



APPENDIX A

Blackline Masters: Units 1–5

Blackline Masters

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Grade 9 Career Development General Learning Outcomes

GLO A:
Build and maintain
a positive
self-image.

GLO B:
Interact positively
and effectively
with others.

GLO C:
Change and
grow throughout
one's life.

GLO D:
Locate and
effectively use
life/work
information.

GLO E:
Understand the
relationship between
work and
society/economy.

GLO F:
Maintain
balanced life
and work
roles.

GLO G:
Understand the
changing nature
of life/work
roles.

GLO H:
Participate in lifelong
learning supportive
of life/work goals.

GLO I:
Make life/work
enhancing
decisions.

GLO J:
Understand, engage
in, and manage one's
own life/work building
process.

GLO K:
Secure/create
and maintain
work.

I Am

I am . . .

Write one positive and true quality of this person in the form of an adjective. (Leave room for everyone else to write an adjective.)

Move on to others in the class and write on their sheets and allow them to write on your sheet.

Reflection

1. Take the paper off of your back, and read the list of positive and true qualities attributed to you by your classmates.
2. Reflect on this experience by answering the following questions:
 - How did you react to the descriptions?
 - Were you surprised by any of the qualities?
 - What positive and true qualities do you have that were not listed?
 - How did it feel to write compliments about your classmates? How did it feel to receive compliments from your classmates?
3. Reflect on how this activity connects with self-image or self-concept by answering the following questions:
 - How often in life do we receive that kind of positive feedback?
 - How often do we receive negative feedback?
 - Who are the people that usually give us feedback?
 - If we received this amount of positive feedback every day, how would it affect our behaviour?

Annual Education Plan (1)

Life/Work Exploration

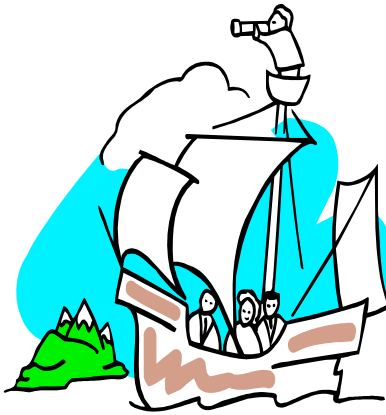
Name	_____	Year of Graduation	_____
Address	_____	School	_____
Phone Number	_____	Parent/Guardian	_____
Date	_____	Grade Level	_____

Goals for achievement

A. Set goals and plan action:

List your top five interests.
(see 1.A.5)

List your top five
personal skills. (see 1.A.5)



List your top five values.
(see 1.A.5 and 1.A.6)

List your top five work
values. (see 1.A.8)

Exploration

List five characteristics or personal
likes that make you unique. (see 1.B.4)

List your top five qualities that you
bring to school everyday. (see 4.K.1)

List three types of working conditions that you would enjoy. (see 2.D.5) _____

List your learning styles in order of strongest to weakest. (see 3.H.7) _____

Annual Education Plan (2)

List three potential long-term occupational goals and the training options that would get you there.

i) Occupation _____
Training route(s) _____

ii) Occupation _____
Training route(s) _____

iii) Occupation _____
Training route(s) _____

Develop plans required to achieve short-term goals—(**examples in school**) course selection for Grade 10, academic performance, participation in extracurricular activities related to future goals, attendance, etc. (see 3.J.1).

Develop plans required to achieve short-term goals—(**examples outside school**) volunteer in work-related occupations, save money for post-secondary education, interview a person in an occupation of interest, etc. (see 3.H.8 and 3.J.1).

Annual Education Plan (3)

B. Four Year Education Plan (see 3.J.1, 3.J.3, 3.J.5):

School registration forms or student registration guides/handbooks may be required.

Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
Compulsory	Compulsory	Compulsory	Compulsory
Optional	Optional	Optional	Optional

This plan should be reviewed regularly and revised as needed.

Parent/Guardian's Signature

Date

Student's Signature

Date

Comments:

Knowing Me, Knowing You (also known as the Mingle Exercise)

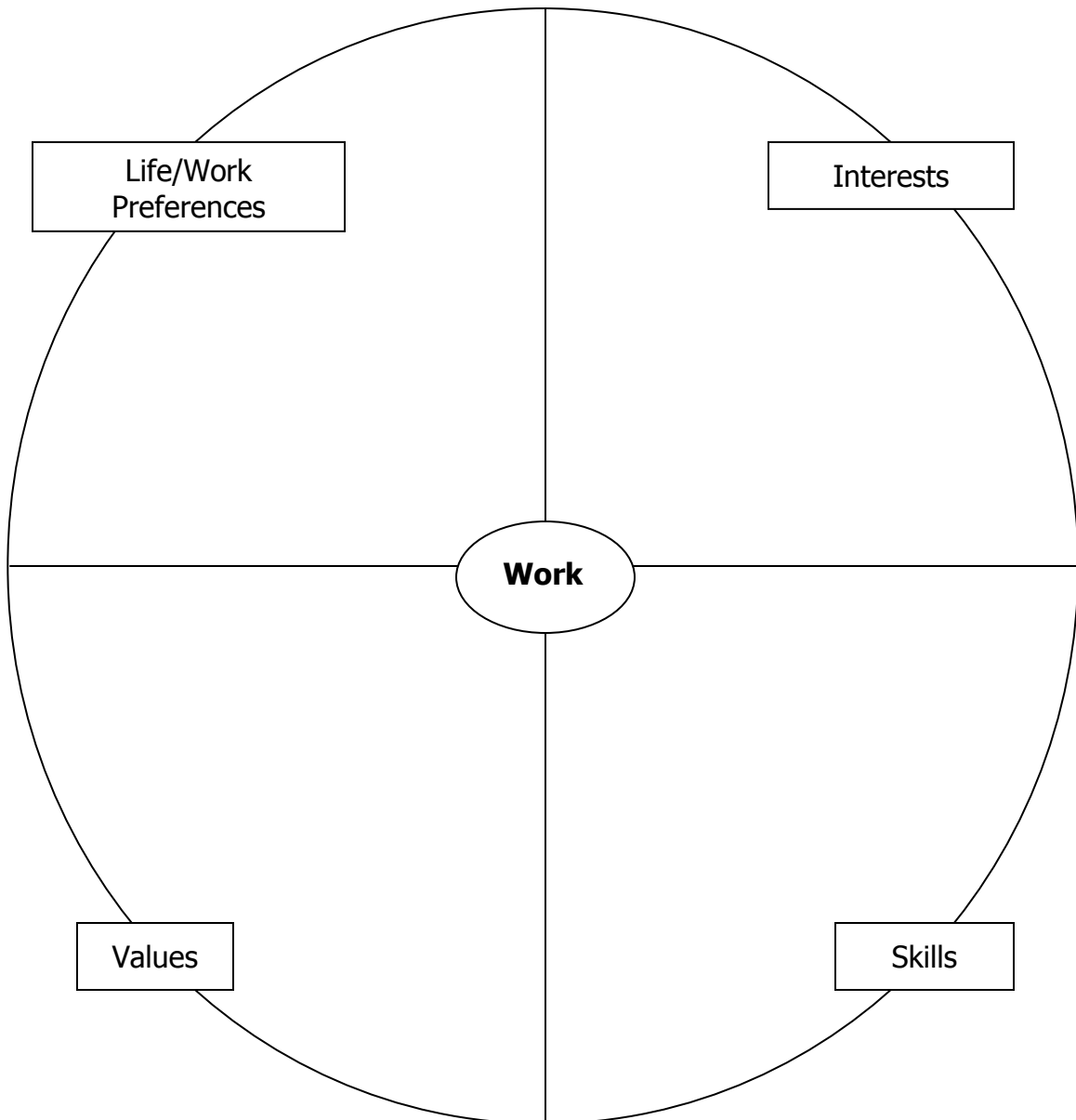
Directions:

1. Mingle with your classmates, and when someone is unoccupied, ask him or her one of the five questions below. Have the person sign his or her answer.
2. After that person responds, answer the same question yourself in the space provided.
3. Find someone else who is unoccupied, and ask another question. Continue until all questions have been answered.

If you won \$2,000,000, what would be one thing you would like to do? Why?	
Answer by _____:	My answer:
If you could be any animal, what would you be? Why?	
Answer by _____:	My answer:
If you could describe yourself in one or two positive words, what would they be? Explain briefly.	
Answer by _____:	My answer:
If you could turn any activity in the world into a job, what would it be? Explain briefly.	
Answer by _____:	My answer:
If you could imagine yourself in the future as a grandparent, what accomplishments would you like your grandchild to know about? What would you like to be remembered for?	
Answer by _____:	My answer:

Increasing Self-Awareness Career Planning Process Diagram

What characteristics would describe satisfying work for you?



Work that accommodates our skills, interests, values, and personal preferences will bring us the most satisfaction.

Marooned

Your team is marooned on an island. What five items would you have brought with you if you knew there was a chance that you might be stranded? You are allowed only five items per team, not per person.

Write your five items and your reasons for choosing them in the chart below. Be prepared to defend your choices to the class.

Item	Reasons
1.	
2.	
3.	
4.	
5.	

Ten Pieces of Me

Instructions:

Part A: I am a . . .

1. Tear the "I am a . . ." handout into 10 pieces.
2. Write a different one of your roles in life on each piece. For example, "I am a student" or "I am a friend."
3. Think about what you've written, and make any changes you wish.
4. Pick up your ten pieces of paper.
5. Put down the one piece that describes a role you feel you could give up with the least change in your life. How do you feel about that?
6. Continue to put down one piece at a time, pausing to think about it.
7. Look through the pieces again, and change the order if you wish.

Part B: I am . . .

1. Tear the "I am . . ." handout into 10 pieces.
2. On each piece, write one of your personal characteristics or qualities.
3. Match each of your characteristics or qualities to one of the roles you identified in Part A.
4. Reflect on the discoveries you made during this activity. Which of your roles are most important to how you see yourself? Which of your qualities or characteristics help or hinder you in those roles?

Ten Pieces of Me (Part A)

I am a . . .

I am a . . .

I am a . . .

I am a . . .

I am a . . .

I am a . . .

I am a . . .

I am a . . .

I am a . . .

I am a . . .

Ten Pieces of Me (Part B)

I am . . .

I am . . .

I am . . .

I am . . .

I am . . .

I am . . .

I am . . .

I am . . .

I am . . .

I am . . .

Creating a Budget, Part A

Instructions: Preview and review monthly expenses cited below, and make realistic financial adjustments to better fit your individual plans. Use local newspapers as a source of information.

Name	Monthly Expenses	Expenditures
Groceries	Not less than \$250 per month	\$250
Clothing	Include boots, shoes, coats, and work and leisure clothes for all year around and divide by 12.	
Accommodations	Monthly rent or mortgage payment Household bills: heat, electricity, taxes, water, telephone, TV, etc. (30% of monthly accommodation cost)	\$600 + \$180
Transportation	Monthly payments (for vehicles) If using vehicle will need monthly parking fees. Maintenance: 20% of vehicle cost for fuel, Manitoba Public Insurance, and repairs Other transportation costs (bus, taxi, etc.)	\$300 older vehicle \$60 less than 2 tanks filled per month Parking not included
Miscellaneous	Toiletries, haircut, dry cleaning, household items, pet care	\$45
Leisure	Movies, video games, eating out, and expenses for other leisure activities	\$150
Other items	Computer, cell phone, boat, cottage, snow mobile, etc.	????
Savings	Life insurance, travel, retirement, etc.	????
Total monthly expenses		\$1585

Creating a Budget, Part B

Instructions: Select an occupation and the average hourly wage from the list at www.jobfutures.ca. An annual wage can be calculated by multiplying 40 x 52 x the average hourly wage. Divide this by 12 to determine a monthly income.

Complete the following table:

Name	Occupation
A) Gross Monthly Income	
B) Income Tax	
C) EI and CPP Deductions	
D) Net Monthly Income $A - (B + C) = D$	
Total Monthly Expenses	
Preliminary Monthly Balance (if negative, adjust expenses until balance is \$0 or more)	
Unexpected expenses (new microwave, dental work, wedding present, etc.)	
Final Monthly Balance	
Bank Account (savings)	

Erik Erikson and the Stages of Psycho-Social Development

Erik Erikson was a very influential German psychologist and psychoanalyst known for his theory of human development that explored the development of identity over eight stages of life from birth to death. Each stage is concerned with a particular conflict that must be resolved and a particular event or issue around which this conflict resolves itself. The following chart outlines the various stages:

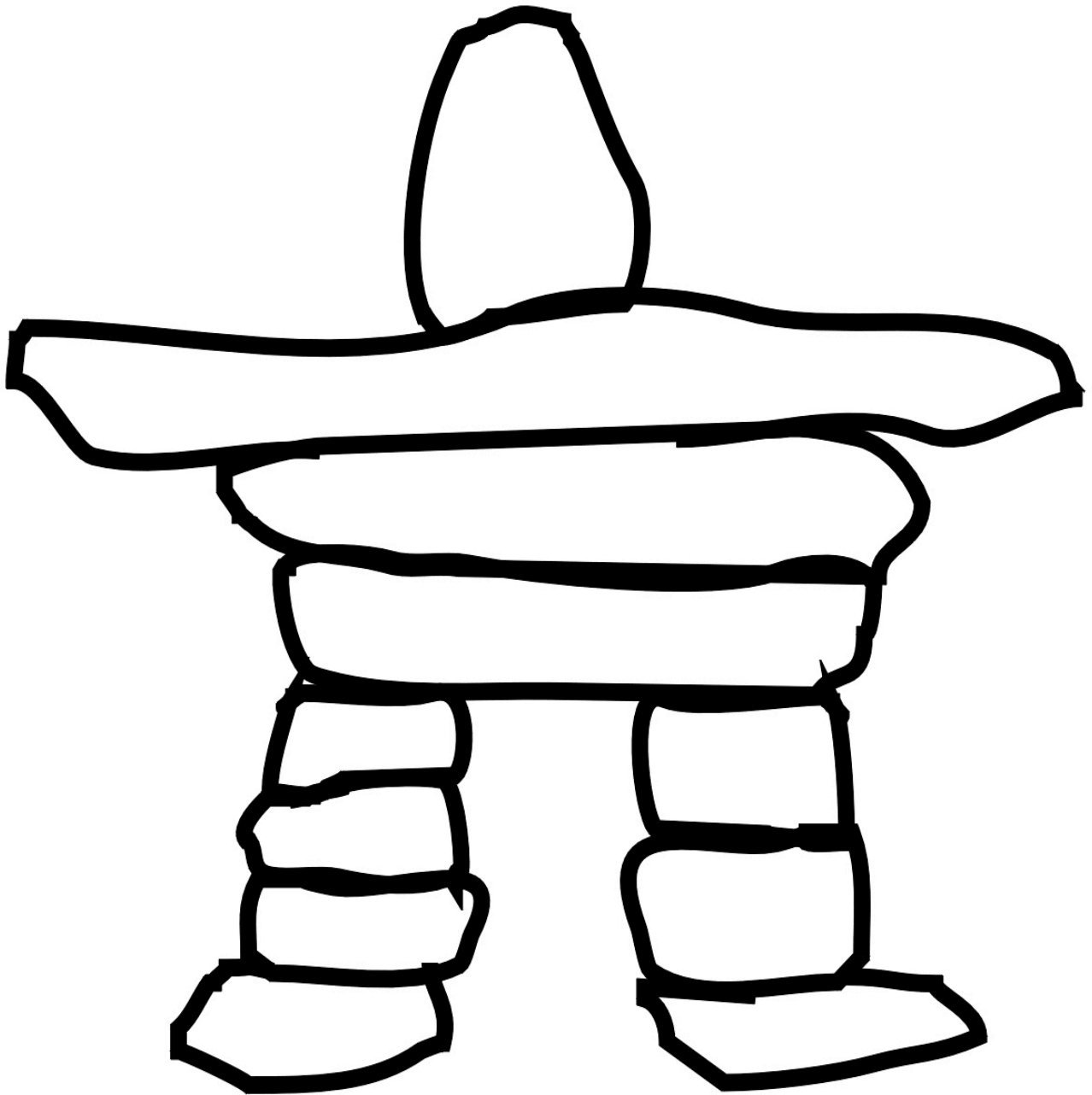
Stage	Age Range	Conflict	Event/Issue
1	birth to one year old	trust versus mistrust	feeding
2	one to three years old	autonomy versus doubt	toilet training
3	three to six years old	initiative versus inadequacy	independence
4	six to twelve years old	industry versus inferiority	school
5	twelve to eighteen years old	identity versus confusion	peer relationships
6	eighteen to forty years old	intimacy versus isolation	love relationships
7	forty to sixty-five years old	productivity versus stagnation	parenting
8	sixty-five years old until death	integrity versus despair	acceptance of one's life

Inukshuk Exercise

Instructions:

1. Think of the person you most admire. Reflect on this person and why you chose him or her.
2. Write one quality of this admired person in each of the stones of the inukshuk on the handout (11 qualities in total).
3. Often, we are drawn to people who have some of the same qualities we have. Write the words "I am" at the top of your inukshuk, and think of yourself as possessing all of the qualities you have written down.
4. Reflect in writing below about how accurately the qualities describe you. Which qualities need to be developed more for you to become the kind of person that you admire? How might you develop these qualities?

INUKSHUK



The Inukshuk is a stone monument guiding travellers in northern Canada. It acts as a symbol of greeting and direction.

The Evolving World of Work (1)

Information Sheet **Overview of the Evolving World of Work**

- The world of work is in constant flux. Work and occupations are not created out of the ether. They are created out of needs for goods and services. Over time, needs shift and change. New technologies, global influences, changes in demographics of the population and spending habits of families all affect the number and type of occupations in countries and in communities.
- Ask parents to think about occupations that they have seen disappear over their own lifetime (e.g., telegraph operators, bank tellers [practically], personal secretaries). As they disappear they are replaced by new occupations (e.g., financial advisors, software developers, radiology specialists). In another 100 years, people will be doing work we can only dream about now.
- Most of us aren't concerned about the next 100 years—at least it does not preoccupy our daily thoughts. We do care, however, about the next five or ten years as it relates to our own career futures and those of our children.
- As we look at the global economy at the beginning of the 21st century, what do we now see? Global trends include
 - highly competitive trade—easy movement of people and products globally
 - increased deregulation and privatization of industry
 - information technology is a dominant force
 - multinational companies moving to all parts of the world
- As we focus more specifically on Canada, we can identify areas where demand is expected to be high. These include
 - the information technology sector—huge growth but for a relatively small and specialized number of people
 - business, financial advisory, and personal services—significant growth for much larger numbers of people as organizations contract out services, and families buy needed services now that two-income earners have become increasingly the norm
 - health and education—predicted to be on the rise after a long period of decline
 - skilled trades people—in demand
 - tourism—large growth as baby boomers age and have disposable incomes
 - small business—huge growth here and in the services small business needs to survive
- These are general across the country. One needs, of course, to look in one's own province and region to see which of these trends is growing fastest at home.

The Evolving World of Work (2)

- There has been a lot of doomsaying about the future of work and a lot of speculation about a jobless future. Many studies are now showing that there is little substance to these predictions. Predicting the future of work is risky business and a very inexact science. This is why we need to place so much emphasis on personal research. There are no certain answers—only signposts along the way.
- We know that while some areas of work disappear, others are created. And many suggest that the future workplace will be more challenging, more competitive, and less accessible for unskilled people and/or those with outdated skills who do not upgrade and pursue training to stay current. This has huge implications for our teens.
- The labour market outlook for youth is always particularly challenging. Youth unemployment has long been significantly above the adult unemployment rate and remains a national concern. There are important work challenges and difficulties for youth in Canada now. If we understand some of these, we can begin to think about how to “inoculate” our teens insofar as we can and how to help them manoeuvre cleverly, understanding where the vulnerabilities are and preparing themselves accordingly.

So let's start with the bad news first, remembering that these are only trends and not necessarily facts!

- There is a growing polarization in the Canadian labour market affecting both youth and adults—a gap between who gets work and who doesn't, who is rich and who isn't.
- In a 1990 survey, one in six Canadians described himself as poor; one in 20 as wealthy; the rest clustered in the middle. In 1995, over 20% of those who had been “better off” reported being less well off; 64% of the “poor” were also less well off.
- The youth share of the Canadian population was 13.4% in 1996 but their unemployment rate was 25%.
- Young people who do not have training beyond Grade 12 face significant obstacles in accessing good jobs and making enough money to live above the poverty line. While there are jobs for unskilled workers, they are most often low pay, low security, and “dead-end.” Youth need the tools to do well in entry jobs, learn from them, and move forward. Some of these tools are attitude and the capacity to move cleverly and strategically; another key tool is training.
- Many youth can expect delayed entry to adult roles. Youth are staying in school longer (which is good). They lack work experience (which is not good). The time it takes for them to access work that provides sufficient income to let them leave home is longer. In 1996, 44% of males between the ages of 25 to 29 were living at home; 33% of females were as well. There are many implications of this trend for families, parents, and youth.

The Evolving World of Work (3)

- Among youth, an important issue is underemployment. We need to be very concerned about this. As we emphasize education, we imply that if youth complete schooling successfully, there will be challenging interesting work that is “big enough for their spirit” waiting for them. In a 1992 survey, 31% of high school graduates and 20% of university graduates reported being overqualified for their jobs seven years after graduation. While university graduation still remains a good insurance policy against unemployment, those in non-professional faculties (e.g., humanities and sciences) tend to find work, but not necessarily in their field and not using their talents and skills to their full potential. Many, indeed most, do eventually find work in their field but it takes longer—and it takes effort. For those in professional faculties (e.g., engineering), this is much less the case. This points to the advantage of post-secondary training in a profession or skilled trade area, at least in the short term.
- The issue of “quality work” for youth is also a serious concern. Government policies have focused on creating entry-level jobs and on raising the employment rate for youth. There has been much more of a focus on increasing the quantity of jobs than on what Graham Lowe calls “quality jobs.” Yet survey after survey indicates that youth want quality, not just quantity. Quality jobs are those that offer enough challenge, interest, decent people to work with, reasonable compensation, and some level of security. Youth need to understand quality, know how to seek it out and become their own quality control managers. This is critical to manoeuvre. Part of this is to become clever and strategic about terms like “flexible” and “just-in-time” workforce. These can offer huge advantages for those who know how to manoeuvre; for those who do not, however, they can benefit only the employer who can get their work done, provide low wages, no training, no benefits, and let youth go “just in time.”

So that is the bad news. There is also good news . . . and a good amount of it!

- The work that is being created seems to be distributed across levels of training and education approximately equally—30% requiring university; 30% requiring post-secondary training and skilled trades training; 30% requiring grade 12; and 12% less than grade 12. Most jobs still require “moderate” levels of skill to enter. This is not what we tend to hear in the media where technology hype makes it sound like all workers need to be technological wizards. High skill jobs in the information technology sector remain a relatively small percentage of the overall workforce. Interestingly enough, a majority of Canadians have more computer ability than is actually required for the jobs they do. The vulnerability of the 12% who do not complete secondary school (and even those who do complete it but do not pursue additional training) is a concern for certain. Both need to learn to be clever and to manage their learning in order to progress. With the right skills and strategies, it is possible.
- Youth seek and want quality jobs. They want challenging and meaningful work, AND they have a strong work ethic when the work “matters.” Again this is contrary to how youth are often depicted.

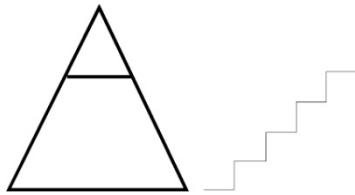
The Evolving World of Work (4)

- Small business is a huge growth sector in Canada and presents enormous opportunity for youth with an entrepreneurial spirit and/or who want to work for entrepreneurs. Small business needs most of the services of big business, just on a smaller scale. So, whether youth want to manage their own small business or service an existing one, there is opportunity.
- Finally, by 2010 demographics should work strongly in favour of youth. By then, there will be fewer youth entering the workforce and many baby boomers will have exited. Workers are expected to be in high demand and youth may become hot commodities. When commodities are hot, there is competition and employers must invest in training and incentives to attract good people. We already see this now in the high tech sector. We are beginning to see it in other sectors as well, even the retail sector. So demographics will help.

The Evolving World of Work (5)

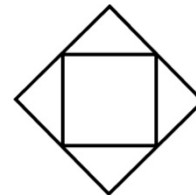
Information Sheet The Pyramid and the Diamond

Traditional Pyramid



- lots of opportunities to enter at the bottom; lots of possibilities to stay there too
- more people at the bottom, less at the top
- opportunities are mostly hierarchical
- knowledge and decision making are mostly in the top triangle—opportunity for the patient and loyal ones
- skill requirements are clear—specialists abound
- considerable differentiation between “blue collar” labourers and “white collar” professionals
- focus is on occupations/job titles

Emerging Diamond



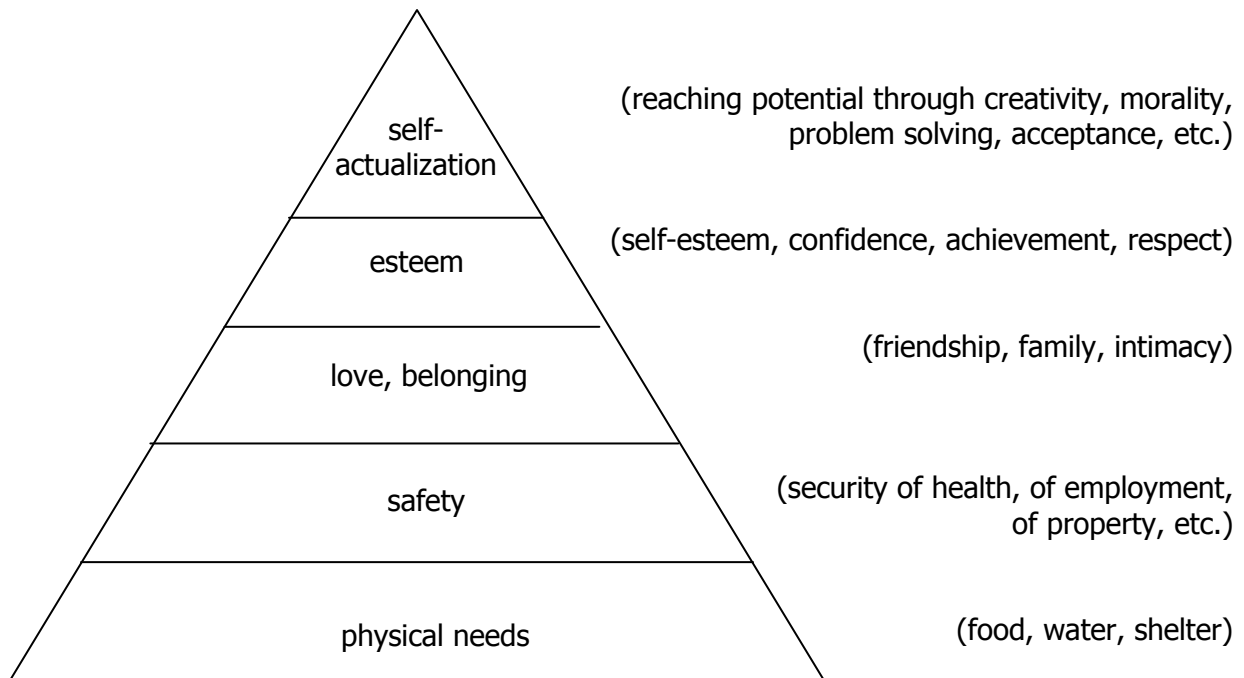
- constricted base means limited opportunity for low skill/inexperienced—assumption of basic skills
- more people in the middle, less at the bottom and top
- opportunities are mostly lateral
- knowledge and decision making are mostly in the big square—lots of opportunity for self-starters and risk takers
- transferable skills become necessary—generalists who are transferable/mobile and with ongoing learning skills and attitudes will mostly succeed
- crumbling differentiation—“aqua collar” workers are emerging as tasks expand and distinctions blur
- focus is on skills and sectors

The Evolving World of Work (6)

"The Evolving World of Work" Notes	
Factors That Affect the Number and Type of Occupations Available	
Trends in the Global Economy	
Occupational Areas Where Demand Is Expected to be High in Canada	
Tools Youth Need to Advance Careers	
Characteristics of a Quality Job	
Trends That Will Benefit Youth in Near Future	
Reflection: How do you think the various factors and trends will affect the way you learn and develop in response to the changing world of work?	

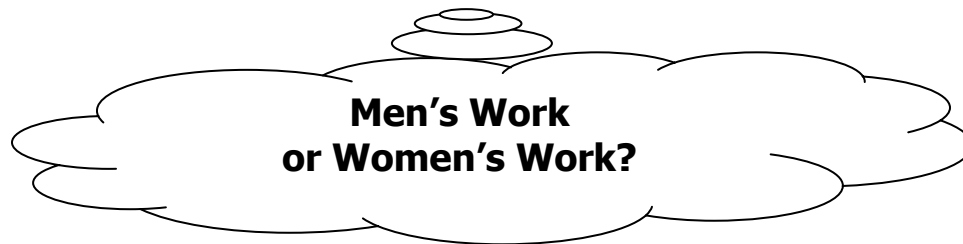
Abraham Maslow's Hierarchy of Human Needs

Abraham Maslow was a psychologist who studied human motivation. His main claim to fame is his "Hierarchy of Human Needs" theory. In this theory, he categorized and ordered all of the needs people have to fulfill in order to feel satisfied and motivated in life. The following diagram illustrates the categories:



Moving from the bottom up, each level of need must be met before a person can focus on the next level. For example, a person will not worry about what they are achieving in life (esteem need) if they do not have enough food to eat (physical need).

Fair Play – Fair Pay

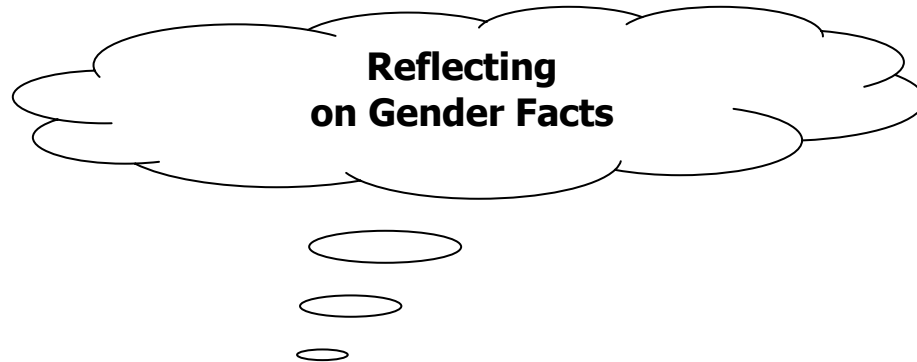


Which of these occupations and household activities most suit males? Which most suit females? Which can be done well by both?

OCCUPATION	MALE	FEMALE	BOTH
Cook			
Plumber			
Pilot			
Carpenter			
Nurse			
Doctor			
Forklift Operator			
Electrician			
Ironworker			
Mechanic			
Primary School Teacher			
Cashier			
Flight Attendant			
Receptionist			
Secretary			
Politician			
Salesclerk			
Engineer			
Architect			
Taxi Driver			

ACTIVITY	MALE	FEMALE	BOTH
Paying Bills			
Housecleaning			
Cooking			
Child Care			
Grocery Shopping			
Laundry and Ironing			
Taking Out the Garbage			

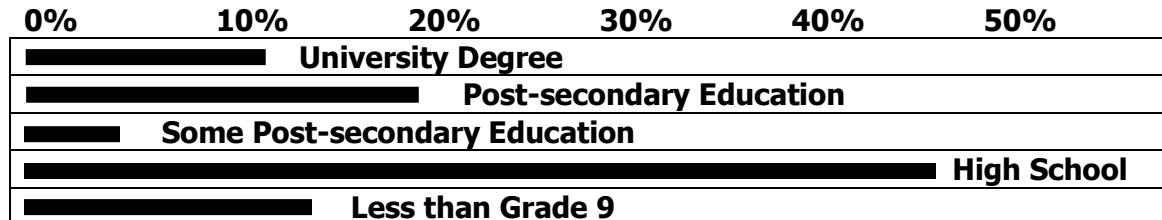
Fair Play – Fair Pay



	TRUE	FALSE
In today's workplace, men and women receive equal pay for equal work.		
Equal numbers of men and women are found in all occupations.		
In two-income families, both partners earn equal incomes.		
Women are starting businesses at three times the rate of men.		
Household work in Canada is valued at \$285 million annually.		
Sexual harassment in the workplace only applies to women.		
Women working full-time earn, on average, 72 cents for every dollar men earn.		
Between 1981 and 1994, the number of self-employed women in Canada increased by 97.8%.		
Most single-parent families are headed by men.		
Employment equity means that men and women are considered equally for jobs.		

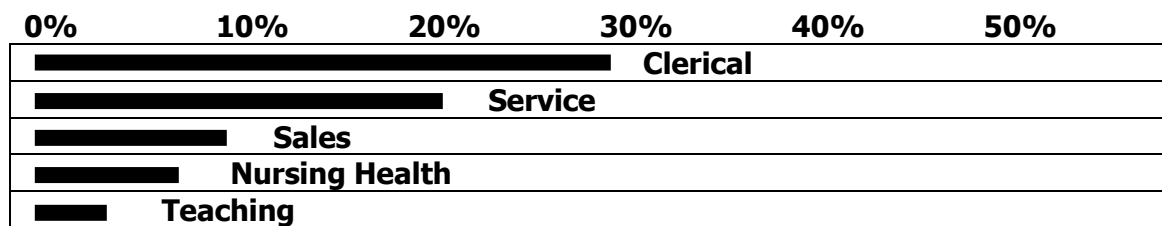
Gender Equity: Facts and Figures

WOMEN AND EDUCATION



WOMEN AT WORK

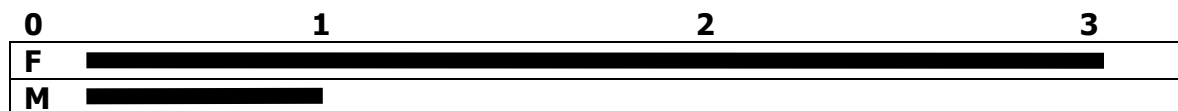
In 1991, 71% of women were employed in just five occupational groups:



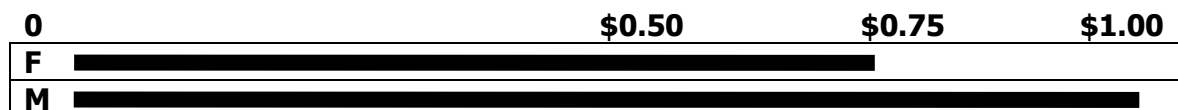
Families with Dependents — Conflicting Responsibilities

"I can't take on those extra work projects."	F 16% M 12%
"I can't accept that job or promotion or transfer."	F 12% M 8%
"I can't make it to the business meeting."	F 14% M 9%

Women are starting small businesses at three times the rate of men, and are more successful.



Women working full time earn on average \$0.72 for every \$1.00 men earn.



Husbands earned more than wives in 75.4% of all dual earner families. In 2% of families, earnings of both spouses were the same.

Source: *Real Times, Real Life—Facilitator's Guide* in Lorraine Haché and Clarence de Schiffart. *Blueprint Implementation Guide*. National Life/Work Centre et al., 2002. Appendix A10. Reproduced with permission of National Life/Work Centre.

For information about The Be Real Game, visit www.realgame.ca/en/games/TBRG/index.html.

Lifelong Learning and Career Planning Anticipation Guide

Directions: Read the statements below. For each statement, write your initial response, whether you agree or disagree with the statement. Be prepared to defend your response.

After the discussion, fill in your "After" response, and explain why your responses have or have not changed.

Statements	Your Response
It is important to choose your lifetime career goals while you are in high school so that you can prepare accordingly.	Initial:
	After:
	Why:
It is important to be flexible about the occupation you choose.	Initial:
	After:
	Why:
You need to know yourself before you can make work-related decisions.	Initial:
	After:
	Why:
Chances are good that you will have to change your occupation approximately four to six times in your working life.	Initial:
	After:
	Why:
The way to survive in a changing world is to learn how to learn.	Initial:
	After:
	Why:

Learning Goals

Name: _____

Date: _____

Subject Area	I am very good in this area	I am not bad in this area	I could improve in this area	Evidence (How I know)
English language arts				
mathematics				
physical education/health education				
science				
social studies				
arts (art, drama, music)				
business education and marketing				
computer education				
industrial arts/technology education				
languages				
social sciences (home economics)				

Learning Goals


Areas of Strength	Goals for Improvement
1.	1.
2.	2.
3.	3.

Employability Skills 2000⁺

Employability Skills 2000⁺

The skills you need to enter, stay in, and progress in the world of work—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.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <div style="text-align: right; margin-top: 20px;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/education</p> </div>

Essential Skills – The Foundation for Success

Industry Training Partnerships defines essential skills for the workplace in Manitoba as “the reading, writing, numeracy, communication, teamwork, thinking, learning and computer skills required to successfully perform in the workplace and to maximize the use of other types of training.”

Employees at all levels must be able to

- read and understand a range of text from written work orders to online and print-based technical and policy documents
- utilize complicated workplace documents including technical manuals, blueprints, and health and safety regulations
- fill out and compose forms, work orders, and reports
- clearly speak and carefully listen in one-on-one and group settings
- know when and how to use numbers accurately whether measuring, converting imperial measurements to metric, or developing budgets and reports
- navigate through print and online sources to find information specific to a task
- think through workplace problems and challenges
- work as a team, whether on the plant floor or in company or union meetings
- keep learning and adapting to changes such as introducing International Standards Organization (ISO) requirements, and new technology

Employability Skills Self-Assessment Part 1: Personal Management Skills

Employers want people who demonstrate

▶ positive attitudes and behaviour ▶ responsibility ▶ adaptability

These are your Personal Management Skills.

Check the most appropriate answer:

- | | |
|--|---|
| <p>1. I take on projects with confidence and know that I can do a good job.</p> <p>a) Always _____</p> <p>b) Sometimes _____</p> <p>c) Never _____</p> | <p>6. I like to set goals and objectives for myself.</p> <p>a) Always _____</p> <p>b) Sometimes _____</p> <p>c) Never _____</p> |
| <p>2. I tell the truth no matter what the consequences are.</p> <p>a) Sometimes _____</p> <p>b) Most of the time _____</p> <p>c) Never _____</p> | <p>7. People tell me I am well organized.</p> <p>a) Most of the time _____</p> <p>b) Sometimes _____</p> <p>c) Never _____</p> |
| <p>3. I volunteer for extra-curricular activities and look for opportunities to learn new things.</p> <p>a) Always _____</p> <p>b) Only if it interests me _____</p> <p>c) Never _____</p> | <p>8. I get upset when things change.</p> <p>a) Always _____</p> <p>b) Sometimes _____</p> <p>c) Never _____</p> |
| <p>4. I find it difficult to continue with tasks, at home and at school, when problems arise.</p> <p>a) Most of the time _____</p> <p>b) Sometimes _____</p> <p>c) Never _____</p> | <p>9. I like it when people do things differently than I do.</p> <p>a) Usually—I learn from them _____</p> <p>b) Never—they don't do it properly _____</p> <p>c) It depends _____</p> |
| <p>5. I look for new challenges at school and in my spare time.</p> <p>a) Most of the time _____</p> <p>b) Mainly at work _____</p> <p>c) Mainly in my spare time _____</p> | <p>10. I like to think up new and better ways to get my work done.</p> <p>a) Never _____</p> <p>b) Sometimes _____</p> <p>c) Always, it keeps life interesting and improves my productivity _____</p> |

Employability Skills Self-Assessment Part 2: Teamwork Skills

Employers want people who can work with others

- ▶ in a team
- ▶ to contribute to the organizations' goals
- ▶ to achieve team results
- ▶ and respect their thoughts and opinions

These are your Teamwork Skills.

Check the most appropriate answer:

1. In your work, do you make an effort to understand and contribute to the goals of the school?
a) Sometimes _____
b) Never _____
c) Always _____
2. Working in a group
a) makes me nervous _____
b) helps me to get the job done _____
c) never works _____
3. When you work with a group, do you find it hard when you can't do things your own way?
a) Sometimes _____
b) Never _____
c) Always _____
4. Can you plan and make decisions with others?
a) Most of the time _____
b) Sometimes _____
c) Never _____
5. Do you respect the thoughts and opinions of others?
a) It depends _____
b) Always _____
c) Usually _____
6. Do you mind when other people offer you their ideas of how to solve a problem or take on a task?
a) No, I like it _____
b) It depends _____
c) I would rather figure it out by myself _____
7. Are you comfortable asking others for help and advice?
a) Most of the time _____
b) If I know them _____
c) Never _____
8. Would you like to take charge of a group of people, if they are working on something you know a lot about?
a) I'd rather not, but I will _____
b) I couldn't _____
c) Absolutely _____
9. Do you think others see you as someone they can turn to for help or advice?
a) I don't know _____
b) Yes _____
c) No _____
10. If you had a problem with a task and you knew a fellow student had the answer, would you ask him/her for help?
a) Always _____
b) Never _____
c) Sometimes _____

Employability Skills Self-Assessment Part 3: Fundamental Skills

In today's competitive environment, employers need people who can

- ▶ communicate: ▪ orally and in writing ▪ read and understand instructions ▪ listen well
- ▶ think: ▪ solve problems ▪ analyze issues ▪ use technology ▪ apply skills

These are your Fundamental Skills.

Check the most appropriate answer:

- | | |
|---|--|
| 1. Can you understand and speak English and/or French?
a) English _____
b) French _____
c) Both _____ | 6. Do you like making decisions?
a) Most of the time _____
b) Sometimes _____
c) I find it difficult _____ |
| 2. Have you been told that you are a good listener?
a) Sometimes _____
b) Never _____
c) Often _____ | 7. Do people come to you to help them solve problems at school and/or at home?
a) Never _____
b) All the time _____
c) Sometimes _____ |
| 3. Do you enjoy reading?
a) I read when I have to _____
b) I love reading _____
c) I don't like reading _____ | 8. Can you solve problems that require basic math skills (e.g., balancing a cheque book, making change, working with measurements)?
a) No problem _____
b) Math scares me _____
c) I can with effort _____ |
| 4. Can you read, understand, and use written material (for example, reading a map, or following a recipe or a set of instructions to assemble something)?
a) Yes _____
b) No _____
c) It depends _____ | 9. Can you use technology like computers or fax machines?
a) I'm trying to learn _____
b) Never used _____
c) I use them all the time _____ |
| 5. Do you write well in English and/or French (for example, letters to friends, memos, instructions, or lists)?
a) It depends _____
b) Writing is a challenge _____
c) Yes, always _____ | 10. Do you have a special knowledge or skill that may help you with a future career?
a) Training in music, athletics, or some other field _____
b) Computer skills _____
c) No special knowledge or skill _____ |

Employability Skills Self-Assessment What's Your Score?

Personal Management Skills

Teamwork Skills

Fundamental Skills

1. a-5 b-3 c-0

2. a-3 b-5 c-0

3. a-5 b-3 c-0

4. a-0 b-3 c-5

5. a-5 b-3 c-2

6. a-0 b-5 c-3

7. a-5 b-3 c-0

8. a-0 b-3 c-5

9. a-5 b-0 c-3

10. a-0 b-3 c-5

1. a-3 b-0 c-5

2. a-3 b-5 c-0

3. a-0 b-3 c-5

4. a-5 b-3 c-0

5. a-0 b-5 c-3

6. a-5 b-3 c-0

7. a-5 b-3 c-0

8. a-3 b-0 c-5

9. a-3 b-5 c-0

10. a-5 b-0 c-3

1. a-3 b-3 c-5

2. a-3 b-0 c-5

3. a-3 b-5 c-0

4. a-5 b-0 c-3

5. a-3 b-0 c-5

6. a-5 b-3 c-0

7. a-0 b-5 c-3

8. a-5 b-0 c-3

9. a-5 b-0 c-5

10. a-5 b-3 c-0

Total: _____

Total: _____

Total: _____

Employability Skills Self-Assessment Part 4: Report Card Performance Analysis

Introduction:

Here you sit looking at your report card. As you gaze down at your grades, do you know what caused you to **earn** these grades? Do you know why you are successful? Do you know why you are struggling? Complete the following analysis that will allow you to relate your marks to your current work habits.

Instructions:

Read each statement. For each statement check off one of the three responses provided: **Hardly ever**, **Sometimes**, or **Most always**. After you have completed checking off all of your responses, read over each response and rate it as either a positive work habit or a negative work habit. After you have classified each habit, complete the reflection on the following page, the Work Habit Action Plan, by listing things you are going to **start doing**, **continue doing**, and **stop doing** so as to improve your report card next time.

Statement	Hardly ever	Sometimes	Most always	+ / - Habit
1. I use all my late slips each month.				
2. I bring all the supplies I need to each class.				
3. I start and complete my assignments as soon as I get them.				
4. I listen when the teacher is talking.				
5. I study for my tests.				
6. I write all homework in my agenda.				
7. I try to study a bit each day.				
8. I keep my subject notebooks organized.				
9. I take notes when the teacher is talking.				
10. I use my spares to complete assignments.				

Employability Skills Self-Assessment
Part 4: Report Card Performance Analysis

Statement	Hardly ever	Sometimes	Most always	+ / - Habit
11. I actively participate in class discussions.				
12. I usually write a "rough copy" of an essay.				
13. I proofread and spell-check all my assignments.				
14. I ask the teacher if I have trouble understanding.				
15. I get eight hours of sleep each night.				
16. I rush my homework so I can get to my part-time job.				
17. I catch up on work that I missed when I am absent.				
18. I make every effort to get to class.				
19. I sit in the hallway when I have a spare.				
20. I put an effort into learning every day.				

Employability Skills Self-Assessment
Part 4: Report Card Performance Analysis

Work Habit Action Plan

<p>Start</p>	<ul style="list-style-type: none">▪▪▪▪
<p>Continue</p>	<ul style="list-style-type: none">▪▪▪▪
<p>Stop</p>	<ul style="list-style-type: none">▪▪▪▪

Factors Affecting Goal Attainment

Describe a specific goal: _____

Factors that Help me attain my goal	Factors that make it a Challenge to attain my goal	Factors I can Control	Factors that are Uncontrollable

My Preferred Lifestyle

Instructions:

1. Close your eyes and imagine your ideal life. What do you really want? Where do you live? Are you working or going to school? Who are your friends and who are members of your family? What are they like? How do you spend your leisure time? What are your favourite belongings?
2. Complete the first column in the chart below.
3. Look at your responses, and ask yourself what your preferred life says about what you think is important in life, about your values. Complete the second column of the chart.
4. Be prepared to discuss your answers.

My Preferred Life (What would my life be like for me to be most fulfilled—my dream?)	What Is Important to Me (What does my preferred lifestyle say about my values?)
Where will I work? What will I do?	
Where will I live? What will my home be like?	
Who will my friends be? When and where will I see them?	
Who will my family be? How will I spend time with them?	
What will I own?	

My Goals

Instructions:

1. Write down one short-term goal and one long-term goal in the chart below.
2. For each goal, determine the time, the energy or effort, and the money needed to reach that goal. Gather information from Internet sources or community members to help you assess the amounts of time, energy, and money required. Write your estimates in the appropriate places on the chart below.
3. On the back of your form, note any sources of information you consulted.

	How much time will I need to reach the goal? (time needed)	What do I have to do to achieve the goal? (energy/effort needed)	How much will it cost to reach the goal? (money needed)
Short-Term Goal (can be achieved in days or weeks)			
Long-Term Goal (can be achieved in months or years)			

What a Career Portfolio Is (and Is Not)

Instructions: Write True or False in the blank space following each statement to indicate your agreement or disagreement with the statement. Be prepared to discuss the reasons behind your answers.

- | | True or False |
|--|----------------------|
| 1. An effective Career Portfolio is at least four inches thick and contains every bit of documentation available from Kindergarten to Grade 12. | _____ |
| 2. An effective Career Portfolio will prepare you to participate in a job- or career-seeking process. | _____ |
| 3. A Career Portfolio is something you use in an interview. | _____ |
| 4. A Career Portfolio is a collection of samples of work that demonstrate your skills and qualities. | _____ |
| 5. An effective Career Portfolio is well organized and has a clear Table of Contents. | _____ |
| 6. An effective Career Portfolio is a self-marketing tool. | _____ |
| 7. You must take your time and pay careful attention to detail when assembling your Career Portfolio. | _____ |
| 8. An effective Career Portfolio, together with your resumé and cover letter, is part of a useful job-seeking package. | _____ |
| 9. A portfolio of some kind is becoming mandatory in many fields of work. | _____ |
| 10. You should distribute your Career Portfolio to prospective employers before an interview to give them the opportunity to read it before meeting you. | _____ |
| 11. Creating a Career Portfolio may be a project of self-discovery. | _____ |
| 12. You can explore your skills, aptitudes, attitudes, and ideas while creating your Career Portfolio. | _____ |
| 13. Your Career Portfolio gives potential employers visual proof of your skills and experience. | _____ |
| 14. An effective Career Portfolio celebrates the experiences and qualities that make you who you are today. | _____ |
| 15. An effective Career Portfolio must be accurate and honest. | _____ |
| 16. A Career Portfolio is part of a lifelong process. | _____ |
| 17. A Career Portfolio is a collection of documents that showcases your accomplishments and personal development. | _____ |
| 18. You should be proud of your Career Portfolio. | _____ |
| 19. You must use professional language in your Career Portfolio. | _____ |
| 20. You should use a lot of flashy design features so that your Career Portfolio is not boring to look at. | _____ |

My Career Portfolio and the GLOs

Directions: Choose five of the Grade 9 Career Development: Life/Work Exploration General Learning Outcomes (GLOs) listed below that you think you have achieved.

Beside each chosen GLO, describe the schoolwork, extracurricular activities, work, hobbies, and community involvement you have done that show how you have achieved the GLO.

General Learning Outcome (GLO)	Evidence Showing Achievement
GLO A: Build and maintain a positive self-image.	
GLO B: Interact positively and effectively with others.	
GLO C: Change and grow throughout one's life.	
GLO D: Locate and effectively use life/work information.	
GLO E: Understand the relationship between work and society/economy.	
GLO F: Maintain balanced life and work roles.	
GLO G: Understand the changing nature of life/work roles.	
GLO H: Participate in lifelong learning supportive of life/work goals.	
GLO I: Make life/work enhancing decisions.	
GLO J: Understand, engage in, and manage one's own life/work building process.	
GLO K: Secure or create and maintain work.	

Plan to Gain Experience and Skills

Name: _____ Date: _____

Occupation I'm interested in: _____

Skills and Knowledge Required*	Where I Can Gain Skills and Knowledge**

* Look back at the information you gathered from online sources such as the National Occupational Classification website (3.H.10).

** Consider specific school courses, leisure activities, volunteer activities, and part-time work positions.

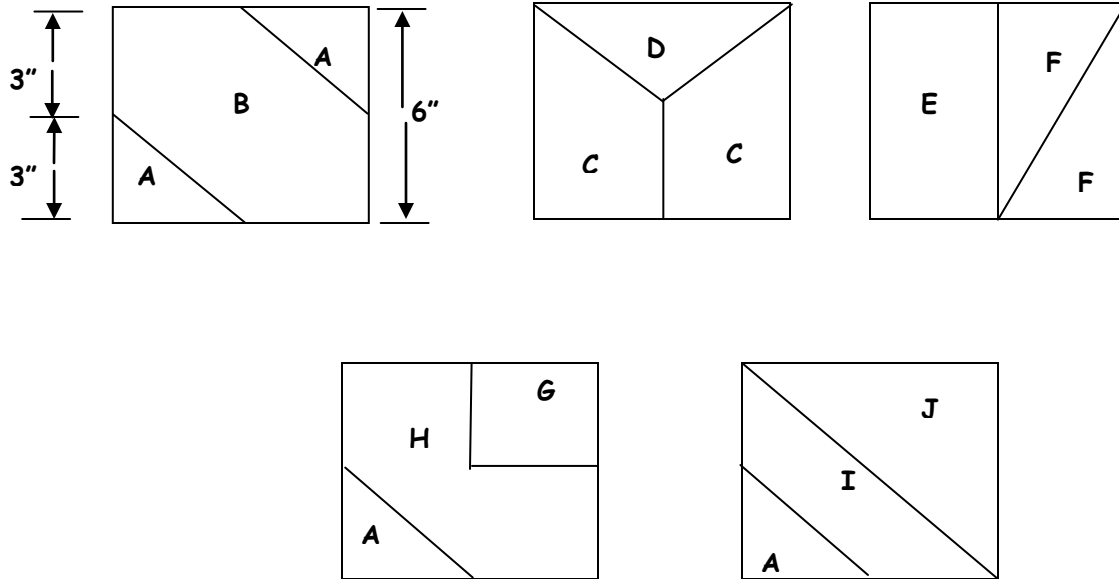
Broken Squares

Teacher Instructions:

1. Make a set of broken squares.

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, pencilling the letters lightly so they can be erased.



The lines should be drawn in a way that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labelling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the pencilled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different colour of cardboard.

Broken Squares

2. Divide the class into groups of five students.

If there are extra participants ask them to assist you in distributing puzzle envelopes and making observations of one small group.

3. Give one set of five envelopes to each group of students.

Each participant is responsible for one envelope but cannot open it until all of the instructions have been given and groups are directed to begin.

4. Explain the activity to the class.

Goal: to re-assemble the five squares before the other teams do. The task is completed when each team member has completed his/her square.

Rules:

- You are not allowed to talk or give hand signals.
- You cannot take a piece from any of your team members, but you can give one piece at a time to any of your team members.
- You cannot place the piece in a square for another team member.
- If your team completes the task, remain at your work station and silently observe the other teams.

Ask observers to silently watch one team and be prepared to report what they observed.

5. Tell the class to begin.

Participants may need to be reminded about not giving verbal instructions and hand gestures during the exercise.

The activity will end when at least three teams have completed the task.

6. Discuss the process:

Ask the observers to report their observations. Call upon participants' observations.

My Experience

Jobs I Have Had and Volunteer Work I Have Done	Abilities or Attitudes I Demonstrated on the Job	Did this ability or attitude help me or hinder me on the job? Explain.

Career and Community Experience Training Plan

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Site (Business Name):	School Address:	Community Site Fax Number: Community Site Email Address:

Student Area of Interest: _____

Description of employer safety orientation provided: _____

Day/Hours to be worked: _____

General outline:

[Description of nature of activities to be performed during the community experience placement (e.g., participate in all facets of working in a clothing retail store, including customer relations, money management, and store inventory)]

Community Placement Specific Skills/Duties/Tasks

The following duties will be observed or performed alone or with assistance, and these workplace skills will be developed. The student will also receive a rating on a scale of 1 to 5:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with help	Performed alone	Rating
Handle customer payments	—	—	—	—
Provide quality customer service	—	—	—	—
Stock shelves	—	—	—	—
Create displays	—	—	—	—
Handle customer complaints	—	—	—	—
Demonstrate knowledge of stock	—	—	—	—
Maintain displays	—	—	—	—
Price merchandise	—	—	—	—
Maintain general store	—	—	—	—
Inventory store stock	—	—	—	—
Order stock	—	—	—	—
Follow store policies	—	—	—	—

The above list of duties for work site training competencies has been determined in consultation with three retail clothing stores: Swanson, Neroes, and the Den.

Community Supervisor Comments:

Career and Community Experience Training Plan

Employability Skills:

The student recognizes and respects people's diversity, individual differences, and perspectives.

Performed with help

Performed alone

N/A

The student is willing to change preferred way of doing things.

The student is able to recognize when something needs to be done without being told.

The student is able to function effectively under pressure.

The student is able to act in accordance with personal and group health and safety practices.

The student is able to make difficult decisions in a timely manner.

The student is thorough (i.e., complete and accurate) in work.

Additional Community Supervisor Comments:

Teacher /Monitor Comments:

Related Courses Taken/Planned:

- a) in school _____
- b) _____
- c) in the community _____

By their signatures, the parties below signify their agreement with the terms of the Training Plan above:

School:	Student/Parent or Guardian:	Community Site:
Contact Name (print): _____	_____ (student signature)	Contact Name (print) : _____
_____ (signature)	_____ (parent/guardian signature)	_____ (signature)
Date:	Date:	Date:

Career and Community Experience Student Log

Student name: _____ Community Site: _____

School: _____ Community Supervisor: _____

Teacher/Monitor: _____

Date	Task(s)	Equipment used	Comments/Reflections (on attitudes, skills, procedures, and on my expectations and goals)

Additional Comments:

Date _____ Student _____ Community Supervisor _____
(signature) (signature)

Career Community Experience Evaluation Form—General

Student: _____
Course: _____
Teacher: _____
School: _____

Dates of Placement—Evaluation Time Frame: from: _____ to _____ 20__
Community site: _____
Tel: _____
Fax: _____
Supervisor: _____
Type of Placement: _____

Please evaluate this student in the sections that are applicable to this type of placement and discuss this evaluation with the student.

Please indicate your level of satisfaction with the student's participation in the career and community placement experience by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
Personal Management Skills						
The student interacts well with others.						
The student demonstrates reliable behaviour patterns in attendance and punctuality.						
The student demonstrates a positive attitude toward the job and the organization.						
The student is able to determine when to ask for help and when to complete the task independently.						
The student is able to learn new skills.						
The student's appearance, personal neatness, and grooming are appropriate.						
The student has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The student has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

Career Community Experience Evaluation Form—General

Please indicate your level of satisfaction with the student’s participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Employability Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student is respectful of others.						
The student has demonstrated honesty and integrity at the community location.						
The student accepts constructive criticism.						
The student demonstrates the ability to adapt to new tasks/situations.						
The student shows initiative (is a self-starter) while learning and working on tasks.						
The student stays on task and completes assignments in a responsible way.						
The student demonstrates the ability to make difficult decisions in a timely manner.						
The student is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The student understands and follows safety procedures.						
The student has gained considerable knowledge and technical expertise.						

Strengths/Abilities	Areas Requiring Improvement
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Comments

Career Community Experience Evaluation Form—General

	5	4	3	2	1	n/a
Evaluation Criteria Other Essential Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student reads and uses information from textual and digital sources.						
The student reads and uses a variety of information displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to read numbers and think in terms of quantities.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets).						
The student is able to think analytically, conceptually, and strategically.						
The student demonstrates problem-solving skills.						
The student demonstrates decision-making ability.						
The student is able to gather and disseminate diagnostic information.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student is willing and able to learn independently.						
The student is able to express ideas clearly and persuade intended audiences using the written word.						
The student is aware of and sensitive to cultural differences.						

Note: Also use Career and Community Experience Evaluation Form—Specific Skills when students participate in longer term placements.

This evaluation has been discussed with the student participating in the program. Yes/No

Community Supervisor

(signature) (date)

Teacher/Monitor

(signature) (date)

Student

(signature) (date)

Parent/Guardian

(signature) (date)

Career Community Experience Evaluation Form—General

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Comments:

Sample

Career and Community Experience Evaluation Form—Specific Skills

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Supervisor Name:	School Address:	Community Site Fax Number: Community Site Email Address:

Student Area of Interest: _____

Evaluation Time Frame:

Starting from _____

until _____.

Community Placement Specific Skills/Duties/Tasks

The list of duties/skills for this community site placement was developed in consultation with three clothing retail stores: Store A, Store B, and Store C. These duties were observed or performed alone or with assistance, and these workplace skills were developed. The student has been rated on a score of 1 to 5 to indicate skill proficiency:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with Help	Performed Alone	Rating
<i>Examples:</i>				
Handling customer payment	X	X	X	5
Stocking shelves	X	X	X	4
Providing quality customer service	X	X	X	3
Ordering stock				1

Career and Community Experience Evaluation Form—Specific Skills

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Reflections on the Experience:

Future Directions:

Community Supervisor _____
(signature) (date)

Teacher/Monitor _____
(signature) (date)

Student _____
(signature) (date)

Parent/Guardian _____
(signature) (date)