?

What have been your favourite jobs?

What were your favourite school subjects?

What are your pet peeves?

If you doodle, what do you often draw?

If you ran the world, what changes would you make?

If you won a million dollars, what would you do with it?
What are your favourite kinds of people?

How would you like to be remembered after your death?

What are your favourite toys?

How would you describe your political beliefs?

Who do you most admire in life and why?

What tasks have brought you the most success?

What tasks do you think you could do well that you haven't yet done?

Who are you? Tell me about yourself.

What would you consider to be your major skills/strengths?

What are your weaknesses?

What have you done in your life? Identify your personal achievements related to work, learning and leisure.

What is an accomplishment that you are proud of?

**What do you want to learn?**

**Why do you want to learn this?**

**What are the possible ways of acquiring this knowledge?**

What would you love to be able to do for a living?

If you could be anywhere, doing anything, where would you be and what would you do?

Take some time to review these questions. You will be able to learn a lot about your peer from their responses, and you will be able to properly gauge their interests and move forward with establishing their goals. If you think there are questions you would like to add, add them to your First Tutoring Session Questionnaire section. You can always tailor your tutoring to each student, and the tutoring approach can be tailored to each tutor also. Don't be afraid to try something different if you feel it may yield better results.
PS SESSIONS

Peer

Mentor

fun
success
freshman
future
guide
community
friendship
involvement
achievement
helpful
expectations
experience
belonging
growth
STARTING A PS SESSION

You’re ready to begin tutoring with your Peer . . . where do you begin? Start with the first habit of an effective PS: Know Your Peer. During your very first PS session, you should use the PS Getting to Know You Interview (in the next section) and the SMART Goals worksheet (in the following section) to guide your session. The interview is a resource to help you break the ice and to learn about your Peer’s strengths and interests. You will be working with this person for a while, and it will be more enjoyable for both of you if you get to know each other. This is the foundation for building a working relationship built on trust and teamwork. Getting to know your Peer in a more personal way is important, but always remember that there may be some things that your Peer may not want to discuss. Allow them to set boundaries to feel more comfortable, and you may do the same to increase your comfort level. Setting SMART goals with your Peer is important to set the purpose of your work together. Try to revisit these goals together on an ongoing basis to make sure you are on the right track.

After the first session, remember to start each session by making a personal connection with your Peer by taking the time to get to know them. Ask them how they’re doing; what is going well for them in school; what problems they are facing; what they are doing after school; etc. You should be prepared to share the same about yourself; try to find common ground with your Peer and relate to them.

At the beginning of every PS session, you should set a manageable goal for your time together. This could be for your Peer to understand a math concept more fully, to finish a portion of an assignment, etc. For each session, you will need to establish a framework or structure for your time together. Will you and your Peer be working on math problems together? Will you provide a writing prompt to help your Peer to work on an essay? Would it help your Peer for you to read something to them? There are several options for structuring your session. If you are stuck, you can meet with your School Coordinator, other Tutors, or your PS Trainer to brainstorm. When you have established this structure, make sure you and your Peer are on the same page about expectations and responsibilities for both of you.
FIRST TUTORING SESSION QUESTIONNAIRE

Peer’s Name: 

Scheduled Sessions:
Day(s): 
Time(s): 

What do you like to do in your spare time?

What are your goals for this year in and outside of school?

What subjects do you most enjoy reading about?

What television or radio programs do you most enjoy?

What are your favourite types of movies?

What are your favourite hobbies or pastimes?
What subjects do you enjoy discussing with friends?

What have been your favourite jobs?

Who was your favourite teacher growing up?

What are your pet peeves?

If you ran the world, what changes would you make?

If you won a million dollars, what would you do with it?

What are your favourite kinds of people?
How would you like to be remembered after your death?

Who do you most admire in life and why?

What tasks have brought you the most success?

What tasks do you think you could do well that you haven't yet done?

Who are you? Tell me about yourself.

What would you consider to be your major skills/strengths?

What are your weaknesses?
What is an accomplishment that you are proud of?

What do you want to learn?

Why do you want to learn this?

What are the possible ways of acquiring this knowledge?

What would you love to be able to do for a living?

If you could be anywhere, doing anything, where would you be and what would you do?

Take some time to review the answers to these questions. You will be able to learn a lot about your peer from their responses, and you will be able to properly gauge their interests and move forward with establishing their goals.
LEARNING STYLE INVENTORY

Directions: Circle the letter before the statement that best describes you.

15 If I have to learn how to do something, I learn best when I:
   (V) Watch someone show me how.
   (A) Hear someone tell me how.
   (K) Try to do it myself.

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   (K) Write it in order to determine if it feels right.

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   (V) Am concerned with how neat and well-spaced my words appear.
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   (K) Push hard on my pen or pencil to feel the flow of words.

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   (K) Move them around and use my fingers to name each item.

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23 When solving a problem I:
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   (V) Read them silently and visualize how the parts fit together.
   (A) Read them out loud and talk to myself as I put the parts together
   (K) Try to put the parts together first and read later.

25 To keep occupied while I wait, I:
   (V) Look around, stare, or read.
   (A) Talk or listen to others.
   (K) Walk around, manipulate things with my hands, or move/shake my feet while I sit.

26 If I verbally describe something to another person, I would:
   (V) Be brief because I do not like to talk at length.
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   (K) Gesture and move around while talking.

27 If someone were verbally describing something to another person, I would:
   (V) Try to visualize what he/she was saying.
   (A) Enjoy listening, but want to interrupt and talk myself.
   (K) Become bored if her/his description got too long and detailed.

28 When trying to recall names, I remember:
   (V) Faces, but forget names
   (A) Names, but forget faces.
   (K) The situation where I met the person rather than the person’s name or face.

Scoring instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning. Meaning, you will intake the most information if that method is used.

VISUAL   AUDITORY   KINAESTHETIC
V=______  A=______  K=______
### SMART GOALS

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measureable</th>
<th>Achievable</th>
<th>Relevant</th>
<th>Timely</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 SMART Goal:</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Expectations of Peer for reaching this goal:</td>
<td></td>
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<tr>
<td><strong>Week 2 SMART Goal:</strong></td>
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<tr>
<td>Expectations of Peer for reaching this goal:</td>
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<tr>
<td><strong>Week 3 SMART Goal:</strong></td>
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<tr>
<td>Expectations of Peer for reaching this goal:</td>
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<tr>
<td><strong>Week 4 SMART Goal:</strong></td>
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<tr>
<td>Expectations of Peer for reaching this goal:</td>
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<tr>
<td><strong>Monthly SMART Goal:</strong></td>
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<tr>
<td>Expectations of Peer for reaching this goal:</td>
<td></td>
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<tr>
<td><strong>Long Term SMART Goal:</strong></td>
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<td></td>
</tr>
<tr>
<td>Expectations of Peer for reaching this goal:</td>
<td></td>
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</tr>
</tbody>
</table>

**VISUAL**

V=______

**AUDITORY**

A=______

**KINAESTHETIC**

K=______
DURING A PS SESSION

Your PS sessions should be collaborative. Remember, you are a co-learner in this program, and you are working towards common goals with your Peer. Throughout your sessions, it is important to always check for your Peer’s understanding by asking a variety of questions, and to provide your Peer with feedback.

CHECKING FOR UNDERSTANDING USING DIFFERENT TYPES OF QUESTIONS

It is easy to ask your Peer if they understand something and get a simple ‘Yes’ or ‘No’. Often what they tell you is the truth, but sometimes students who really struggle with a concept are embarrassed, and will tell you they understand to avoid the concept entirely. It may also be the case that your Peer believes they understand, but is still missing important information or ideas. Here are a few different types of questions you can ask to help you get to the bottom of what you’re trying to find out, whether it’s how your Peer is doing in class, or whether they really understand the math problem you’re working on.

CLARIFICATION

Use these types of questions when your Peer uses vague or unclear language, or when you just need more detail.

Examples:

What exactly did you mean by __________?
What, specifically, will you do next week?
Could you tell me more about __________?

VISUAL   AUDITORY   KINAESTHETIC
V=______     A=______     K=______
**COMPLETENESS AND ACCURACY**
Use these types of questions when you want to make sure your Peer has considered everything.

**Examples:**
- Is that all? Is there anything you have left out or missed?
- How do you know that is true?
- How does that compare with what you said before?

**EXAMPLES**
Use these types of questions when you want your Peer to give you a specific example, either to show that they understand, or to help you understand what they are saying.

**Examples:**
- Sorry, I don't understand. Could you help by giving an example?
- Could you give me an example of when you did __________?
- Tell me about a time when you __________.

**EXTENSION**
Use these types of questions when you want more information about something your Peer has told you.

**Examples:**
- Could you tell me more about that, please?
- And what happened after that?

**EVALUATION**
Use these types of questions when you want to learn about your Peer's opinion on a matter.

**Examples:**
- How good would you say it is?
- What are the pros and cons of this situation?

**EMOTIONAL**
Use these types of questions when you want to understand how your Peer is responding to a situation emotionally.

**Example:**
- And how did you feel about that?
- Why do you think that you responded to the situation like that?
WRAPPING UP A PS SESSION

Always try to end your PS sessions on a positive note so that you and your Peer will look forward to your next meeting. Before you end a session with your Peer, consider the following:

SUMMARIZE
Review the progress you made together
Go over any key concepts learned

ASSIGN
You may want to give your Peer some small assignment to complete before your next PS session

PLAN
Discuss the time and place of your next PS session
Make sure you and your Peer both record these plans in your agenda/calendar/phone
Make sure your plans are meeting your Peer’s needs: consider increasing or decreasing the frequency of your meetings based on both of your schedules and your Peer’s progress

PRAISE
Celebrate the successes your Peer experienced in this PS session, and overall, in all your sessions together
CHECKING YOUR HABITS

This resource is for you to use after several sessions of tutoring with your Peer. Let’s revisit the 7 Habits of an Effective PS Tutor. Reflecting on your experience in the program so far, score yourself on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>HABITS</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know my PS Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have a partnership with my Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am a role model for my Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I encourage perseverance in my Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I communicate effectively with my Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I give feedback to my Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have empathy for my Peer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total = ___ ___ ___ ___ ___ ___

What elements of tutoring are you most proud of?
________________________________________________________________________
________________________________________________________________________

Are there some areas that require improvement?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How will you improve on the areas you identified above?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
WEEKLY PS JOURNAL

Name: ___________________________ Peer Name: ___________________________

Subject: _________________________ Dates from: ___________ to: ___________

Topics Covered: __________________ / __________________ / __________________ / 

Materials Used: __________________ / __________________ / __________________ / 

CHALLENGES POSED TODAY:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

OUTCOMES OF TODAY’S SESSION:

Positive:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

In need of work:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

TOPICS TO WORK ON FOR NEXT SESSION

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

ANY OTHER OBSERVATIONS, NOTES, OR COMMENTS:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
WEEKLY PS JOURNAL

Name: ___________________________  Peer Name: ___________________________

Subject: __________________________ Dates from: ___________ to: ___________

Topics Covered: __________________________ / __________________________ / __________________________ / __________________________

Materials Used: __________________________ / __________________________ / __________________________ / __________________________

CHALLENGES POSED TODAY:

_________________________________

_________________________________

_________________________________

OUTCOMES OF TODAY’S SESSION:

Positive:

_________________________________

_________________________________

_________________________________

In need of work:

_________________________________

_________________________________

_________________________________

TOPICS TO WORK ON FOR NEXT SESSION

_________________________________

_________________________________

_________________________________

ANY OTHER OBSERVATIONS, NOTES, OR COMMENTS:

_________________________________

_________________________________

_________________________________
WEEKLY PS JOURNAL

Name: ___________________________  Peer Name: ___________________________

Subject: ___________________________  Dates from: ____________ to: ____________

Topics Covered: ___________________________ / ___________________________ / ___________________________ / ___________________________ / ___________________________

Materials Used: ___________________________ / ___________________________ / ___________________________ / ___________________________ / ___________________________

CHALLENGES POSED TODAY:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

OUTCOMES OF TODAY’S SESSION:

Positive:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In need of work:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

TOPICS TO WORK ON FOR NEXT SESSION

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

ANY OTHER OBSERVATIONS, NOTES, OR COMMENTS:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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TOPICS TO WORK ON FOR NEXT SESSION

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

ANY OTHER OBSERVATIONS, NOTES, OR COMMENTS:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
PS RESPONSIBILITY CONTRACT

CONFIDENTIALITY

In order to build an honest and open relationship between yourself and your Peer you must ensure them, when possible, that what they tell you will remain in confidence. This means that you absolutely cannot share personal information regarding your Peer with your friends and family.

However, it may become necessary to inform other people of a potentially dangerous situation. If you feel that what your Peer has told you may result in harm to himself or others, it is your duty to report this to your School Coordinator or principal.

PS TERMS AND CONDITIONS

To attend all training and tutoring sessions
To model appropriate behaviour
To work responsibly with my Peer
To give my undivided attention during tutoring sessions
To be empathetic for the difficulties that come with student life
To alert teachers if a situation occurs that may cause harm or violate the rights of my Peer or myself
To fully facilitate the tutoring sessions with my Peer

I hereby agree to fully participate in the PS Training Program as a PS, to respect confidentiality with my peers, and to abide by the terms outlined above.

Tutor Signature: ______________________________________________________

_____

Tutor Name (please print): _____________________________________________

_____

Signed (PS School Coordinator): ________________________________________
Appendix E: Peer Support Worker Job Description

EMPLOYMENT/TRAINING ASSIGNMENT

~Peer Support Worker~

To provide knowledge and support to peers regarding the Moderate Intensity Intermediate Health Care Unit

Offender Name: ________________________ FPS#: ______________________
Supervisor Name:_______________________ Title: _______________________

Length of stay to acquire skills: 3 months

<table>
<thead>
<tr>
<th>Main Duties</th>
<th>Skills to be learned</th>
<th>Indicators</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate information one-to-one to peers regarding policies and to provide support regarding concerns</td>
<td><strong>Personal</strong>&lt;br&gt;• Ability to respond well to direction and present self in a professional manner.&lt;br&gt;• Organizational skills&lt;br&gt;• Problem-solving skills&lt;br&gt;• Dependability&lt;br&gt;• Attention to detail&lt;br&gt;• Exceptional communication and interpersonal skills&lt;br&gt;• Patience and empathy&lt;br&gt;• Qualities of trust, cooperation and adaptability&lt;br&gt;• Responsive to needs of offenders&lt;br&gt;• Listening skills&lt;br&gt;• Tact&lt;br&gt;• Verbal Communication skills&lt;br&gt;• Effective time management skills&lt;br&gt;• Ability to work as a team&lt;br&gt;• Concern for a high-level of cleanliness and hygiene</td>
<td>• Ability to work well with others, good people skills&lt;br&gt;• Calm demeanor&lt;br&gt;• Work satisfaction of the supervisor (e.g., punctual, follow instructions, work independently)&lt;br&gt;• Timeliness&lt;br&gt;• Communication&lt;br&gt;• Attention to detail&lt;br&gt;• Attitude&lt;br&gt;• Feedback from peers&lt;br&gt;• Peers flourish in targeted peers</td>
<td>• Case work records&lt;br&gt;• Performance evaluation on progress&lt;br&gt;• Radar reports&lt;br&gt;• Internal health &amp; safety inspection reports&lt;br&gt;• Radar reports&lt;br&gt;• Query on OMS work assignments to verify length of stay&lt;br&gt;• Certificates earned</td>
</tr>
</tbody>
</table>
- Assist peers in productive self-assertion (speaking up)
- Support peer by utilizing a variety of methods to explain concepts (e.g., workplace, group, academic)
- Read aloud along with peer to assist with homework activities.
- Assist peer in finding information and provide direction in use of resources.
- Be point of contact for communication between peer and facilitator, as necessary.
- Produce special learning tools (e.g., prompts for medication, schedules)
- Orientate offenders who are new to the Moderate Intensity Intermediate Health Care Unit.
- Other related duties as required by staff.

**Technical**
- Administrative skills
- Conflict resolution skills
- Anger management
- Mediation skills
- Dealing with peers regarding sensitive matters

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**Job Requirements**

1. **Skills Required:**
   - Skills required will be based on decisions by the Program Board
   - MIICU staff and/or Education department staff will recommend required academic achievement level of candidate for position. An appropriate level of education achievement may be required for the different levels of ABE.
   - May require cultural and/or mental health awareness sensitivity experiences

**Prerequisites:**
• When inmates are assigned to work placement which involve the handling and/or processing of information about other inmates, Form 1189 must be completed, maintained and distributed as indicated.

2. Physical Demands:

   Medium

3. Health Requirements

   Health Clearance required: _____ Yes __X__ No

   Note: All employment/training assignments which involve the use of a respirator, driving a motorized vehicle, or operating heavy equipment/machinery require a pre-employment health screening. Institutional Health Services will complete a pre-employment health screening for the positions cited above before participants are deemed qualified for the employment/training. Additionally, participants in employment/training assignments which require the use of a respirator will be required to complete, with the assistance of the healthcare professional, the OHAG FORM 4 Self Declaration Questionnaire for Respiratory Users.

   The healthcare professional will then complete the Health Services section of the Inmate Application for Employment form (CSC 0843). The application form is hyperlinked above, however, can also be found at http://infonet/forms/home_e.shtml and then searching for CSC form number 0843. The completed form must be filed on the Offender Employment File.

4. Work Environment (e.g., office, outside):

   Indoor

5. Vocational Training Required for this Position:

   • Pre-Employment Safety;
   • WHMIS

6. Vocational Training which may be earned while assigned to this position:

   • Health Awareness Programs Facilitator Training;
   • Pre-Employment Safety;
   • WHMIS

7. Other Conditions of Employment

   Due to the nature of the work, the daily hours may vary based on institutional routine and requirements.
8. **Inmate Performance Evaluation and Inmate Pay review**

The work supervisor will complete an assessment of the inmate’s participation in the program assignment using the *Inmate Performance Evaluation* form (CSC/SCC 1138) at least once every six months and any time the program assignment ends. The Correctional Officer II/Primary Worker will normally complete the payment evaluation based on the criteria contained above and provide a recommendation that will be reviewed by the Correctional Manager and submitted to the Manager, Programs, using the *Inmate Pay Review* form (CSC/SCC 1138-01), at least once every six months.

9. **Institutional Specific Additional Functions:**

An addendum can be attached to the Employment/Training Assignment to accommodate the special needs of disabled offenders.

The terms and conditions of my employment as outlined in the Work Description have been reviewed with my work supervisor and I have been provided with a formal orientation of the work area and assignment, which includes the health and safety procedures and any specific rules and regulations. In addition, the *Inmate Performance Evaluation* (CSC/SCC 1138) form has also been reviewed.

Inmate Signature: ___________________________________________

Staff Signature: ___________________________________________

Date: ___________________________________________
Appendix F: Tips for Dealing with Offenders with Learning Problems
Tips for Dealing with Offenders with Learning Problems in Programs, Groups, Treatments
and Daily Activities

By: Dr. Dorothy Cotton

Compared to the general population, there are a large number of offenders who might be
described as “slow learners.” They may have had difficulty learning in school, been called lazy
or stupid, repeated grades, been taken advantage of by other because they don’t catch on too
quickly. You may see these individuals in programs or work or school or other interventions and
find that they are slow, concrete, don’t seem to get it, get confused. They may have trouble
following a group discussion or keeping up with the others.

The person who has classified as a slow learner may well have learned to live
independently and held down jobs. Indeed, they can be employable both while incarcerated and
in the community. In order to maximize this likelihood, the following tips might be useful.

If you are working with an offender, and you have reason to believe he is “slow,” you
need to figure out how to make sure he gets as much as possible out of your interaction. What
can you do?

1. Think about the words that are used (sometimes not very diplomatically) to describe people
who have trouble with learning-slow, delayed, retarded. Not politically correct, but they give
you a hint. The person is going to need more time. More time means:
   - You cover less in one session
   - You repeat things more
   - You give more examples
   - You do more reviews

2. Watch your language:
   - Use simple, small words
   - Use simple sentences. State something in three small sentences rather than one
     complicated sentence with a lot of clauses and wherefores and whatnots
   - Remember that CSC is the jargon capital of the world. Try to use regular English.

3. Use visual aids and concrete examples. If you can present information in several ways, it
   increases the chance that it will be understood and remembered.

4. Make sure only one thing at a time is going on. The slower offender needs to focus. Keep
distractions to a minimum.

5. Ask for feedback often. Ask the offender to repeat back what you said. Often.
6. Rely on structure and predictability. If things happen in pretty well the same order every day, the offender can use his energy to concentrate on the material you are teaching rather than worrying about what happens next or is expected.

7. Remember that memory and overall ability are generally linked. A slow person will likely have a poorer memory. Each session needs to repeat a lot of what happened during the previous session. And any new idea or skill needs repeating many times.

8. Give some thought to what information is absolutely essential and what is “nice to know.” It may have to suffice that the slow leaner just grasps the essentials so you might have to focus more on those. If you are working with offenders who have been involved in spousal abuse for example, it may be the overall goal for them to understand that power differentials and develop a repertoire of coping skills and social skills etc, etc. But for the slow offender, you may just have to hope he can grasp: “It is NEVER OK to hit someone, no matter what” and “if you feel like hitting someone, go for a walk.”

9. Concepts and ideas are going to be the hardest part, compared to skills. If you can’t figure out a way to make a concept really simple (e.g. “don’t hit or you go back to jail”) then just focus on behaviour and skills.

10. If he has trouble reading and writing, try not to rub his nose in it. He’s not likely to speak up and point out that he is the only dummy in the room who has no idea what you have written on the board. And he’s more likely to tell you to shove the homework assignment before he admits in front of a whole group that he can’t write. He may just give excuses—“I forgot my glasses” or “This stuff is stupid.” If he is not literate, find another way for him to meet the program requirements.

11. You have to have realistic expectations of what someone is actually capable of learning. Focus on what you can realistically be successful at, rather than adding one more failure to the offender’s list. Most of them have quite enough failures in their history!

12. While many people can take information learned in one setting and apply it somewhere else, the slower person will have more trouble doing this. Make your examples as close to the offender’s experience as you can. He may not be able to take information from someone else’s experience and apply it to himself or he may not be able to easily see how to different situations have elements in common. This type of activity is called “abstract reasoning”—the ability to take already used information and apply it to a new situation. The slower learner will not be as able to do this so you have to work through a lot more specific situation rather than assuming he can mentally jump from one to another.

13. Make use of what the offender already knows. If this is a person who already has some skills-job skills in particular- take advantage of them. There is no point starting from scratch if he has already done a lot of work. Use what he already know and can do.
References


