

Getting Started

YWCA Agwvik Nunavut

YWCA Halifax

YWCA Hamilton

YWCA Metro Vancouver

YWCA Moncton

YMCA-YWCA National Capital Region

YWCA Saskatoon

YWCA Thompson

YWCA Toronto



BUILDING SUSTAINABLE FUTURES

THROUGH EMPLOYMENT AND TRAINING



YWCA BUILDING SUSTAINABLE FUTURES TOOLKIT



A TURNING POINT FOR WOMEN





Funded by the Government of Canada's Adult Learning, Literacy and Essential Skills Program.

The opinions and interpretations in this publication are those of YWCA Toronto and do not necessarily reflect those of the Government of Canada.

For more information about this project, visit our website at www.ywcatoronto.org/buildingfutures or email buildingfutures@ywcatoronto.org.

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French Language Documents

The YWCA Building Sustainable Futures project has included one Association that offers services in both official languages: YMCA-YWCA National Capital Region. For interested readers, we are publishing a French translation of select content from the Compendium and Toolkit.

Some names of YWCA Building Sustainable Futures project participants have been changed to respect their privacy.

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ACKNOWLEDGEMENTS

YWCA Toronto would like to thank the Government of Canada's Adult Learning, Literacy and Essential Skills Program for funding this national project. The funding enabled us to document our learning, and share our promising practices and lessons learned while developing our YWCA Building Sustainable Futures program model. This model was incubated and refined through YWCA Toronto's Skills Development Centre as part of a contribution to building a skilled and inclusive workforce.

YWCA Toronto would also like to thank our collaborator Associations across Canada, who shared their perspectives and contributed to this national project over its five-year span. They are:

YWCA Agvvik Nunavut, Nunavut
YWCA Halifax, Nova Scotia
YWCA Hamilton, Ontario
YWCA Metro Vancouver, British Columbia
YWCA Moncton, New Brunswick
YMCA-YWCA National Capital Region, Ontario
YWCA Saskatoon, Saskatchewan
YWCA Thompson, Manitoba

We would like to thank everyone who contributed to the project, including: participants, alumnae, employers and community partners too numerous to name. We would also like to thank everyone at YWCA Toronto and the many individuals who supported the facilitation of this project.

We continue to be inspired in our work by the hundreds of participants and graduates who are changing their own lives and moving toward building sustainable futures for themselves and their families.



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INTRODUCTION—ABOUT THE YWCA BUILDING SUSTAINABLE FUTURES TOOLKIT

The YWCA Building Sustainable Futures Toolkit is an accompanying publication to the YWCA Building Sustainable Futures Compendium, which describes the process and presents the key findings of a five-year national participatory research initiative, the YWCA Building Sustainable Futures Project, funded by the Adult Learning, Literacy and Essential Skills Program (ALLESP), Government of Canada. The project was led and facilitated by YWCA Toronto, and grew out of YWCA Toronto's Skills Development Centre's (SDC) experience in designing and delivering a holistic, asset-based approach to essential skills training geared for low-income women in Toronto.

Through the project, nine collaborator YWCA Associations (including YWCA Toronto) from diverse regions across Canada set out to learn how this approach to essential skills training could be refined as a model and adapted to improve the employment and livelihood outcomes of their underserved populations, in order to contribute toward building a more skilled and inclusive workforce. This Toolkit contains an overview of YWCA Toronto's approach and model that is being branded through the project as the YWCA Building Sustainable Futures (BSF) model, and nine of the lesson plans that collaborators created and then tested with their program participants in the project research.

The national project focused on four demographic groups across Canada—Indigenous, immigrant, mature, and youth—who may face particular challenges to participating in the labour market and building stronger futures. The majority of the approximately 550 individual participants who took part in the research self-identified as women. The project was initially designed with a specific focus on women, but broadened over the design process to become gender inclusive.

The Toolkit is designed for:

- practitioners and others interested to learn more about the YWCA BSF model and integrated asset-based approach; and/or those wanting to explore collaborators' regional adaptations of the model and draw upon the lesson plans and tips for their own program populations.

The Compendium is designed for:

- practitioners in the field of essential skills training who are seeking to find and test new ways to strengthen, enhance and sustain their programs;
- private sector entities seeking to learn more about how to partner with the non-profit sector to promote improved employment and livelihood prospects for those distant from the labour market;
- other entities (philanthropic, government, community, etc.) seeking to support employment training initiatives, particularly for underserved populations, in order to build a skilled and inclusive workforce; and
- anyone who wishes to know more about the Learning Community emerging from the project.

WHAT INSPIRED THE YWCA BUILDING SUSTAINABLE FUTURES PROJECT?

As a member of a national federation of 32 YWCA Associations, YWCA Toronto is dedicated to building sustainable futures for individuals and communities, especially for the underserved women who come to us for support in transforming and moving forward with their lives. Since 1875, when we started the first typing class for women in Toronto, we have worked to design and deliver timely and innovative programs that respond to women's changing socio-economic needs and goals. We see each woman as a whole person, to be respected for her unique strengths and ability to create her own future. We aim to provide women with hope and self-confidence, and with the skills and resilience needed to invest in their pathways to economic stability and livelihood success.

YWCA Toronto is a front-line witness to the demand in our communities for gender-focused essential skills training programs. We are acutely aware of the growing number of women, youth and mature workers who are being left behind in our highly competitive labour market. In response, we have been experimenting with new ways to sharpen our delivery models and deepen our employer and community networks in order to sustain our work and provide fulfilling employment and livelihood opportunities for more women. Since 2004, we have been incubating and documenting an innovative, holistic, asset-based approach to Essential Skills for Employment (ESE) training at our YWCA Skills Development Centre. Our experience suggests that this approach could be adapted to the needs of other underserved demographic groups seeking to build the essential skills needed for participating and prospering in today's socio-economy.

This Adult Learning, Literacy and Essential Skills Program (ALLESP), Government of Canada-funded national YWCA BSF Project grew out of a one-year 2010 project—also funded by the Office of Literacy of Essential Skills (OLES)—to pilot YWCA Toronto's approach to ESE training formally with women in East Toronto. We were able to refine the approach and learn more about its effectiveness in responding to the complex socio-economic challenges faced by our participants.

We shared our learning from the pilot in our first *YWCA Toronto Compendium of Best Practices in Essential Skills for Employment Programming (2010)* www.ywcatoronto.org/buildingfutures. This publication attracted interest from government and from other essential skills practitioners working with a range of communities across Canada. The practitioners were seeking to learn from our approach and share their own challenges and promising practices in program design and delivery in order to build much-needed capacity in the field.

GOAL AND PURPOSES OF THE PROJECT

Overall goal of the project: to increase the essential skills of underserved individuals so that they can prepare for, and engage and advance in today's workforce in order to move toward greater socio-economic security.

PURPOSE 1: Refining YWCA Toronto's Approach

To refine YWCA Toronto's approach as an essential skills program model through learning from all collaborators, by documenting how the approach works to improve essential skills outcomes for other demographic groups distant from the labour market.

At-a-Glance: What is the YWCA Building Sustainable Futures Model?

- This evolving model goes beyond helping someone obtain a job. It offers a holistic continuum of training programs and services for career advancement and lifelong learning, as well as integrated employment opportunities provided through YWCA Toronto's LinksToJobs Employers Network.
- It uses a positive, asset-based approach and tools to support individuals and programs/organizations in exploring their existing strengths and maximizing their outcomes.
- It integrates the nine essential skills into all of its components in order to provide continuous enhancement of these skills.
- It takes an intentional, asset-based approach to community economic development, involving individuals, non-profit organizations, public and private sectors, and the broader community in developing strategies and taking action to build capacity in the field.

See below, Section 1—Getting Started, for more detail on the model.

PURPOSE 2: Regional Adaptations of the YWCA Building Sustainable Futures Model

- For collaborator Associations across the country already delivering essential skills programs to draw on the YWCA BSF model to create regionally adapted program models for their own diverse demographic groups, and to test and document the outcomes of these programs in order to explore the viability of an asset-based approach and model in a wide range of local contexts.

PURPOSE 3: Building Program/Organizational Capacity

- To document and share key promising practices and lessons learned from this national initiative, as a contribution to building the capacity of Literacy and Essential Skills (LES) training organizations nationally to promote a skilled and inclusive workforce.

- To create a community of knowledge exchange and learning to improve the prospects of economic security, equality and sustainable futures for all.

The national research was designed to explore two levels of outcomes: that of the individual participant, and that of program/organizational capacity building. For more detail on the research process, outcomes and findings, see the Compendium.

COLLABORATOR ASSOCIATIONS IN THE YWCA BUILDING SUSTAINABLE FUTURES PROJECT

The national project has involved nine collaborator Associations from coast to coast, including YWCA Toronto:

1. YWCA Agvvik Nunavut, Nunavut
2. YWCA Halifax, Nova Scotia
3. YWCA Hamilton, Ontario
4. YWCA Metro Vancouver, British Columbia
5. YWCA Moncton, New Brunswick
6. YMCA-YWCA National Capital Region, Ontario–English/French
7. YWCA Saskatoon, Saskatchewan
8. YWCA Thompson, Manitoba
9. YWCA Toronto, Ontario



The collaborator Associations serve a diverse range of communities across Canada, including urban, rural and remote. Of the nine Associations, six collaborators designed, delivered and documented women-specific programs for the research. The programs of YMCA-YWCA National Capital Region, YWCA Saskatoon and YWCA Thompson were gender inclusive. YMCA-YWCA National Capital Region's was the one collaborator program in both official languages.

Some programs—such as those in Agvvik Nunavut, Hamilton, National Capital Region, Saskatoon, and Toronto—were industry specific. Both Agvvik Nunavut and Hamilton offered programs focused on small business development. Others—such as Halifax, Metro Vancouver, Moncton, and Thompson—focused more generally on supporting participants to develop the soft and foundational essential skills, networks and resilience needed to participate in today's socio-economy.

COLLABORATORS' REGIONAL ADAPTATIONS OF THE MODEL

Collaborators drew on their experience and on the YWCA BSF model to design flexibly adapted essential skills programs and curricula for the project while tailoring elements of their lesson plans, materials and delivery approaches to their specific program populations.

All included the core component of the YWCA BSF model—Personal Development & Career Management Services—in their programs (see Figure 1, in Section 1—Getting Started for a diagram of the model).

Some collaborators—YWCAs Agvvik Nunavut, Moncton and Thompson—work mainly at the foundational building stage of essential skills programming with participants, and drew accordingly on the first two components of the model. Others—in Hamilton, National Capital Region, Saskatoon and Toronto—working with some of the more “job-ready” participants adapted the third BSF component: Job Readiness & Placement Services. Still others—such as in Halifax and Metro Vancouver—work with a mixed range of participants. They drew on both pre-employment and employment components.

Collaborators from Metro Vancouver, National Capital Region and Saskatoon drew on the model to adapt already well established essential skills programs. Those from Agvvik Nunavut, Hamilton, Moncton and Thompson developed new programs based on their experience with previous essential skills programming and also drawing on learning from the YWCA BSF model and asset-based approach.

The initial plan was for the project to produce four demographic group-specific program models and curricula for testing and eventual inclusion in both the second Compendium and this Toolkit. However, as collaborators began refining the design of their programs and training components, it became clear that many of their participants would be from more than one of the four specified demographic groups. Further, although collaborators had originally identified a specific demographic group/groups for their project programs, others in their respective communities were coming forward to apply for essential skills training. To respond to these needs, collaborators broadened their intake criteria accordingly.

In the end, nine different adapted program models and curricula have emerged from the project (one from each collaborator and two different program models from YWCA Hamilton), along with many more lesson plans, practitioner tips, etc. With limited resources for publication, YWCA Toronto's project team selected the most promising of these collaborator lesson plans and tips to include in Section 2 of this Toolkit.

Note: since the end of the research in 2018, some of the programs are continuing, while others may have changed or may no longer be offered. The profiles capture them as they were offered during the research period.



HOW TO NAVIGATE THE TOOLKIT

Section 1—Getting Started is where to begin to optimize use of the Toolkit as a resource. It explores the YWCA Building Sustainable Futures model in more detail, including the definition used here of an asset-based approach, and provides a description of how the nine essential skills are integrated into the model's five components.

Section 2—The Collaborator Lesson Plans contains the nine plans, each of which refers back to key features of the YWCA Building Sustainable Futures model, to show how each regional collaborator drew on the model for their adapted programs and lessons. Each plan also identifies which of the nine essential skills were integrated into the lesson.

Section 3—Highlights of Learning from the YWCA Building Sustainable Futures Project offers a very brief overview of the learning explored in more depth in the Compendium.

Moving Forward—Building Capacity through Knowledge Exchange wraps up the Toolkit and includes an application form for anyone interested in joining our Learning Community.

All research sources and bibliographical references are noted within the Toolkit.

SECTION 1:

Getting Started

Overview

Documented outcomes from YWCA Toronto’s employment and training programs show that women can be supported in moving from even dire poverty to building their futures. However, the process takes time and depends on each woman’s situation, which can change unexpectedly in ways beyond her control. To navigate new risks and to advance, our participants need to be inspired with hope and a passion for lifelong learning. In today’s rapidly changing socio-economy, a solid foundation of assets—defined as the “building blocks for a future”—including essential skills, self-direction and resilience, are also vital to moving forward.

YWCA Toronto’s approach has been to respect each woman who walks through our doors as a whole individual with unique strengths and experience. Rather than beginning with a woman’s “perceived deficits”—or what she lacks—coming into a program, the YWCA Building Sustainable Futures (BSF) model starts by exploring with her the complete picture of her strengths. The model meets a woman “where she is” at whatever stage she may be on her movement toward a livelihood. It supports her in building on her existing strengths and creating her own individual pathway to success. It nurtures self-empowerment and personal growth, and integrates foundation-building skills training and lifelong learning opportunities throughout its programs and services. These are among the features shown to have the most impact for participants.

The model also takes a holistic approach to the actual process of building skills. In the past, Literacy and Essential Skills (LES) programs have tended to work in

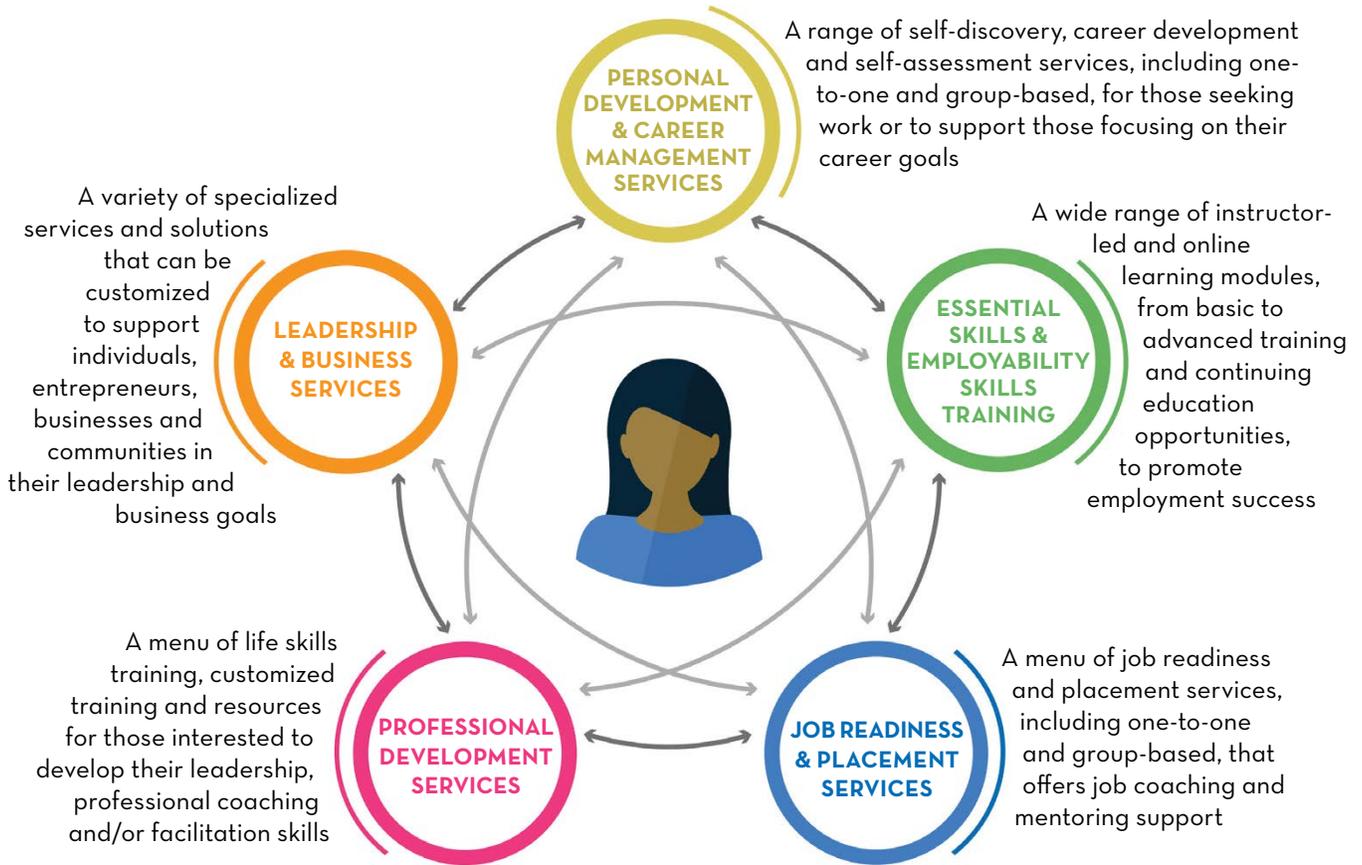
silos, where learners were encouraged first to upgrade their skills before seeking participation in the economy (i.e. once they were more job ready). In contrast, this model integrates the nine essential skills into *all* aspects of the model, from a woman’s first meeting with us to map out her career and life goals and what she needs to achieve them.

The model is in a continuous process of testing and refinement at YWCA Toronto’s Skills Development Centre (SDC). Our research is ongoing as the socio-economic landscape around us continues to change and as we learn more about the outcomes of our work. The YWCA BSF project represents a first step to take it to a national level.

1.1 THE FIVE COMPONENTS OF THE YWCA BUILDING SUSTAINABLE FUTURES MODEL

The model’s flexible continuum of five components offers a full range of options for socio-economic advancement: from one-day needs assessments to foundational skills training, job skills and business training, all the way to leadership training and links to professional networks. It also integrates employer and community connections into each component in order to build strong, pro-active networks of support, to create new opportunities, and to foster learning among participants, alumnae, staff, and our employer and community partners. Each component can be customized according to needs, interests and goals.

Figure 1: The YWCA Building Sustainable Futures Model and its Five Components



A comprehensive intake process of in-depth interviews and assessments is completed for each individual prior to enrolment, to identify which products and/or services will support their immediate and long-term needs. Individuals seeking support for their employment goals all pass through our first core component: Personal Development & Career Management Services.

We use a range of assessment tools, including a one-to-one interview. Depending on the individual's readiness, we are able to offer options through the model or through other YWCA Toronto programs. Some applicants may be referred to other community programs; for example, individuals overcoming trauma may be referred to personal counselling. We invite them to reapply when they are ready to take their first steps with us.

Note: see Appendix 1 for full details on YWCA Toronto Employment and Training programs.

KEY YWCA BUILDING SUSTAINABLE FUTURES DESIGN FEATURES:

A Holistic Continuum of Services

Women may require additional supports while they participate in programs. The YWCA Skills Development Centre (SDC) works collaboratively within our one-stop hub of services at 3090 Kingston Road, in Scarborough, Ontario, and with our approximately 50 community partners to provide a holistic range of supports for participants wanting to move forward on their individual pathways. For more detail on YWCA Toronto programs, see Appendix 1.

We have built community networks of support for career and leadership advancement that can be accessed depending on a person's needs and/or stage along her pathway. We continue to reach out to participants, alumnae and all interested parties through a range of media, such as regular e-blasts about new programs, services and events.

Building Capacity through the Model

We are also testing new approaches to building the capacity of our programs. We offer training within the model to individuals, groups, businesses and communities in a range of ways: at no cost, or through fee-for-service, sponsorship and/or subsidy. People can participate through funded/sponsored training (for those who qualify) or means-based training, or they can purchase training for themselves and/or for their employees. We have in place an outreach and marketing plan that promotes intentional, strategic relationship building with participants, employers, partners in the community, and other YWCA Toronto programs. Everyone is welcome to invest: through participating in our programs, paying for programs and services, volunteering, mentoring, attending our events, joining our Learning Community, or a combination of these options.

Integrating Employer Engagement

Since 2004, we have been cultivating our YWCA Toronto LinksToJobs Employers Network and have worked with over 100 employers, employment agencies and business leaders. They not only offer support to women in finding employment but also give us input into our program and curricula design; offer advice and consultation; and provide job retention and career enhancement supports such as on-the-job training, mentoring, placements, hiring, networking and training. Thorough assessment is conducted with employers to identify their organizational and business needs, as related to our current employment training programs and placement opportunities for our participants. This strategy has been shown to have an impact at individual, program/organizational and community levels. Employers are integrated through a Full Circle strategy into one or more components of the YWCA BSF model. Through the national project, we documented more of our learning about employer engagement over the years and were able to train some of our collaborators in this important feature of our model.

Building Intentional Community Partnerships

As YWCA Toronto has learned from our experience working with the community, it is crucial to break down the siloed, deficit-focused approach to essential skills programs and services that continues to perpetuate

the socio-economic exclusion of underserved people. Lack of collaboration also results in duplication and inefficiencies of services within an already-stretched funding environment for non-profit organizations. Through taking an asset-based lens to community economic development, we are now working to create more intentional, coordinated and strategic partnerships among non-profit, public and business sectors. To find collective solutions to workforce development in today's knowledge-based economy, all stakeholders can invest in providing sustained employment and learning opportunities, especially for those distant from the labour market. The emphasis of this positive approach is not just on connecting people to jobs but also on enriching our communities through their active inclusion.

In the national project, we have been able to work with our collaborators to build on their own community engagement strategies as a part of our Learning Community. We hope to foster further pilot research projects at YWCA Toronto and support other entities across Canada that promote new forms of partnership.

For more detail on our employer and community engagement work, see the Compendium, Section 1.2 pp. 36-40.

1.2 BUILDING ASSETS ALONG THE STAGES OF LIVELIHOOD DEVELOPMENT

The YWCA BSF model's asset-based approach draws on documented research about how people move toward building sustainable futures. The stages of livelihood development identified by this research can help practitioners identify what kinds of programs, supports and services can be most timely and relevant at each stage on a person's journey along the "livelihoods continuum." The concept of a "livelihoods continuum" grew out of an approach to community economic development called the Sustainable Livelihoods approach.

What is the Sustainable Livelihoods Approach?

The approach was developed by the Institute of Development Studies in Brighton, UK, to capture the many effects of social and economic exclusion on communities, and to learn how they can be supported to move out of poverty toward resilience and livelihoods (see <http://www.livelihoodscentre.org/documents/20720/100145/Sustainable+livelihoods+guidance+sheets>). Sustainable Livelihoods identifies a range of livelihood asset areas that offer a holistic picture of all the capabilities, resources and entitlements that people have developed over time, as well as those they may need to build on, to make the transition forward.

Assets are the building blocks for a future. Instead of beginning with "What don't I have?" the approach is "What assets do I have, and how can I strengthen them?"

Practitioners can work with people to explore and create a visual "map" of their assets. Mapping encourages people to think about themselves and their lives in a new, positive light. They can become more strategic about building on their strengths and dealing with setbacks. They can also learn to identify life changes as they move through a program as well as after they leave to pursue their employment and livelihood goals.

Through a 2004-2009 Canadian Women's Foundation (CWF) initiative to explore low-income women's livelihood development and how practitioners can promote their outcomes, YWCA Toronto's SDC staff were trained in the Sustainable Livelihoods approach and in a participatory asset mapping evaluation methodology based on the Sustainable Livelihoods Framework. This framework had been designed for the CWF project by Canadian researchers. For more detail on the initiative, see [Canadian Women's Foundation and Eko Nomos Program Development Consultants—Beyond Survival report](#).

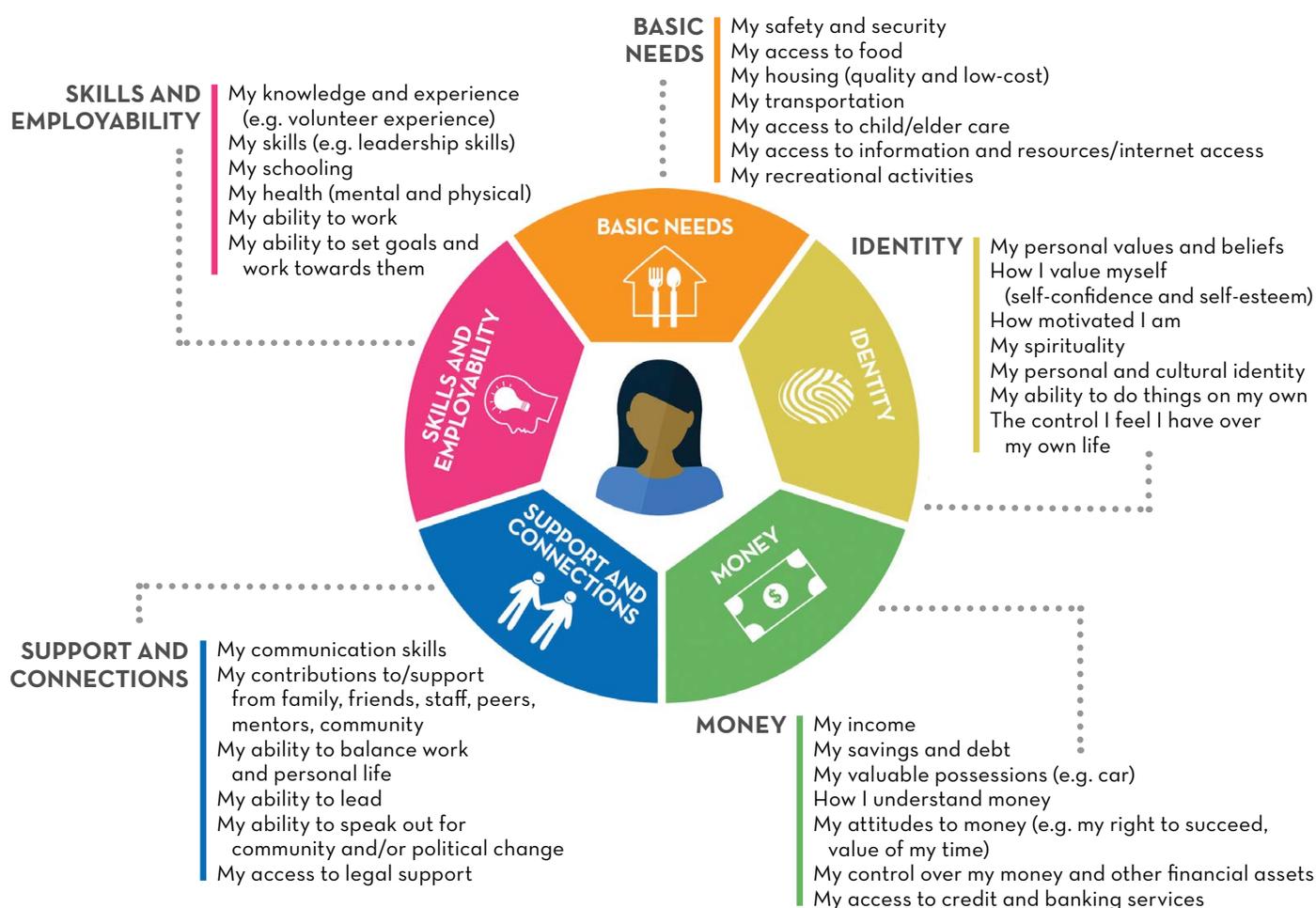
SDC staff first started using asset mapping to explore five holistic asset areas with participants:

- **Social Assets:** people’s social connections, networks, contacts, etc.
- **Physical Assets:** people’s basic needs, plus access to information and services
- **Human Assets:** skills, knowledge, education, health, leadership, etc.
- **Personal Assets:** people’s sense of personal and cultural identity, private values and beliefs, self-confidence and self-esteem, motivation and strength for personal transformation
- **Financial Assets:** earnings, money and financial security, financial knowledge, and power of decision making

Through the 2014-2018 national project, together with the project evaluation team and with input from collaborators and their program participants, we have been able to refine these original five asset mapping areas to make them more relevant for creating individual and group-based pathways to advance employment and training goals. YWCA Toronto has further refined these mapping tools and is branding them as the YWCA Building Sustainable Futures Tools.

See below for an image of the refined YWCA Building Sustainable Futures Asset Map for exploring individual assets:

Figure 2: The YWCA Building Sustainable Futures Individual Participant Asset Mapping Tool



What is an Asset?
 Assets are the building blocks for a future.
 Assets can be: What you know, your ‘lived experience’, your skills and abilities, your learning and training.

For more detail on the BSF tools and how they were developed through the project, see the Compendium.

The Stages of Livelihood Development

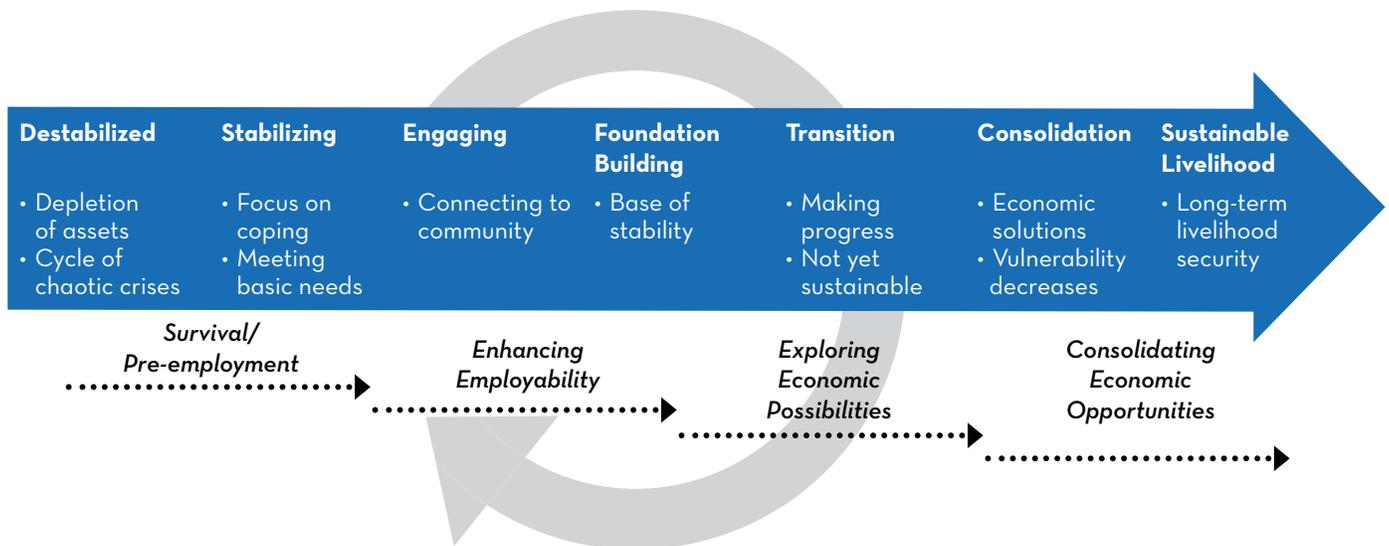
Sustainable Livelihoods research has identified the stages of livelihood development that people may go through at different situations in their lives: from extreme destabilization to starting to enhance their employability, building a base of stability and exploring economic possibilities, consolidating their economic opportunities, and onward toward a more sustainable future. With an understanding of these stages, practitioners can work with people to provide the most appropriate and effective supports at each stage.

The research acknowledges that change may be a slow, gradual process for people distant from the labour market and they may face many setbacks along the way. As indicated by the arrow in Figure 3 below, people’s movement is not linear: they can move back and forth between stages. Their lives may be easily destabilized by factors such as family crisis, job loss, health issues, etc. They may even cycle back many times before moving forward, toward their livelihood goals.

The Sustainable Livelihoods approach also recognizes that both the circumstances of people’s lives and larger external factors may affect their progress, often in ways beyond their control. Life circumstances can include the patterns connected to where people are in their lives: for example, their reproductive choices, family roles, social relationships, etc. Larger external factors can include the systemic socio-economic forces—such as racism, gender discrimination and other, often intersecting biases and inequities—that limit people’s opportunities to move ahead.

Sustainable Livelihoods research has named this broader picture the “Vulnerability Context,” which can apply not just to individuals and groups but also organizations and communities. With a focus on the whole picture, practitioners can make more active, strategic interventions to support people in preparing for setbacks, addressing specific challenges, and making decisions and advocating for themselves.

Figure 3: The Stages of Livelihood Development



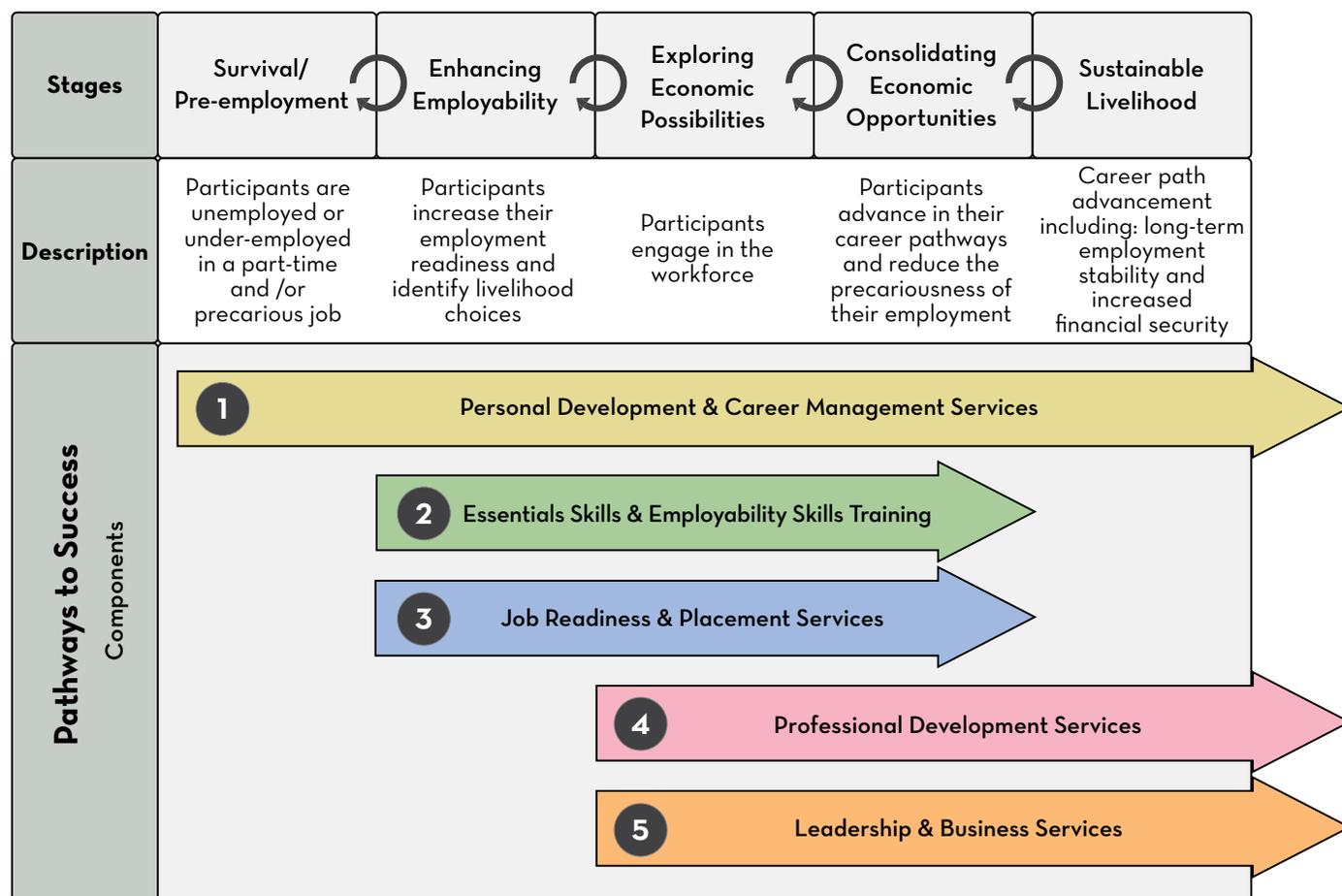
With permission of Sustainable Livelihoods Canada

Integrating Sustainable Livelihoods into the YWCA Building Sustainable Futures Model

The Sustainable Livelihoods approach fits with and has enhanced YWCA Toronto’s holistic, person-focused approach to essential skills training programs with women. It has been adapted and integrated not just into the YWCA BSF model but also into the self-discovery tools that staff use with participants, as well as into staff strategies and systems for documenting and reflecting on their programs and promising practices.

In the diagram below, we have refined the Stages of Livelihood Development to capture the stages of participant involvement in the five components of the YWCA BSF model, on the pathway to a sustainable livelihood. The arrows between stages in the diagram reflect the non-linear pattern of many participants’ movement forward.

Figure 4: Stages of Livelihood Development Integrating the Five Components of the YWCA Building Sustainable Futures Model



Adapted with permission of Sustainable Livelihoods Canada

1.3 INTEGRATING ESSENTIAL SKILLS FOR EMPLOYMENT

The Government of Canada and other international agencies have identified nine essential skills that people need to be successful in work, learning and life: Reading, Writing, Document Use, Numeracy, Computer Use, Thinking, Oral Communication, Working with Others, and Continuous Learning. These skills are needed in all jobs to varying degrees and at different levels of complexity, and provide

a foundation for learning other skills relevant to jobs and the workplace (Employment and Social Development Canada). These nine essential skills have been intentionally integrated into all aspects of the YWCA BSF model.

For more detail on these essential skills and their applicability in the workforce, visit Employment and Social Development Canada. See also YWCA Toronto's *Essential Skills for Employment: Professional Business Practices Curriculum* (2010), pp. 10-14.

Figure 5: The Nine Essential Skills: Adapted from *What are Essential Skills* by Employment and Social Development Canada, 9 Sept 2015.

Essential skills	Typical applications	Workplace examples	Community examples
 <p>READING</p> <p>Understanding materials written in sentences or paragraphs (e.g. letters, manuals).</p>	<ul style="list-style-type: none"> • Scan for information or overall meaning. • Read to understand, learn, critique or evaluate. • Analyze and synthesize information from multiple sources or from complex and lengthy texts. 	<p>An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.</p>	<p>You may use this skill to understand a lease agreement for a new apartment.</p>
 <p>WRITING</p> <p>Communicating by arranging words, numbers and symbols on paper or a computer screen</p>	<ul style="list-style-type: none"> • Write to organize or record information. • Write to inform or persuade. • Write to request information or justify a request. • Write an analysis or a comparison. 	<p>Human resources professionals write recommendations on issues such as workplace health and safety.</p>	<p>You may use this skill to complete an application for a credit card.</p>
 <p>DOCUMENT USE</p> <p>Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.</p>	<ul style="list-style-type: none"> • Read signs, labels or lists. • Understand information on graphs or charts. • Enter information in forms. • Create or read schematic drawings. 	<p>A bricklayer interprets blueprints to determine the height, length and thickness of walls.</p>	<p>You may use this skill when referring to a bus schedule to plan an outing.</p>

Essential skills	Typical applications	Workplace examples	Community examples
 <p>NUMERACY</p> <p>Using numbers and thinking in quantitative terms to complete tasks.</p>	<ul style="list-style-type: none"> • Make calculations. • Take measurements. • Perform scheduling, budgeting or accounting activities. • Analyze data. • Make estimations. 	<p>Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.</p>	<p>You may use this skill to calculate deductions on personal tax forms.</p>
 <p>COMPUTER USE</p> <p>Using computers and other forms of technology.</p>	<ul style="list-style-type: none"> • Use different forms of technology, such as cash registers or fax machines. • Use word processing software. • Send and receive emails. • Create and modify spreadsheets. • Navigate the internet. 	<p>Telephone operators use customized software to scan databases for telephone numbers or long-distance rates.</p>	<p>You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).</p>
 <p>THINKING</p> <p>Finding and evaluating information to make rational decisions or to organize work.</p>	<ul style="list-style-type: none"> • Identify and resolve problems. • Make decisions. • Find information. • Plan and organize job tasks. • Use critical thinking. • Use memory. 	<p>Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgement to start an appropriate treatment plan.</p>	<p>You may use this skill to research and select courses at your local adult learning centre.</p>
 <p>ORAL COMMUNICATION</p> <p>Using speech to exchange thoughts and information.</p>	<ul style="list-style-type: none"> • Provide or obtain information. • Greet, reassure or persuade people. • Resolve conflicts. • Lead discussions. 	<p>Office clerks take messages and share information by phone and in person.</p>	<p>You may use this skill to explain a food allergy to a server at a restaurant.</p>

Essential skills	Typical applications	Workplace examples	Community examples
 <p>WORKING WITH OTHERS</p> <p>Interacting with others to complete tasks.</p>	<ul style="list-style-type: none"> • Work independently, alongside others. • Work jointly with a partner or helper. • Work as a member of a team. • Participate in supervisory or leadership activities. 	<p>Municipal engineers work with technicians, inspectors and suppliers to complete construction projects.</p>	<p>You may use this skill when working with volunteers to organize a fundraising activity.</p>
 <p>CONTINUOUS LEARNING</p> <p>Participating in an ongoing process of improving skills and knowledge.</p>	<ul style="list-style-type: none"> • Learn on the job. • Learn through formal training. • Learn through self-study. • Understand your own learning style. • Know where to find learning resources. 	<p>Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.</p>	<p>You may use this skill when attending a first aid course at a community centre.</p>

As shown below, The YWCA BSF model integrates the nine Government of Canada essential skills into all five of its components, with a strong focus on foundational skills building:

Figure 6: How the Nine Essential Skills are Integrated within the YWCA Building Sustainable Futures Model

YWCA Toronto Skills Development Centre									
YWCA BSF Model Components	Reading	Document Use	Numeracy	Writing	Oral Communications	Working with Others	Thinking	Computer Use	Continuous Learning
Personal Development & Career Management Services	✓		✓	✓	✓	✓	✓		✓
Essential Skills & Employability Skills Training	✓	✓	✓	✓	✓	✓	✓	✓	✓
Job Readiness & Placement Services				✓	✓	✓	✓	✓	✓
Professional Development Services					✓	✓	✓		✓
Leadership & Business Services	✓	✓	✓	✓	✓	✓	✓	✓	✓

Integrating the Emerging Essential Skills

Today's labour market demands a range of other critical essential skills, some of which used to be developed through on-the-job experience and/or training. Some are emerging in response to an increasingly digitized workplace and the precariousness of contract jobs. People may be expected to have many of these skills before applying for a job, and to take charge of upgrading them on an ongoing basis as their careers evolve.

In order to keep training current with labour market trends and to promote continuous learning, we are researching these new skills and integrating them intentionally into our YWCA BSF model, informed by feedback from staff and our YWCA Toronto LinksToJobs Employers Network. We also pay close attention to participant feedback about what they would like to learn, in order to build their pathways to success.

Among these important skills are:

Motivation and Self-Direction: Our model is designed to develop skills of self-direction, independence and advocacy. In all of our components, we work with people to grow and practice key skills such as: assertiveness, autonomy, problem solving, self-advocacy, action planning, the ability to navigate complex systems, the agility to respond to unexpected obstacles, and strong leadership.

Flexible/Adaptable Digital Skills: Our partnerships with education, training and business organizations enable us to work with participants beyond the old definition of "Computer Use" in order to keep pace with new ways that digital skills are being used in the workplace. Partners also provide participants with opportunities to hone their skills through mentorships, job placements, and face-to-face as well as e-learning events.

An Entrepreneurial Approach: The Skills Development Centre (SDC) and the YWCA BSF model give participants the chance to take calculated risks in a supportive environment. We work with our employer partners to motivate participants to take on new challenges, think strategically about how to reach their own goals, and grow the resilience needed to deal with setbacks. In their group work and at our events, participants can practice their interpersonal skills for the workplace, brainstorm about problem-solving techniques, build and expand their networks, and hone their self-presentation and time management skills.

Emotional Intelligence: YWCA Toronto's emotional intelligence skills building includes:

- Valuing listening and learning from diverse perspectives, and from the intersections of experience and identity. The learning process is for everyone: through feedback from the women in our programs, we are continuously learning from them about this vital skill.
- Engaging in difficult conversations and learning from criticism and setbacks.
- Encouraging discussion about rights and boundaries.
- Resolving disputes.
- Managing stress and life balance.
- Practicing storytelling and analyzing body language.
- Working to inspire others to create and strengthen understanding, mutual respect and empathy.
- Fostering networks among participants, alumnae, staff, and our employer and community partners so that even after graduation participants can avoid becoming isolated and can continue to build on their communities of support.



SECTION 2: The Collaborator Lesson Plans

Overview

OUR COLLABORATOR ASSOCIATIONS



AT-A-GLANCE LESSON PLANS

2.1 YWCA Agvvik Nunavut

Lifelong Learning Guide—a practical holistic tool to support self-reflection, and deepen participants' Inuit cultural knowledge and traditional skills development; used to find and/or create job opportunities within a community.

2.2 YWCA Halifax

The Value of Volunteering—supports participants to learn and showcase for themselves the value of volunteering to gain skills, contribute to a cause and build a stronger resume.

2.3 YWCA Hamilton

Market Overview for Entrepreneurs—supports participants to gain a realistic understanding of indicators applicable to the business they are interested in to build understanding of market trends, market share, and market segment; and to complete some areas of their business plan.

2.4 YWCA Metro Vancouver

Labour Market Information—supports participants to identify, assess and research local industries and companies that align with their career goals.

2.5 YWCA Moncton

The Social Wheel: Self-concept for Success—introduces participants to the principles of self; supports them to identify, analyze, and build supports within the greater community to enhance their ability to find employment.

2.6 YWCA-YWCA National Capital Region

Essential Skills for the Trades Sector—supports participants to learn about the nine Essential Skills for Employment and the applicability of these skills to their trade of choice; also supports participants to gain experience in applying these skills through adapted activities in a small group setting. Offered in English and French.

2.7 YWCA Saskatoon

Job Search Techniques—supports participants to develop their job search skills and strategies, discuss techniques presented in the lesson, and identify people and places who can help them in their search; includes exercises in listening skills, practicing a networking speech, as well as self-reflection and goal-setting.

2.8 YWCA Thompson

Sharing Circle: Building Trust and Self-esteem—through sharing, gives participants a safe space to speak about issues before the formal training course begins; allows for self-exploration and open discussion to address individual barriers to employment and other challenges.

2.9 YWCA Toronto

Creating an Online Professional Image—introduces participants to social media and specifically to employment-oriented online networking; offers hands-on experience using LinkedIn to create a profile and develop their digital skills.

All lesson plans were authored by the collaborators and have been edited only for consistency and typographical errors.

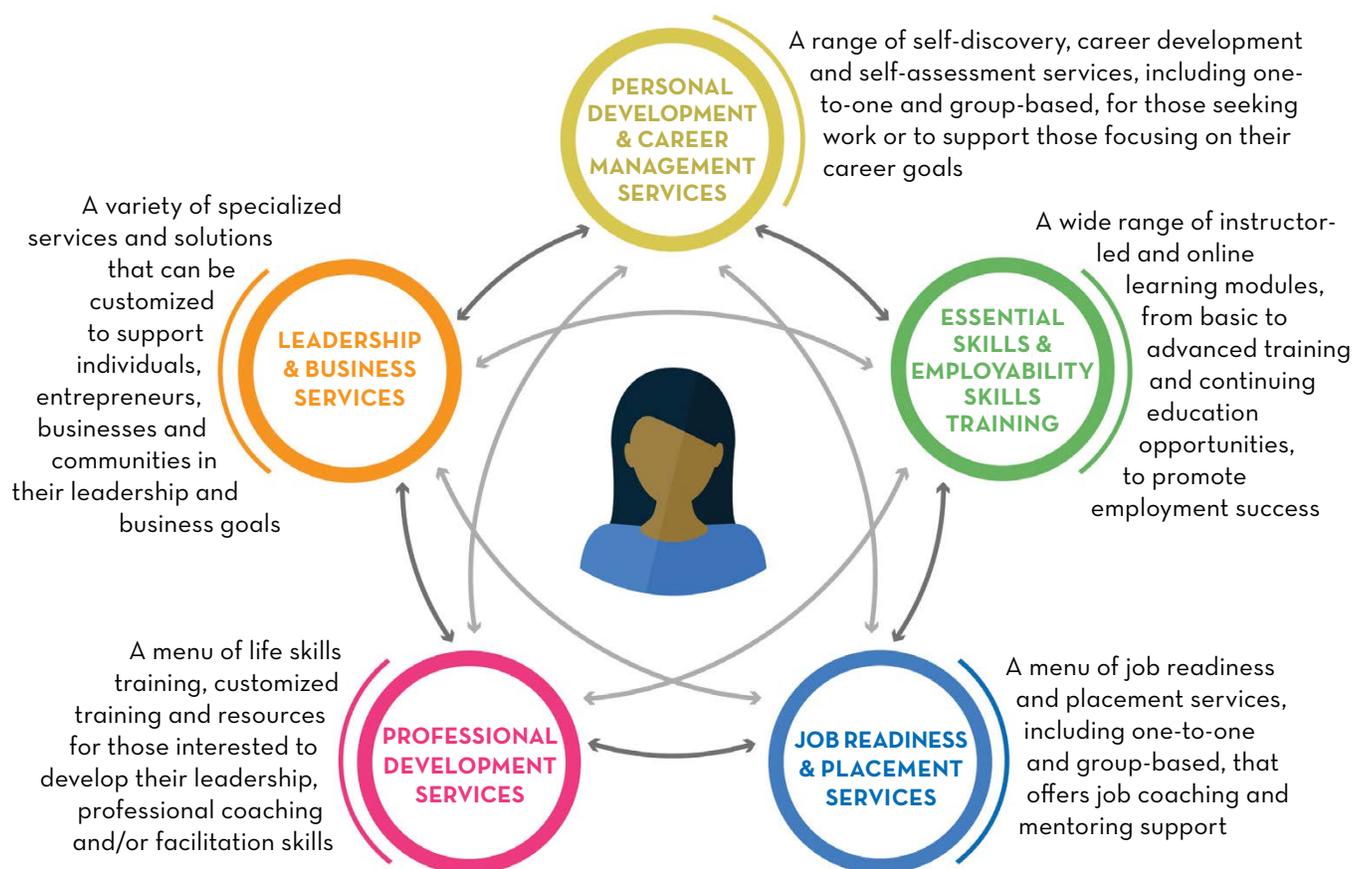
NAVIGATING THE LESSON PLANS

Before each of the nine lesson plans in this section is a brief description of the regional context of each collaborator Association and of the pilot programs that they designed and delivered for the national YWCA BSF project. Although many more promising essential skills lesson plans and tips were contributed

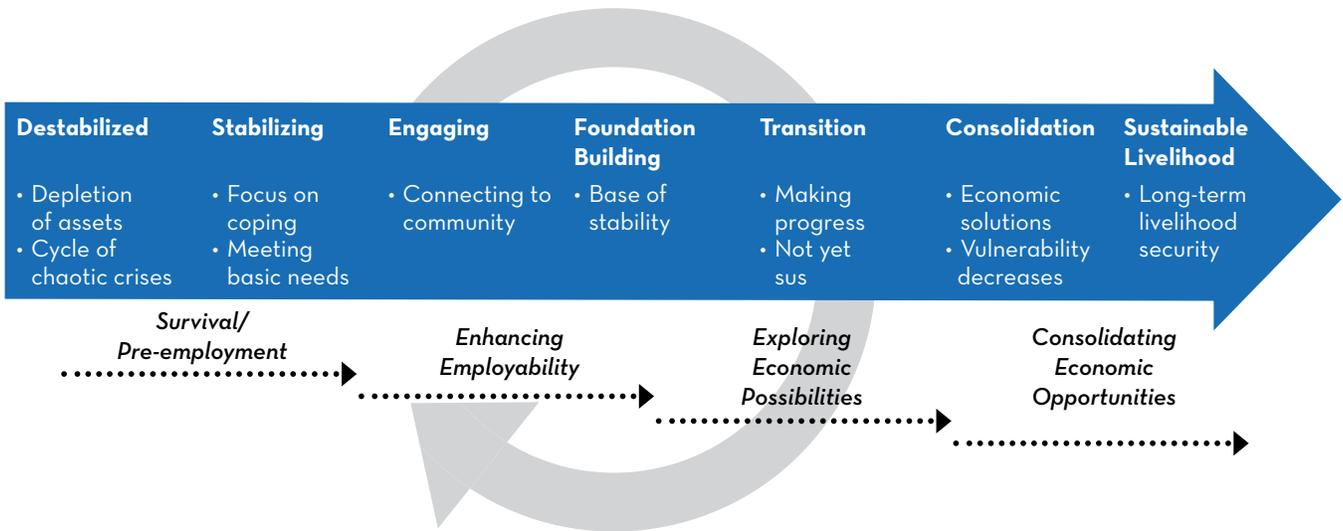
by the collaborators, YWCA Toronto's Essential Skills for Employment (ESE) team could choose only one from each due to limited resources for publication. The Compendium explores the pilot programs in more detail, together with the project research process, outcomes and learning.

As a key for easy access, here again are the three thematic diagrams from Section 1—Getting Started:

YWCA BUILDING SUSTAINABLE FUTURES MODEL



THE STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

THE NINE ESSENTIAL SKILLS FOR EMPLOYMENT



The three diagrams on the front pages of each lesson plan show:

- Which one of the five components of the YWCA BSF model were drawn on for the lesson (note that the collaborator pilot program for the project may have drawn on more than one)
- Which stage of participant livelihood development is addressed by the lesson
- Which of the nine essential skills are integrated into the lesson

Note: the USB accompanying the Toolkit contains handouts, worksheets, etc. where referenced in the lesson plans.



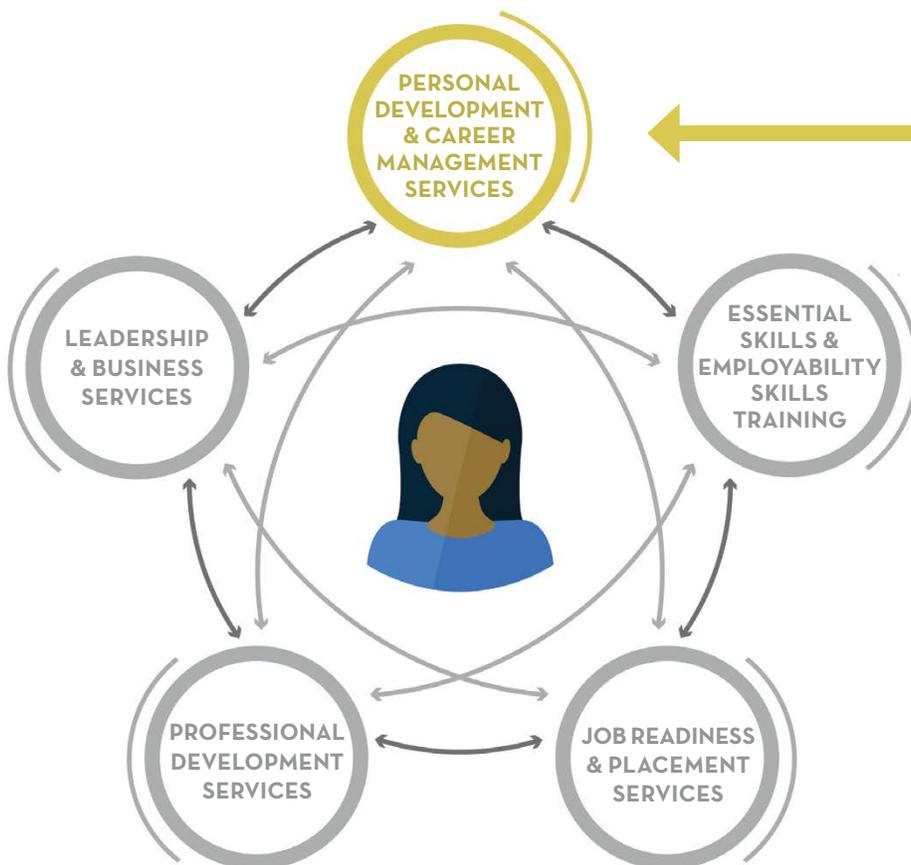
YWCA AGVIK NUNAVUT, NUNAVUT Lifelong Learning Guide

Lesson Time:
4 hours
(excluding breaks)

This learning module was delivered at YWCA Agvvik Nunavut as part of the curriculum of **Sewing to Success (Qisilirniq—“Working on Sealskin”)**, which was the women-specific pilot program documented for the YWCA Building Sustainable Futures Project.

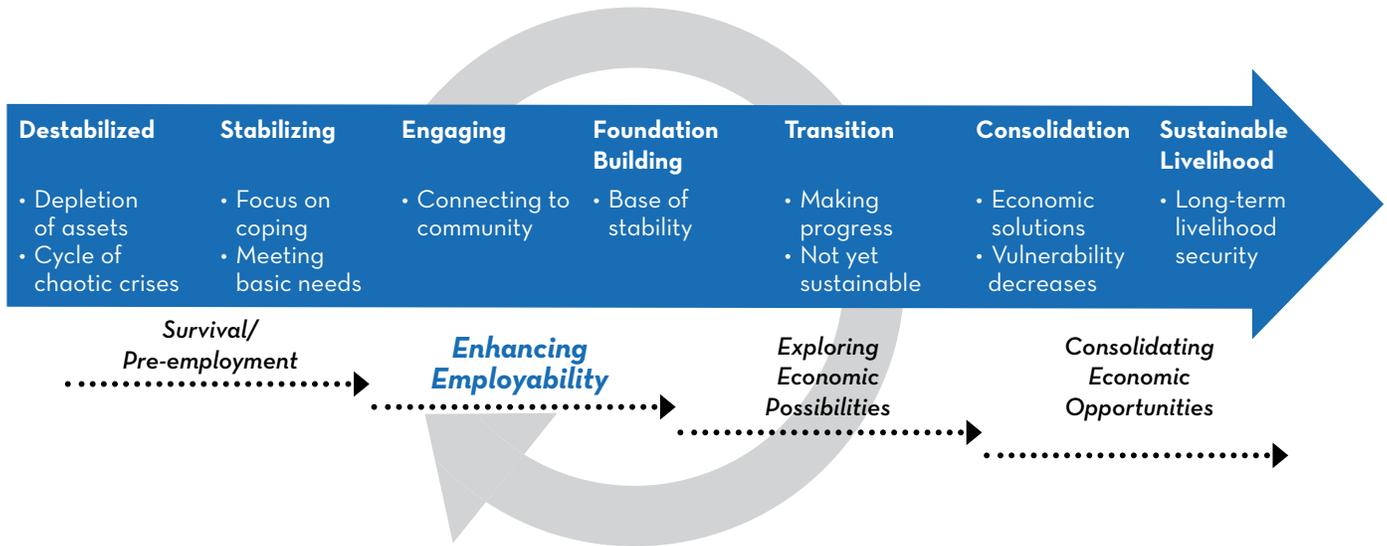
Through this lesson participants will gain knowledge and awareness of the Indigenous culture and people, and will be able to apply their newly acquired knowledge and skills into the community, thereby contributing to the determinants of “Community Well-being” (identified as physical well-being, economic well-being, social well-being and environmental well-being) (Canadian Community of Learning [CCL]).

YWCA BUILDING SUSTAINABLE FUTURES MODEL



This lesson supports participants in identifying the relationship between the personal decisions they make or do not make and their ability to find, create and maintain economic stability. This recognition is part of a deeper process of self-reflection where the women can openly and honestly evaluate their past decisions and create a plan for future decisions.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Enhancing Employability

This livelihood stage focuses on enhancing pre-employment skills, enhancing innate skills, and developing new skills. Emphasis is placed on addressing the basic needs of the woman, including safety, trauma, improving self-esteem, self-efficacy, and developing confidence while working with others. The aim is ultimately to enhance her employability skills and job readiness.

Primary Essential Skills Used—Thinking and Continuous Learning

The lesson builds on the Inuit Holistic Lifelong Learning Model. It aims to encourage women to find and create work opportunities that are fulfilling and lead to overall personal satisfaction while meeting the basic needs of the individual and their family. The primary skills being utilized in this lesson include Thinking and Continuous Learning.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Reading, Oral Communication and Working with Others.

ABOUT OUR PROGRAM FOR
THE YWCA BUILDING SUSTAINABLE
FUTURES PROJECT

Sewing to Success (Qisilirniq—“Working on Sealskin”) Program

About the Association: Our YWCA strives to increase the well-being and independence of people, particularly women, through a community-based approach and from an anti-oppressive and anti-discriminatory framework. The program operates through our women’s shelters.

Demographic Population: Inuit women

Our Local Context: Unemployment remains a challenge experienced by many within the Agvvik, Nunavut community. Many are unable to find or maintain employment due to an intersection of barriers experienced within the community. Women continue to struggle with having their basic needs unmet; and many have reported experiences of homelessness, struggles with addictions, and fleeing from violent situations (YWCA Agvvik Nunavut). Many women who come to us are in extreme hardship and often financially dependent on their abusers; most are unemployed and remain at home. Some remain in abusive relationships because they feel it is the only way to provide for themselves and their children; their only source of income outside their abuser is their Child Tax Benefit cheque.

Why We Joined the National Project Collaborative:

To support women in developing job-attaining skills and develop empowerment from financial independence, safeguarding their rights and promoting healthy lifestyle choices.

Our Previous Experience in Essential Skills

Programming: We offer culturally supportive learning and skills acquisition encouraging women to become entrepreneurs; we assist women in shelters to discover what type of work will help further their goals, and

with resume building, job searches, job acquisition and follow up. We connect women with existing job and other training supports within the community, and with opportunities to market and sell their products.

Our Adaptations from the YWCA Building Sustainable Futures model: Working at the foundational stage with Component 1—Personal Development & Career Management Services—and supporting our participants to access opportunities in the community to sell and promote their products.

PROGRAM OUTLINE

Learning Pathways: Sewing skills support self-employment—holistic adult learning model based on Sharing Circle and peer learning/mentorship

Purpose: Sewing to Success (Qisilirniq—“Working on Sealskin”) is designed to offer culturally relevant healing while teaching traditional sewing skills, with the aim of supporting women to become more socio-economically independent and improve their sense of Inuit identity and self-confidence.

Description: Sewing to Success is a culturally immersed training opportunity for local Inuit women designed to empower them in their lives and prepare them for an entrepreneurial future. It equips them with the business and sewing skills and the community resources that will enable them to produce and manage their art and craft works on an independent, self-employed basis. We support them to take advantage of an informal micro-economy that already exists in Iqaluit until they can officially start their business. Yet one of our main goals is personal development: for women to gain and maintain the resilience to move forward in their lives through highly challenging circumstances.

LESSON OUTLINE

Lesson Description

This lesson was developed using the Inuit Holistic Lifelong Learning Model, made available through the Canadian Community of Learning (CCL) website. The model has been used as a tool to find and/or create job opportunities within the community. More importantly, it can be used as a tool to address key lifestyle factors that prevent women and young women from keeping or finding jobs. It aims to support participants to recognize that creating and finding employment does not exist in isolation to their social, spiritual, and environmental needs and contexts.

The Lifelong Learning Guide is used as a practical tool that supports self-reflection as part of the process of finding and maintaining work. Further, the Lifelong Learning Guide takes a holistic approach and encourages traditional skills development, as well as personal and emotional support in order to help participants develop their assets, further enhance their cultural knowledge and improve their self-confidence.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Integrate** the Lifelong Learning Model into decision making and goal setting.
- **Reflect** on the barriers and decisions in the woman's life that have prevented job search and job sustainability.
- **Establish** a baseline for her needs that must be met in order for her to find and maintain a job.
- **Develop** networks with women who face similar challenges to address feelings of isolation.
- **Create** a plan going forward that addresses each aspect of the woman's life according to the Lifelong Learning Model (Physical, Social, Economic and Environmental).

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. The Power of Inuit Wisdom: An Elder's Journey through Residential School and Into Adulthood.
2. Discussion of The Inuit Holistic Lifelong Learning Guide.
3. Brainstorm challenges regarding work.
4. Complete the Learning Plan.

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Inuit Qaujimaqatugangit (IQ): My Learning Plan Activity Sheet.
2. Setting a micro-goal: What do you want to achieve for the following week?

Participant Prerequisites

There are no prerequisites required for this lesson. Participants may have varying level of skills, and each woman is met "where she is."

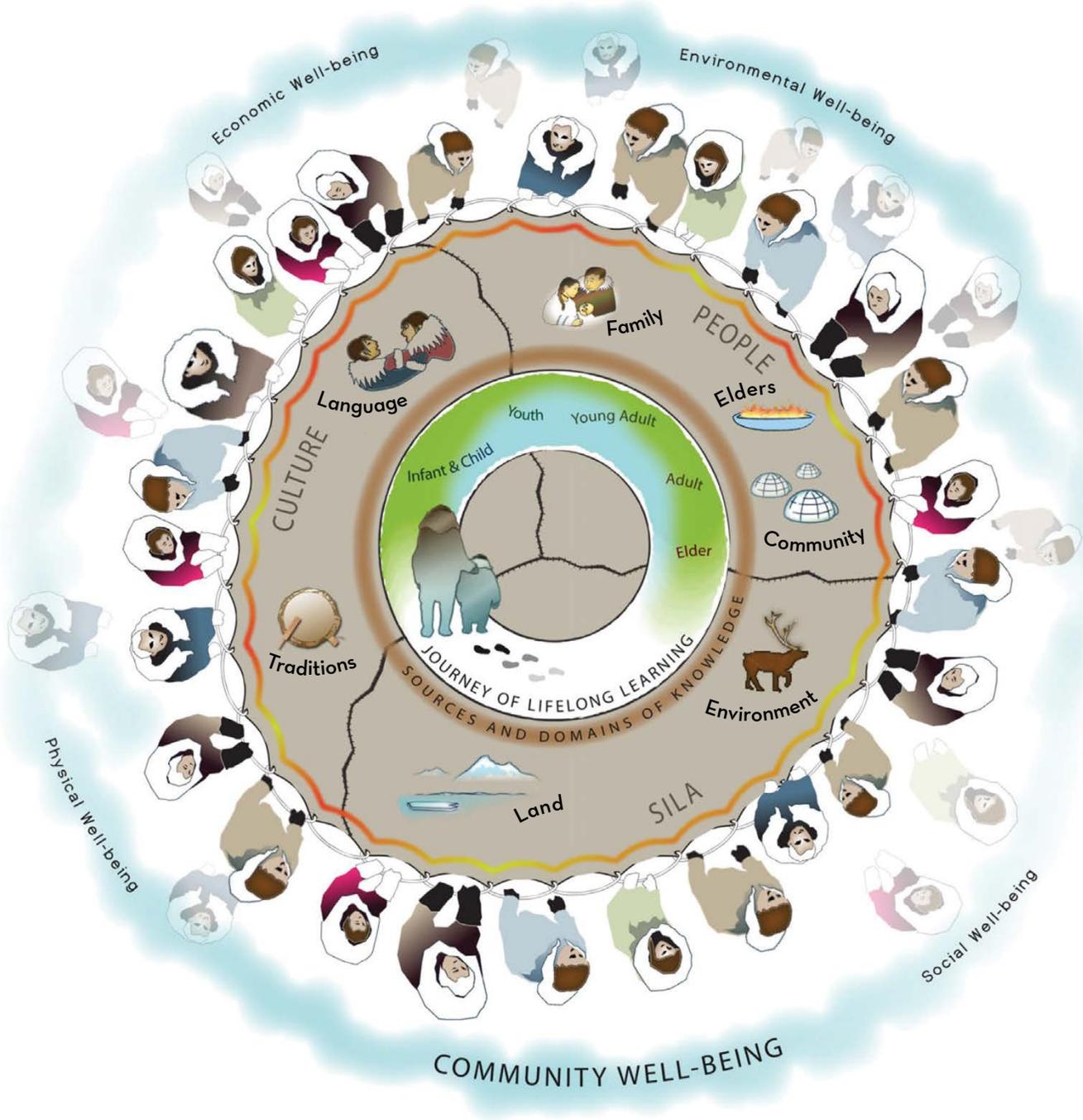
Required Materials

- Flipchart, paper and markers
- Note paper and pens
- Participant handouts and activity sheets

Facilitator Resources

- Lesson plan
- Facilitator notes
- Participant handouts and activity sheets
 - Lifelong Learning Guide handout
 - My Learning Plan activity sheet

Figure 7: Canadian Community on Learning. Inuit Holistic Lifelong Learning Model. 24 Sept 2007.



DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Integrate** the Lifelong Learning Model into decision making and goal setting.
- **Reflect** on the barriers and decisions in her life that have prevented job search and job sustainability.
- **Establish** a baseline for her needs that must be met in order to find and maintain a job.
- **Develop** networks with women who face similar challenges to address feelings of isolation.
- **Create** a plan going forward that addresses each aspect of the woman's life according to the Lifelong Learning Model (Physical, Social, Economic and Environmental).

Total time: Approximately 4 hours
(Excluding lunch and breaks)

Agenda:

- Review lesson description and learning outcomes
- Story-telling: An Elder's Journey through Residential School and into Adulthood
- The 38 Community members: What is Inuit Qaujimagatuqangit?
- The Inuit Holistic Lifelong Learning Model
- My Story
- Your Challenges
- Your Way Forward: My Learning Plan
- Setting Your Micro-goal
- Lesson Closure

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction <i>10 minutes</i>		Lecture and Group Discussion <ul style="list-style-type: none"> • Review Agenda, Lesson Description and Learning Outcomes 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication
The Power of Inuit Wisdom: An Elder's Journey <i>45 minutes</i>		Skill Building Activity <ul style="list-style-type: none"> • The Power of Inuit Wisdom: An Elder's (Ida) Journey through Residential School and Into Adulthood. Elder shares her experience of residential school, the hardships she faced in raising six kids and finding time to work. In her story, she explains that her ability to be resilient and meet the needs of herself and her family was through a dedication to the traditional Inuit ways of knowing and learning. She goes on to discuss how her children and grandchildren have gone on to adopt the traditional way of knowing into their own lives. • Participants take the time to ask the Elder (Ida) complex questions about Inuit knowledge, such as: "I am Inuit but I am so far removed from our traditions, I don't know how to get back to them. What did you do?" 	<ul style="list-style-type: none"> • Thinking • Oral communication • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Inuit Holistic Lifelong Learning</p> <p>“38 Community Members”</p> <p>40 minutes</p>	<p>Projector, or flipchart paper and markers</p>	<p>Skill Building Activity and Discussion</p> <ul style="list-style-type: none"> • Discussion of the Inuit Holistic Lifelong Learning Guide. • Facilitator shares with participants the “38 Community Members” or the values/beliefs that ground Inuit knowledge (Canadian Community on Learning). The values are displayed either on a projector or a piece of flipchart paper. <p>1. Resilience 2. Practice 3. Cooperation 4. Sharing 5. Love 6. Survival 7. Conservation 8. Teamwork 9. Resourcefulness 10. Patience 11. Moving Forward 12. Mastery 13. Family 14. Listening 15. Significance 16. Adaptability 17. Observation 18. Strength 19. Volunteer 20. Taking the long view 21. Consensus 22. Endurance 23. Strength 24. Generosity 25. Respect 26. Unity 27. Unpretentious 28. Apologize 29. Acceptance 30. Oneness 31. Interconnectedness 32. Trust 33. Helping 34. Responsibility 35. Perseverance 36. Honesty 37. Equality 38. Improvisation.</p> <ul style="list-style-type: none"> • After the explanation, participants take the opportunity to ask questions and reflect on this knowledge. • As the facilitator reviews each value, be sure to allow some time for participants to share their own interpretations, applications, stories and questions. This can take a significant amount of time. Be sure to have a counsellor on hand as participants can become emotional. But keep an eye on the time; this segment of the learning module should not take more than an hour maximum. • After the discussion, our Elder closes the session by thanking participants and saying a small prayer. Closing off the session is important as it sets the tone for the upcoming activities. 	<ul style="list-style-type: none"> • Thinking • Continuous learning • Oral communication
<p>Brainstorm Challenges Regarding Work</p> <p>40 minutes</p>	<p>Paper and pens</p>	<p>Skill Building Activity and Discussion</p> <ul style="list-style-type: none"> • Ask participants to think about the following question: “What are the challenges that keep you from working?” Ask them to form partners to think about and discuss this question. If they do not know each other, allow time for introductions. Participants can discuss this over tea. • Ask participants to write down these challenges during or after their conversations. If participants do not wish to discuss this with a partner, they can write down their thoughts instead. 	<ul style="list-style-type: none"> • Writing • Thinking • Working with others • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Challenges Regarding Work Debrief</p> <p>40 minutes (varies)</p>		<p>Discussion</p> <ul style="list-style-type: none"> Bring the participants back to one group. Ask participants to share their challenges with the group. The time to complete this discussion varies and depends upon the number of participants in the group, and the number willing to share their thoughts. 	<ul style="list-style-type: none"> Working with others Continuous learning
<p>My Learning Plan</p> <p>60 minutes</p>	<p>Handout: My Learning Plan activity sheet</p> <p>Set a Micro-goal</p>	<p>Skill Building Activity, Skills Application Activity and Discussion</p> <ul style="list-style-type: none"> Review “My Learning Plan” handout with participants. Ask participants if they prefer to hold a discussion about the questions, and complete the form as it is reviewed. Alternatively, participants may prefer time to fill the form out on their own later. Experience has shown that participants do better when they complete the learning plan in the group, so that they can share their thoughts, ask questions and receive feedback. This discussion will take significant time, so if the group is large allocate enough time for this. (Optional if modules are used in sequence) Ask participants to think of one thing they would like to achieve before the program next week. Write it down. 	<ul style="list-style-type: none"> Reading Writing Thinking Continuous learning
<p>Lesson Closure</p> <p>20 minutes</p>	<p>Flipchart paper and markers</p>	<p>Discussion, Reflection and Lesson Closure</p> <ul style="list-style-type: none"> Ask participants to recall the day’s activities and provide feedback. Provide a question and answer period. Closure: Elder thanks everyone and says a small prayer. Thank participants and end lesson. 	<ul style="list-style-type: none"> Reading Thinking Oral communication Continuous learning

FACILITATOR NOTES

Lesson Notes

An Elder was present when this lesson was used with participants. She supported by delivering an accurate explanation of the Inuit Holistic Lifelong Learning Model and its applications. If you are unable to have an Elder present, it is encouraged that you reach out to an Elder via telephone to speak with them on how to deliver this lesson appropriately to your audience as not all participants may be Inuit. You are welcome to contact YWCA Agvvik Nunavut for support in this. Alternatively, you can contact an Elder at the Elder's Qammaq in Iqaluit.

Learning outcomes related to lifelong learning may require ongoing support. Participants may utilize skills learned at their own pace and readiness; the goal is that over time participants will utilize the skills acquired in the training to help them achieve independence as it relates to entrepreneurial self-employment (i.e. sewing) or more formal employment, such as hospitality services or work in various industries.

Debriefing and Assessment of Learning

Review the learning objectives and ask participants to summarize what they have learned. This is a good time to ask participants to suggest other lessons they would like to take.

Delivery Time

This workshop is best completed either in a series or a one-day workshop. There is a lot of information to cover and it is important that participants have enough time to share.

Guest Speaker

As a substitute for the story-telling component by an Elder, you can also ask to record the story of an Elder, with translation, and play that for the group.

ADDITIONAL RESOURCES

The resources below can be used to expand your understanding of the Inuit Holistic Lifelong Learning Model, and to expand or customize the lesson plan as needed.

Canadian Community on Learning. *Redefining How Success is Measured in First Nations, Inuit, and Métis Learning*. 2007. <http://www.afn.ca/uploads/files/education/5_2007_redefining_how_success_is_measured_en.pdf>

Iqaluit. *Elder's Qammaq*. 2017. <<http://www.city.iqaluit.nu.ca/residents/recreation/facilities/elders-qammaq>>

REFERENCES

Canadian Community on Learning. *Inuit Holistic Lifelong Learning Model*. 2007. <https://firstnationspedagogy.ca/CCL_Inuit_Holistic_Learning_Model_EN.pdf>

Canadian Community on Learning. *Redefining How Success is Measured in First Nations, Inuit and Métis Learning*. 2007. <http://www.en.copian.ca/library/research/ccl/redefining_success_measured/redefining_success_measured.pdf>

The Conference Board of Canada. *Employability skills*. 2017. <<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>>

Nunavut Department of Education. *Education Framework: Inuit Qaujimajatuqangit for Nunavut Curriculum*. 2007. <<https://www.gov.nu.ca/sites/default/files/files/Inuit%20Qaujimajatuqangit%20ENG.pdf>>

Ontario Ministry of Training, Colleges and Universities. *Essential Employability Skills*. 26 May 2009. <<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>>

CONTACT DETAILS

YWCA Agvvik Nunavut
867-979-4500
<http://ywca-agvvik.ca>

“I didn’t have the motivation or the connections. Didn’t know anyone who could help me out. Now I know a few people.”

YWCA AGVVIK NUNAVUT participant



The Conference Board of Canada’s Employability Skills 2000+ Survey lists the employability skill of “Learn Continuously,” specifically, “be willing to continuously learn and grow, access personal strengths and areas for development, set your own learning goals, identify and access learning sources and opportunities, and plan for and achieve your learning goals” as a personal management skill employees need in order to progress in the world of work (Conference Board of Canada).

The Ministry of Training, Colleges and Universities (MTCU) determines program standards that include essential employability skills. One of the skills categories is “Personal” and includes “Managing self” and “Managing change and being flexible and adaptable” (MTCU).

YWCA HALIFAX, NOVA SCOTIA

The Value of Volunteering

Lesson Time:
4.5 hours
(excluding lunch
and breaks)

This learning module was delivered at YWCA Halifax as part of the curriculum of both **LAUNCH** and **Step Ahead**, the two women-specific pilot programs documented for the YWCA Building Sustainable Futures project.

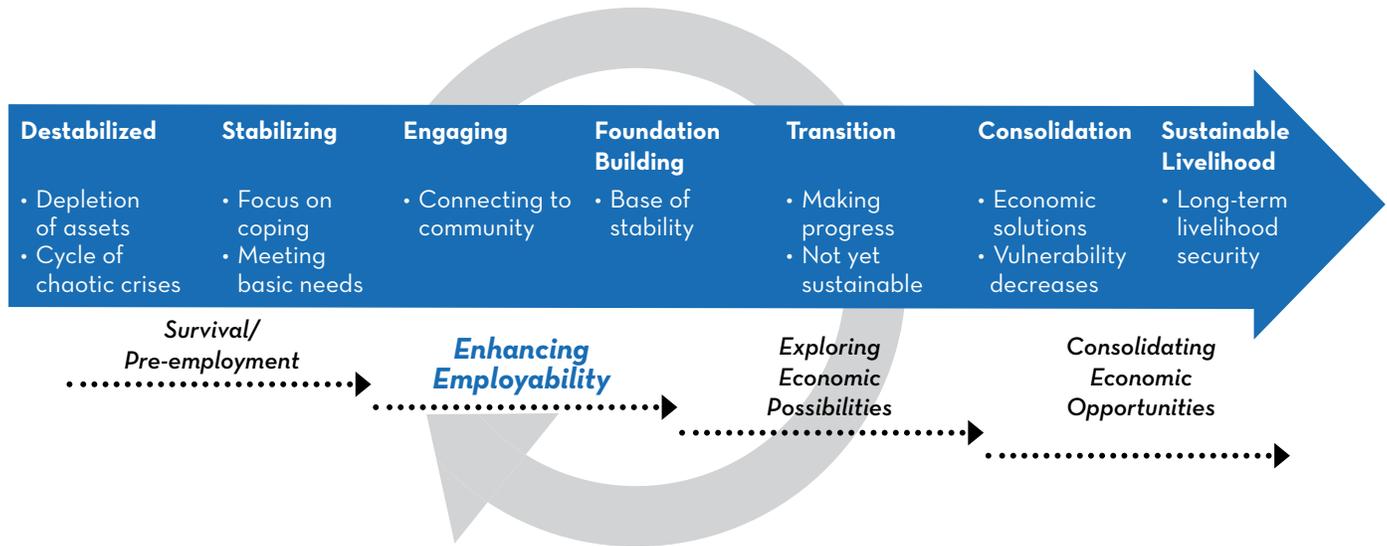
Young people or individuals new/returning to the workforce often find it difficult to secure employment with little or no previous work history. Through voluntary positions, youth can develop skills and gain relevant work experience which can enhance the trajectory of their career path. Volunteering is beneficial not only for individuals but for the community as a whole. Research shows that volunteering increases participation in the labour market by helping individuals to gain experience, build skills, expand networks, gain confidence, learn about themselves and gain knowledge and insights about specific industries and occupations (Government of Alberta).

YWCA BUILDING SUSTAINABLE FUTURES MODEL



Through community volunteering, participants will start to build a professional network. Volunteer opportunities are not only a great way to develop work-related references, but also a way to connect with individuals in other organizations. Throughout this lesson participants are encouraged to identify their employment goals, and the skills or resources needed to reach those goals.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Enhancing Employability

The learning outcomes of this module are focused on enhancing participants' employability skills and job readiness. The lesson challenges participants' current views on volunteering and allows them to explore new ways to build a professional network and connect with opportunities in their community. Further, participants are encouraged to expand their social reach through volunteer opportunities, which can in turn increase access to employment opportunities. In addition, participants have the opportunity to develop new skills through direct volunteer experience.

Primary Essential Skills Used—Working with Others and Thinking

This learning module educates about the value and benefits of volunteer work. Many people new/ returning to the workforce find it difficult to obtain employment with limited or no work experience; this is why it is so important to find volunteer roles that help build employability skills. The learning module encourages participants to think of their employment goals and explore the benefits of volunteering in achieving in those goals. Essential skills development is interwoven within the learning module; however, the primary skills being used in this lesson are Working with Others and Thinking.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Reading, Writing, Document Use, Computer Use, Oral Communication and Continuous Learning.

ABOUT OUR PROGRAM FOR
THE YWCA BUILDING SUSTAINABLE
FUTURES PROJECT

LAUNCH and Step Ahead Programs

About the Association: We are a multi-service organization committed to providing a continuum of programs and services to assist women in removing barriers. We build economic security, promote wellness and create opportunities for women, girls and their families. We offer women-focused programs, and linkages to other services and organizations. We have a proven track record of delivering high quality programming based on national best practices.

Demographic Population: Low income youth and women

Our Local Context: Our YWCA is centrally located in the community of Spryfield, which has an extremely high percentage of residents living on income assistance, one of the highest rates of single/lone mothers in the country and a low rate of high school graduates. Employability programming is currently being held at this location; the space and resources available at this location are accessible to the surrounding communities.

Why We Joined the National Project Collaborative: To learn more about integrated essential skills delivery and a strength-based approach to programming in order to enhance our program delivery.

Our Previous Experience in Essential Skills Programming: LAUNCH and Step Ahead programs create opportunities for positive support networks through facilitating peer learning, mentor relationships, work placement supervision, and connections to other community organizations and resources. We have supported participants to visit local organizations to become familiar with the services offered and to provide the best training available in the community. Job Junction hosted training sessions in Microsoft Office; we have also supported participants to organize informational interviews with employers/businesses in their area of interest, to discover the talents they already possess and to develop additional skills and learning.

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training
3. Job Placement & Placement Services

PROGRAM OUTLINE

Learning Pathways: 1) Essential Skills and Employability Skills Training; 2) Career Exploration; 3) Employer Engagement; 4) Work Experience

Purpose: To support women in moving toward economic independence through pre-employment training and direct employment experience. The LAUNCH and Step Ahead programs incorporate skill building and employment readiness training for young women and women of all ages receiving Income Assistance, respectively. Participants also include women with disabilities, Indigenous women, new immigrants and African Nova Scotian women. Participants experience multiple barriers to employment including: lack of childcare, transportation, food insecurity, criminal records, poverty, ageism, domestic violence, lack of education/training, low self-confidence; limited/no work experience, and limited support networks.

Description: YWCA Halifax has a long history delivering employability and training programs for women. LAUNCH's first pilot was completed in 2006. LAUNCH engages young women aged 15-30 who are receiving income assistance or who are unemployed/under employed. The 24-week program consists of a seven-week group-based employability skills training workshops and ends in a 17-week work experience with an employer in a field of each participant's interest. Step Ahead, which began in 2013 and was modelled after LAUNCH, engages women of all ages who are currently receiving income assistance in an 18-week program (five-week group-based workshops, 11-week work experience, one-week group-based workshop transition). Both programs are strengths-based, women centred and flexible, as program content and format are adapted based on the needs of participants.

LESSON OUTLINE

Lesson Description

Volunteering can be essential for young people and others with limited work experience. Research continues to show a strong connection between volunteering and finding employment (Howell). Through volunteering, individuals can gain valuable work experience, build skills, and develop professional references that can increase their access to both education and employment opportunities. Additionally, if money is the goal, it is worth pointing out the long-term effects volunteering can have on an individual's earning potential.

Despite the numerous benefits, young people may often feel that volunteering is not for them. This lesson is designed to challenge these thoughts and attitudes toward volunteering. The aim of the lesson is to showcase the benefits of volunteering as well as to expose young people to the huge variety of volunteer roles available within their communities.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Discuss** the value of community volunteering.
- **Experience** gaining skills in a workplace environment and contributing to a cause.
- **Apply strategies** to building a stronger resume when applying for paid employment.
- **Reflect** on the experiences gained from volunteer work.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Volunteer Ideas Activity Sheet
2. Essay writing activity

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Compile a list of places to volunteer
2. Participate in a group volunteer activity

Participant Prerequisites

Participants will require basic computer and internet use skills.

Required Materials

- Computer lab with computers for each participant with internet connection
- Computer with projector and internet connection for facilitator
- White board/markers
- Chart paper/markers
- Note paper/pens
- Participant handouts/activity sheets

Facilitator Resources

- Lesson plan
- Facilitator notes
- Participant handouts/activity sheets
 - Volunteering Ideas activity sheet

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Discuss** the value of community volunteering.
- **Experience** gaining skills in a workplace environment and contributing to a cause.
- **Apply strategies** to building a stronger resume when applying for paid employment.
- **Reflect** on the experiences gained from volunteer work.

Total time: Approximately 5 hours
(Excluding lunch and breaks)

Agenda:

- Review lesson description and learning outcomes
- Define and discuss community volunteering
- Generate ideas for volunteer experiences
- Discuss how volunteering affects the lives of others
- Discuss how volunteering supports job search and job opportunities
- Participate in a volunteer experience
- Post-training discussion and reflection

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction <i>10 minutes</i>		Lecture and Group Discussion <ul style="list-style-type: none"> • Review Agenda, Lesson Description and Learning Outcomes 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication
What is a Volunteer? <i>15 minutes</i>	Flipchart paper and markers	Group Activity and Discussion <ul style="list-style-type: none"> • Instruct participants to define a volunteer. • Two definitions: “A person who performs or gives their services of their own free will,” OR “A person who did unpaid work through or for an organization.” • Facilitator records the various answers given on the flipchart. • Identify the common theme in the responses given and then together construct a definition. The key point is that participants understand that the individual gives her time or services and is not directly compensated. The facilitator should note that volunteers may receive reimbursement of incidental expenses (program supplies, mileage, etc.) and still be considered a volunteer. 	<ul style="list-style-type: none"> • Thinking • Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
Ideas for Volunteering 40 minutes	Handout: Volunteer Ideas Worksheet Computer lab with internet access Computer with projector	Skill Building and Skill Application Activity and Discussion <ul style="list-style-type: none"> Participants will spend time considering where there is a need for volunteers in the community. Ask participants to complete the worksheet provided to determine the needs of the community. Participants will then be encouraged to do internet research on the following websites: http://www.volunteers.ca and http://volunteerhalifax.ca From these activities, participants will list places where they would consider volunteering. 	<ul style="list-style-type: none"> Reading Thinking Document use Computer use Continuous learning
Enhancing the Lives of Others 45 minutes	Computer lab with internet access	Skill Building Activity and Discussion <ul style="list-style-type: none"> Instruct participants to write an essay, using examples based on research and experience, that describes how an individual can influence the lives of others through volunteering. Depending on the literacy skills of participants, this activity may need to be adapted to be more accessible for your participant group. 	<ul style="list-style-type: none"> Writing Thinking Continuous learning
Building a Stronger Resume and Improving Job Opportunities 15 minutes		<ul style="list-style-type: none"> Discuss how volunteering builds skills, expands professional networks, and improves job search and job opportunities (enhances resume). 	<ul style="list-style-type: none"> Oral communication Continuous learning Thinking
Volunteer Experience 2-3 hours		Skill Application Activity <ul style="list-style-type: none"> Participants spend the afternoon volunteering at a community non-profit organization as a group. 	<ul style="list-style-type: none"> Thinking Oral communication Working with others Continuous learning
Lesson Closure 20 minutes		Discussion, Reflection and Lesson Closure <ul style="list-style-type: none"> Post-assessment activity. Discuss as a group the learning objectives and review worksheets. Participants should reflect on their work and consider ways to improve the worksheets moving forward in their careers. Thank participants and end lesson. 	<ul style="list-style-type: none"> Thinking Oral communication Working with others Continuous learning

FACILITATOR NOTES

Adaptations

As this lesson was piloted in Halifax, the accompanying websites and resources focus on the Halifax area. It is recommended that programs replicating this lesson research local websites and resources to be integrated into the lesson plan.

Debriefing and Assessment of Learning

To close the session, the facilitator should review the learning objectives and have participants share new learning and input on the lesson. This is a good time to ask participants to suggest other learning modules they would like to take.

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“Before I started LAUNCH, I didn’t have any structure. I had nothing planned for the day and I never had anything to look forward to. Since I started coming to the workshop, I now have structure and I feel excited every morning coming here.”

YWCA HALIFAX participant

The Conference Board of Canada’s Employability Skills 2000+ Survey lists the employability skill of “work with others,” specifically, “contribute to a team by sharing information and expertise” as a fundamental skill employees need in order to progress in the world of work (Conference Board of Canada).

The Conference Board of Canada’s Employability Skills 2000+ Survey lists the employability skill of “think and solve problems,” specifically, “be creative and innovative in exploring possible solutions” as a fundamental skill employees need in order to progress in the world of work (Conference Board of Canada).

The Ministry of Training, Colleges and Universities (MTCU) determines program standards that include essential employability skills. One of the skills categories is “Personal” and includes “Managing self” and “Managing change and being flexible and adaptable” (MTCU).

YWCA HAMILTON, ONTARIO

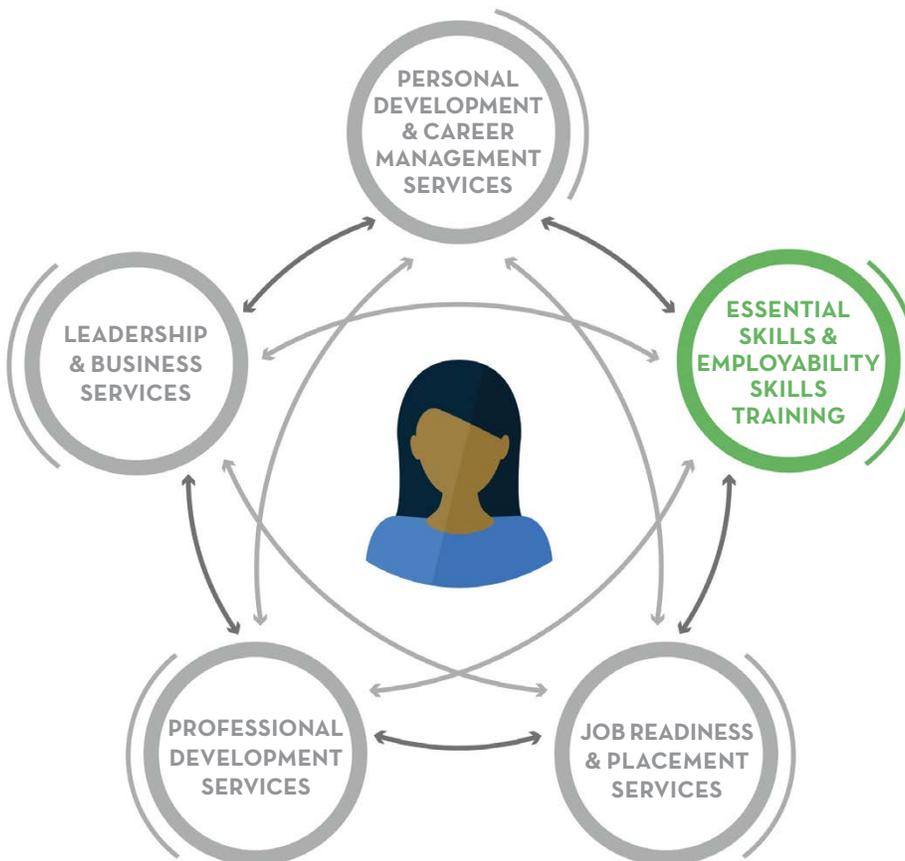
Market Overview for Entrepreneurs

Lesson Time:
5.5-6 hours
(excluding lunch and breaks)

This learning module was delivered at YWCA Hamilton as part of the curriculum of the **Women's Entrepreneurship Program**, which was one of our two women-specific pilot programs documented for the YWCA Building Sustainable Futures project.

This learning module is in response to the need for economy-boosting self-employed individuals who produce locally sourced products and services. Research has shown that entrepreneurship can lead to positive changes in economic development by stimulating related business and growth within the sector of the new venture (Hakobyan). There is also demand for growing Canadian job opportunities (Carmichael). Entrepreneurship creates a pathway from traditional jobs and can in turn open new job fields and produce alternative work opportunities within the labour market (Hakobyan). Increased economic growth benefits communities as a whole by increasing the quality of life and the overall standard of living (Sappin).

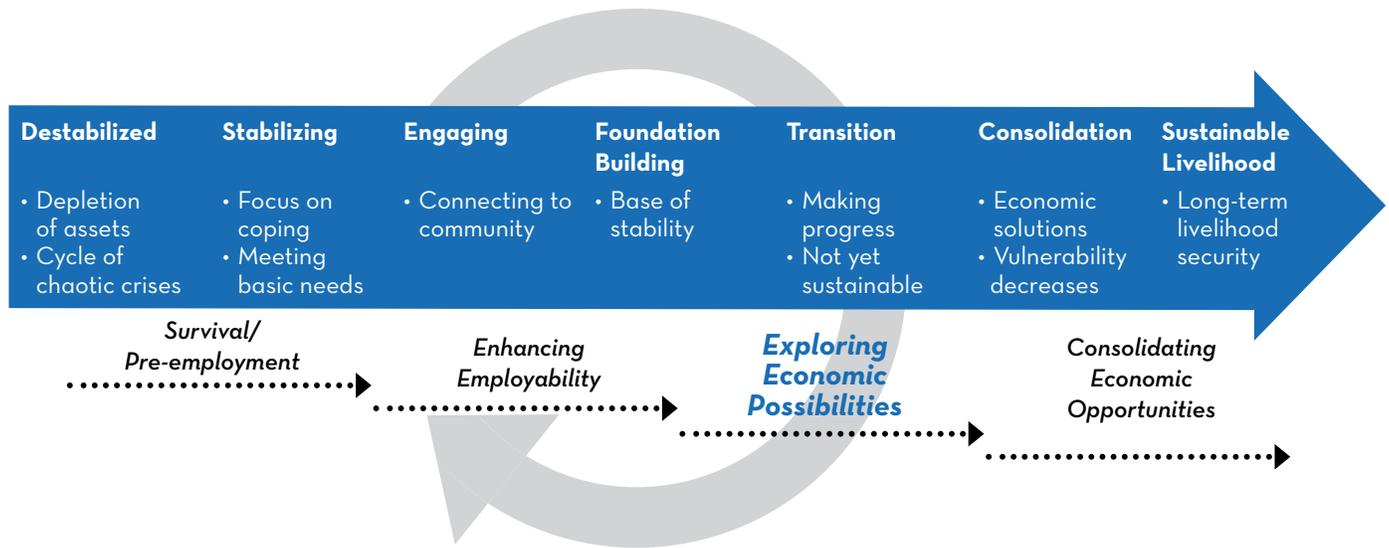
YWCA BUILDING SUSTAINABLE FUTURES MODEL



This lesson educates about approaching the most accurate target market for the business owner, using indicators such as: market size, market trends, market share and market segment. Business owners eliminate the idea of a “perfect customer” after removing subjectivity from their research and finding quantitative data from statistical reports found online.

Targeting the most accurate group of customers will allow for the business owner to determine where her funds will be directed on advertising and marketing costs, in addition to determining the future of her business by planning for growth trends using psychographics, geographics and demographics.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Exploring Economic Possibilities

The learning outcomes of this module are focused on enhancing participants' employability skills and job readiness. The lesson aims to prepare participants for engagement in the labour market, through activities and learning that will build confidence and improve the knowledge needed to begin their entrepreneurial venture. Participants can use their new learning toward refining their business plan.

Primary Essential Skills Used—Thinking

The following lesson plan provides training on determining the appropriate market for a small business owner. This lesson will primarily exercise the Thinking essential skill, whereby the participant will find information to determine a number of decisions that will be made in order to plan for the future of her business. Other lessons that may complement this session are knowledge of competitors and knowing in detail the product or service and how it will be delivered to every customer.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



READING



WRITING



DOCUMENT
USE



NUMERACY



COMPUTER
USE



THINKING



ORAL
COMMUNICATION



WORKING
WITH OTHERS



CONTINUOUS
LEARNING

This lesson plan also integrates the following essential skills: Reading, Writing, Document Use, Numeracy, Computer Use, Oral Communication, Working with Others and Continuous Learning.

YWCA Hamilton – Pre-Apprenticeship for Women Program

About the Association: We are a community-based organization assisting economically disadvantaged, marginalized, and diverse groups and individuals. Our services facilitate participation, access and equal opportunities, including support, training, assistance and advocacy. Our core services are: transitional housing, employment supports, licensed child care centres, special programs for women and girls, leadership development for women and youth, developmental services, group homes, active living centres, newcomer settlement, and health and wellness.

Demographic Population: Immigrant women and youth

Our Local Context: There is a high rate of low-income households and homelessness in the community. Women rely more heavily on government transfers, and more heads of households in social housing are women. Many of our participants are struggling to deal with challenges in their lives, and with low self-esteem and motivation.

Why We Joined the National Project Collaborative: To continue to promote safe, inclusive and equitable communities; to build capacity to provide information, resources and support to “like-minded” organizations in a variety of communities; and to enhance services and supports within our community.

Our Previous Experience in Essential Skills

Programming: We are an experienced organization with skilled and able staff. Our employment-specific expertise includes: Employment Access and Assistance drop-in resource centre; skills training, including Smart Serve and Safe Food Handling and employment advisement); Bridging Programs that assist International Trained Professionals (IEP) to upgrade skills and access employment. Outcomes include: participants employed in areas commensurate with their education and previous experience, participants pursuing additional education to increase their employability and participants pursuing self-employment. We have seen our participants increase their self-confidence, job readiness and job-retention skills.

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training

PROGRAM OUTLINE

YWCA Hamilton had originally planned to deliver a pre-employment program for young multi-barriered women as our pilot program for the YWCA BSF project, but when funding was seriously delayed, we made a strategic decision to focus instead on two separate sectoral programs: a Women’s Entrepreneurship Program and an apprenticeship training program for women. This lesson plan is from the Entrepreneurship program.

For more on our Pre-Apprenticeship General Machinist and Industrial Mechanic (Millwright) Training for Women program, see YWCA Hamilton’s programs profile in the Compendium, Section 3.1.3.

YWCA Hamilton – Women’s Entrepreneurship Program

Description:

The Women’s Entrepreneurship Program centres on small business development and offers women a business coach, training to design and implement a business plan, support to access grants and other lending resources, and mentoring. Women in this program started a variety of businesses including: baking, jewellery making, body care products, web design, social media marketing, art, and meditation.

LESSON OUTLINE

Lesson Description

This lesson is targeted toward participants interested in self-employment or entrepreneurship. It is ideal for those who are in the planning stage of their business venture. Through activities and learning, participants will gain a realistic understanding of indicators applicable to their business such as: market size, market trends, market share and market segment. The aim is to help participants gain the knowledge and confidence needed to build a sustainable business. Further, participants will be supported in completing some areas of their business plan.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Identify** target market(s), market size, market trends, market segments and market share for her own entrepreneurial venture.
- **Identify** the target market and “perfect customer” for her products/services.
- **Explore** the who, what, where and why of her business venture.
- **Compose** the business plan sections related to Market Overview.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Brainstorm to identify target markets

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Research to define market segments
2. Identify share of potential markets
3. Determine consumer purchasing process and buying criteria

Participant Prerequisites

Participants require a draft copy of a business plan and should bring a digital copy of their business plan on a USB key.

Participants require basic computer and internet use skills.

Required Materials

- Computer lab with computers for each participant with internet connection
- Computer with projector and internet connection for facilitator
- Name labels
- Participant USB key with draft business plan
- Flipchart paper and markers
- Note paper and pens
- Participant handouts/activity sheets

Facilitator Resources

- Lesson plan
- Facilitator notes
- PowerPoint slide deck
- Participant handouts and activity sheets
 - Target Market Activity Sheet
 - Lesson Evaluation Activity Sheet

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Identify** target market(s), market size, market trends, market segments, and market share for her own entrepreneurial venture.
- **Identify** the target market and “perfect customer” for her products/services.
- **Explore** the who, what, where and why of her business venture.
- **Compose** the business plan sections related to Market Overview.

Total time: Approximately 5.5-6 hours
(Excluding lunch and breaks)

Agenda:

- Review lesson description and learning outcomes
- Pre-training discussion and knowledge assessment
- Market segments
- Market size
- Market trends
- Market share
- Purchase process
- Buying criteria
- Post-training discussion and knowledge assessment
- Complete Lesson Evaluation

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction <i>15 minutes</i>	PowerPoint (slides 1-3) Name labels Participant USB Computer/ projector	Lecture and Group Discussion <ul style="list-style-type: none"> • Pre-assessment activity. Ask participants, “Who has a good understanding of her market segment, market size, market trends and market share for her business?” • Review Agenda, Lesson Description and Learning Outcomes. Ensure participants have completed the work required prior to attending this session. In addition, discuss the parts of the business plan that will be completed after this session. Allow participants to ask questions regarding the agenda and terminology that may be new. Facilitate discussion as a motivational strategy to set goals. Remind participants that they have already identified their direct and indirect competitors, and that these relate to the new information being shared today. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
Identify Target Market 1.25 hours	PowerPoint (slides 4-10) Computer/laptop Flipchart/markers	Lecture and Skill Building Activity <ul style="list-style-type: none"> • Know your target market. Facilitator asks participants to consider: “Who are you targeting for your products or services?” “How will you focus your dollars and branding to ensure customers will buy from you rather than the competition?” “What is the future of your business and will your target market change from what you initially thought?” • Facilitator asks participants to record who they are targeting on their flipchart paper and each other’s flipchart paper. Theory: not every customer will want a product or service that is being offered, so by brainstorming with each other participants can help to define and hone in on a particular target market. • Facilitator asks participants how they will narrow their target market to the “right” people by defining demographic segmentation, psychographic segmentation and geographic segmentation. • Facilitator asks participants, “What does your perfect customer look like?” Consider age, culture, gender identity, personal wants, needs, preferences, values and their location. • This session teaches that you cannot know your target market (potential consumer) unless you thoroughly research the statistics available. • Participants will enter this information into the applicable location of their business plan. 	<ul style="list-style-type: none"> • Thinking • Oral communication • Writing • Working with others • Continuous learning
Define Market Segments 2 hours	PowerPoint (slides 11-18) Computers Projector YouTube video Target Market handout	Discussion and Skills Application Activity <ul style="list-style-type: none"> • Facilitator asks participants to research Statistics Canada website as well as City Directories to help them define market size based on business location. • Facilitator asks participants to imagine themselves as their own customer to determine how, when and why they would use the products or services being offered. “Where do potential consumers get their information from...family, friends, media?” • Facilitator asks participants to consider potential consumers’ attitudes, interests, hobbies and behaviours, and how this product or service fits into the potential consumer’s lifestyle. • Participants review the YouTube video/TV commercial “Garnier Hair Care-Damage Eraser Hair Repair” to help in understanding the demographics, psychographics and geographics of potential customers. Theory: narrowing down the target market by demographic, psychographic, and geographic areas will ensure a realistic reach for business. • Participants will enter this information into the applicable location of their business plan. 	<ul style="list-style-type: none"> • Thinking • Oral communication • Document use • Reading • Numeracy • Computer use • Continuous learning • Writing

Topic	Resources	Instructional Strategies	Nine Essential Skills
Market Share <i>1.5 hours</i>	PowerPoint (slides 19-27) Computers	Lecture and Skill Application Activity <ul style="list-style-type: none"> Facilitator asks participants to review their market segment, market size and market trends to determine their market share. Using Statistics Canada information, apply market size to determine potential markets and divide that between competitors and their business. This number will provide a realistic number for market share. Theory: participants will be able to identify their share of the potential market for their product or service by looking at real numbers. Participants will enter this information into the applicable location in their business plan. 	<ul style="list-style-type: none"> Thinking Computer use Document use Numeracy
Purchase Process and Buying Criteria <i>30 minutes</i>	PowerPoint (slides 28-31) Computers	Skills Application Activity <ul style="list-style-type: none"> Facilitator asks participants to describe the steps a customer would go through to purchase the participant product or service and the criteria the participant target market requires in order to influence their buying decision. Remind participants to break down each individual step, from initial identification of a need to receiving the product or service. Theory: by asking participants to break down the purchase process by potential customers, they can realistically determine how and why customers decide what and when to purchase. Participants will enter this information into the applicable location in their business plan. 	<ul style="list-style-type: none"> Writing Thinking Computer use
Lesson Closure and Evaluation <i>15 minutes</i>	PowerPoint (slide 32) Flipchart/ markers Lesson evaluation activity sheet	Discussion, Reflection and Lesson Evaluation <ul style="list-style-type: none"> Post-assessment activity: ask participants to recall the day's activities and verbally call out the lesson components as the facilitator records them on flipchart paper. Provide a question-and-answer period. Ask participants if they require further assistance completing the necessary sections of their business plan. Ask participants to complete the Lesson Evaluation sheet. The evaluation forms are anonymous and no names need be included. Explain that the Lesson Evaluations are directly used to make improvements to the lesson for future offerings. Remind participants to add suggestions for additional training sessions. Thank participants and end lesson. 	<ul style="list-style-type: none"> Reading Thinking Oral communication

FACILITATOR NOTES

Debriefing and Assessment of Learning

Review the learning objectives and ask participants to summarize what they have learned. Lesson Evaluation sheets should be completed by participants and collected. This is a good time to ask participants to suggest other learning modules they would like to take.

Delivery Time

This one-day lesson takes approximately 5.5-6 hours to deliver. If the day will have a lunch break and coffee breaks, these times should be added to the overall time to deliver and inserted into the lesson plan accordingly. Alternatively, the lesson may be broken up into short segments of one or two hours and delivered over a few days.

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"This program is exactly what I've been praying for. The exact guide my business needed. I'm now able to move forward with my business having a clear view and plan, giving me hope in building a great future for my children."

YWCA HAMILTON participant

The Conference Board of Canada's Employability Skills 2000+ Survey lists the employability skill of "Manage Information," specifically "locate, gather, and organize information using appropriate technology and information systems" as a fundamental skill that employees need in order to progress in the world of work (Conference Board of Canada).

The Ontario Ministry of Training, Colleges and Universities determines program standards, which includes essential employability skills. One of the skills categories is "Information Management," and includes "Computer Literacy" and "Internet Skills" (MTCU).

YWCA METRO VANCOUVER, BRITISH COLUMBIA

Labour Market Information

Lesson Time:
2.5 hours
(excluding break)

This learning module was delivered at YWCA Metro Vancouver, as part of the curriculum of **FOCUS@Work**, which was the women-specific pilot program documented for the YWCA Building Sustainable Futures project.

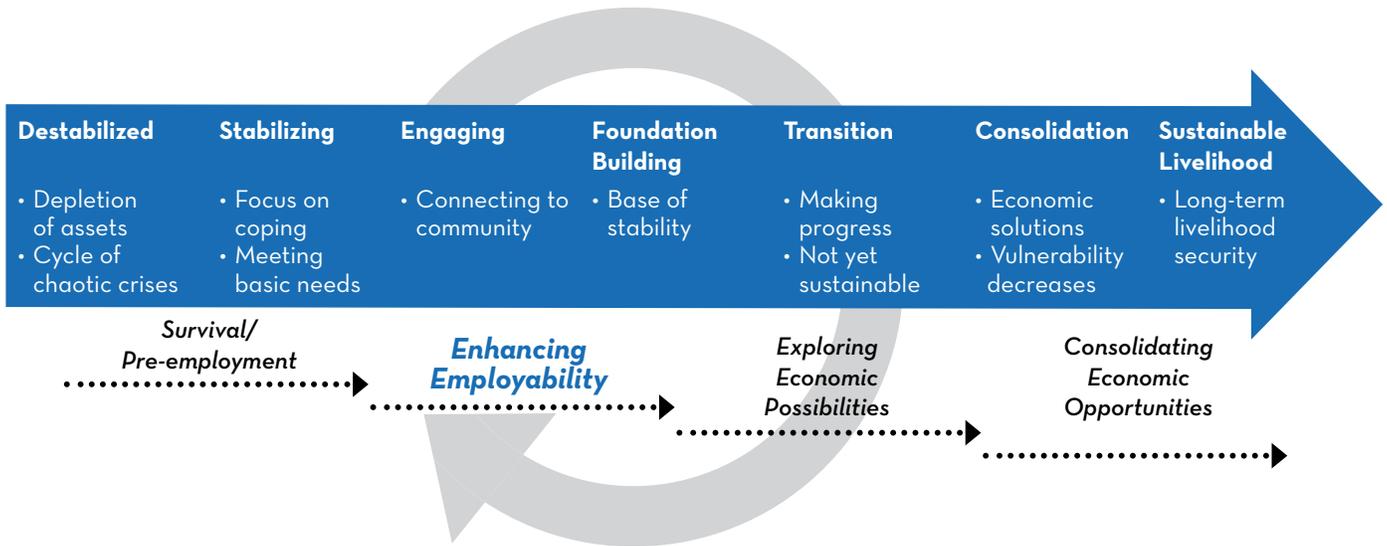
It is important that individuals exploring work and career opportunities are knowledgeable about current labour market trends. Research has consistently shown that when individuals are informed about the labour market, they are able to make good decisions that benefit the individual, employer and the economy (Robson and Val). In supporting marginalized communities, it is important to consider each individual's priorities and the labour market demand, to determine appropriate ways to support full engagement in the labour market.

YWCA BUILDING SUSTAINABLE FUTURES MODEL



Researching labour market information encourages participants to take a proactive approach to making and establishing connections in the business community. Through gaining a better understanding of different industries, working conditions and companies, participants can make a conscious choice about where they may wish to focus their energies within their own career path. Participants are also provided with a forum for networking with each other and providing ideas and support to one another in their research activities, thereby creating further connections within the group.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Enhancing Employability

The learning outcomes of this module are focused on enhancing participants' employability skills and job readiness. Participants learn about suitable work environments and careers, are equipped with information to aid them in promoting themselves to employers, and gain confidence in building their personal and professional networks.

Primary Essential Skills Used—Reading, Thinking, Oral Communication and Continuous Learning

Labour market information is crucial to the understanding of current trends, conditions and industry possibilities within the local economy. This lesson encourages participants to understand and assess many aspects of the labour market as well as research companies and sectors that are of specific interest to them in their career search. The lesson will primarily exercise the essential skills of Continuous Learning, Thinking, Reading, and Oral Communication.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Writing, Document Use, Computer Use and Working with Others.

ABOUT OUR PROGRAM FOR THE YWCA BUILDING SUSTAINABLE FUTURES PROJECT

Focus@Work Program

About the Association: We aim to touch lives and build better futures for women and their families through advocacy and integrated services fostering economic independence, wellness, and equal opportunities. We recognize the importance of essential skills programming and how it relates to achieving our mission.

Demographic Population: Mature and immigrant women

Our Local Context: We work with a large immigrant population. In Vancouver there are also high rates of homelessness and substance use; and a high cost of living and scarcity of housing—let alone affordable housing.

Why We Joined the National Project Collaborative: Like YWCA Toronto, we also integrate essential skills into all of our Employment Services programming, though we do not facilitate a stand-alone Essential Skills program. We wanted to be better positioned to develop more specific essential skills workshops to deliver to clients across employment, youth, mentorship and single mothers' programs.

Our Previous Experience in Essential Skills Programming: Metro Employment Services employs Case Managers and Employment Counsellors who are certified Essential Skills facilitators. They integrate essential skills into all supports and programming provided to clients. The FOCUS@Work program helps women assess their skills and strengths, set career goals and develop job search skills to obtain meaningful employment. We offer full-time, directed, group-based programming.

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training
3. Job Readiness & Placement Services

PROGRAM OUTLINE

Learning Pathways: 1) Group Workshop; 2) One-to-one coaching; 3) Peer group development and networking

Purpose: The aim of FOCUS@Work is to help women achieve economic and employment sustainability. We serve all project demographic groups; the program is for women who are work ready or in career transition. Many have been out of the workplace for a while, for example for family reasons, or have suffered shocks, or are “stuck” and have lost motivation. They often experience low self-esteem and confidence. Between 2014 and May 2016, we served over 217 clients.

Description: FOCUS@Work is a recognized employment program that equips women with the skills to promote themselves to employers, learn about suitable work environments and careers, and gain confidence in building their personal and professional network. New program sessions start every five weeks with the aim of delivering ten programs to serve 100 clients in each program year.

LESSON OUTLINE

Lesson Description

To be successful in any job search, it is important to make an effort to learn about organizations, industries and work environments that are a good fit for you. Labour market information includes both general and specific points regarding conditions in the local economy, trends and working conditions in different industries, and information on various companies and organizations. This lesson is offered as part of a series related to job search and career transition, and offers an opportunity for participants to identify, assess and research local industries and companies that align with their career goals.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Identify** labour market information.
- **Research** labour market trends.
- **Discuss** industries, sectors, and organizations that may be potential career choices.
- **Research** industries, sectors, and organizations using internet resources.
- **Analyze** labour market conditions to make decisions about career choices.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Brainstorm which industries, sectors, and companies map to career goals for you and others.
2. Identify where labour market information can be obtained.
3. Identify how labour market information can be used within a job search.

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Conduct independent research into companies and industries that align with your career goals.
2. Utilize Employer Contact List during research activities.

Participant Prerequisites

Prior to this lesson participants would have assessed and identified their job/career targets.

Participants require an email address, and basic computer and internet skills.

Required Materials

- Computer or laptops for each participant with internet connection
- Computer with projector and internet connection for facilitator
- Name labels
- Chart paper/markers
- Note paper/pens
- USB keys for participants
- Participant handouts/activity sheets

Facilitator Resources

- Lesson plan
- Facilitator notes
- Participant handouts/activity sheets
 - Printed and electronic copies of Labour Market Information handout
 - Printed and electronic copies of Employer Contact List activity sheet

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Identify** labour market information.
- **Research** labour market trends.
- **Discuss** industries, sector, and organizations that may be potential career choices.
- **Research** industries, sectors and organizations using internet resources.
- **Analyze** labour market conditions to make decisions about career choices and research.

Total time: Approximately 5 hours
(Excluding lunch and breaks)

Agenda:

- Review lesson description and learning outcomes
- Introduction Exercise: Questions and Discussion
- Identify labour market information
- Research labour market trends
- Research industries, sectors and organizations and analyze results
- Post-training discussion and knowledge assessment

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction 20 minutes	Flipchart/ markers	<p>Lecture and Group Discussion</p> <ul style="list-style-type: none"> • Review Agenda, Lesson Descriptions and Learning Outcomes • Introductory activity. Ask participants the following questions. Facilitator writes discussion questions on the board and elicits answers for a large group introduction: <ul style="list-style-type: none"> - What is the labour market? - What information should you consider when doing labour market research? <p>Facilitator includes some of the points listed after eliciting answers from the group.</p> <p><i>What is the labour market?</i> The labour market refers to the supply and demand of labour in your industry and region. How many jobs are available and how many people are competing for them.</p> <p><i>What would be some information to consider when you are doing labour market research? What might you want to find out?</i> Labour market information includes statistics on industries, salaries, companies, communities and future projections.</p>	<ul style="list-style-type: none"> • Thinking • Oral communication • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>How to Use Labour Market Information</p> <p>20 minutes</p>	<p>Flipchart/ markers</p>	<p>Skill Building Activity and Discussion Facilitator discusses and examines with participants the following: “How can you use labour market information for your job search?”</p> <p>What kinds of companies/industries are a good match with your values? When you are applying for a job, it is essential that you do your research. The information that you find will help you to identify opportunities, customize your resume and impress the employer at the interview. You can do company research by consulting your network to see if you are connected to any current or previous employees using social media, through professional associations and by searching online.</p> <p>What are the trends? What is happening in your industry? Are operations being outsourced? Has social media changed the way that business is done? Find out what is happening and determine how it impacts your job prospects.</p> <p>What will the future bring? Review the occupational outlooks for your target job and see whether it is expected to expand, decline or stay the same. What skills are in demand? What types of skills are employers seeking? Would a particular certification or a specific technical skill make you a more employable candidate? Find out what the employers need so that you can acquire the skills that are in demand.</p> <p>Which companies are hiring? Which companies are expanding their operations, and which are laying people off? This information can help you determine where best to spend your energy so that you do not end up wasting your time.</p> <p>What salary can you expect? What is the average salary level for your occupation within your region? Once you identify the average range, you can determine where your skills and experience fit into it.</p> <p>General Company Information: products and services, history and corporate culture, values, organizational mission and goals, key financial statistics, organizational structure and locations.</p>	<ul style="list-style-type: none"> • Thinking • Oral communication • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
Labour Market Information 15 minutes	Flipchart/ markers Computer with internet and projector Labour Market Information handout	<p>Skill Building Activity, Lecture and Discussion</p> <ul style="list-style-type: none"> • Additional large group discussion question: Where can you find labour market information? <ul style="list-style-type: none"> - Employer websites - Company profiles: http://www.ic.gc.ca/eic/site/ccc-rec.nsf/eng/home#wb-cont - External company reviews: https://www.glassdoor.ca/Reviews - Business in Vancouver (or other provinces): https://biv.com - Ontario Government (or other provinces): https://www.ontario.ca/page/labour-market - Government of Canada Job Bank: https://www.jobbank.gc.ca/explorecareers - HR Council for the Non-Profit Sector: http://hrcouncil.ca/ - Innovation, Science, and Economic Development Canada: http://www.ic.gc.ca/eic/site/icgc.nsf/eng/h_07063.html?OpenDocument&%3fcategories=e_bis • Facilitator reviews Labour Market Information handout. Various “best” lists...best companies for women, best private companies, best employee-owned companies, etc. For example, when searching for “best companies in Ontario/Canada” a few lists will show in results, such as “Top companies for work life balance” and “Ontario top employers”—these lists are a good resource for researching company values. 	<ul style="list-style-type: none"> • Thinking • Oral communication • Continuous learning • Reading • Document use
Industry and Company Research 40 minutes	Flipchart/ markers Paper Laptops/ computers	<p>Skill Building Activity, Group Discussion and Skill Application Activity</p> <ul style="list-style-type: none"> • Facilitator divides class into groups of three for industry research activity. • Participants share their job objectives and values, and as a group brainstorm possible industries, sectors and organizations that might be a good fit. Participants record ideas on paper. • When small groups finish, ask each participant to share her information with the larger group and brainstorm further ideas. • With this information, participants use the laptops to research and compile a list of 20 companies. This is a work-in-progress list, which is started during this learning session but will continue during self-directed job search time. 	<ul style="list-style-type: none"> • Oral communication • Working with others • Computer use • Writing

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Best Time to Conduct Labour Market and Industry Research</p> <p>10 minutes</p>	<p>Flipchart/ markers</p>	<p>Group Discussion</p> <ul style="list-style-type: none"> Facilitator writes “wrap-up” discussion question on board and elicits answers from group. <ul style="list-style-type: none"> At what stage in your job search is it an important time to conduct labour market and industry research? Labour market and industry research provides valuable insight when starting a job search and when identifying companies within your profession or industry. It is also helpful when applying to an employer as it is best to relate yourself to the company and tailor your cover letter and resume to each employer. Finally, it is helpful when you have been invited to a job interview as you will want to showcase your knowledge of the company. The sooner you get started, the better off you will be. 	<ul style="list-style-type: none"> Writing Continuous learning
<p>Employer Contact List</p> <p>25 minutes</p>	<p>Laptops/ computers</p> <p>Employer Contact List activity sheet</p>	<p>Independent Activity, Skills Application Activity</p> <ul style="list-style-type: none"> Facilitator distributes Employer Contact List Activity sheet and reviews content. The handout may also be emailed to participants to use in electronic format. Participants review types of information to seek and review, then conduct independent research on relevant companies and industries. Participants can begin to enter researched information into the Employer Contact List activity sheet. Participants can complete as much as possible within the allotted time. This template can be used to support their independent job search after the training as well. 	<ul style="list-style-type: none"> Thinking Reading Computer use Continuous learning Document use
<p>Lesson Closure</p> <p>20 minutes</p>	<p>Flipchart/ markers</p>	<p>Discussion, Reflection and Lesson Closure</p> <ul style="list-style-type: none"> Facilitator asks participants about what they have researched thus far—have they discovered any interesting companies or relevant industry information? Facilitator asks how this may be useful for a job search and what may be the next step in how to use this information. Facilitator thanks participants for sharing, acknowledging their qualifications, and for supporting each other in this process and ends lesson. 	<ul style="list-style-type: none"> Reading Thinking Oral communication Continuous learning Document use

FACILITATOR NOTES

Lesson Notes

Prior to the session the facilitator should email a copy of the Employer Contact handout to participants.

At the beginning of the session the facilitator distributes a printed copy of the Employer Contact handout to participants, as well as laptops/computers and USB keys to be used.

Participants debrief with each other during the peer brainstorming activity.

Facilitator checks for understanding and provides feedback throughout the session. Informal assessment occurs during the participants independent research.

During the lesson, some participants may use the computer and internet for non-lesson-related topics.

To help participants focus on the lesson, the facilitator should establish ground rules pertaining to when computers will and will not be used. An option may be to ask participants to turn off their monitors during key explanations and activities, to avoid distraction.

Debriefing and Assessment of Learning

At the end of the session the facilitator can review the learning objectives and ask participants to summarize what they have learned. This is a good time to ask participants to suggest other learning modules they would like to take.

Further Enhancements

Material from the Labour Market Information workshop may be further enhanced or adapted to create the following sessions: Networking, Research, and Further Training and Education.

REFERENCES

The Conference Board of Canada. *Employability Skills*. 2017. <<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>>

Ontario Ministry of Training, Colleges and Universities. *Essential Employability Skills*. 26 May 2009. <<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>>

Robson, Liz and Val Saunders. *LMI Matters! Understanding Labour Market Information*. 2004. <https://warwick.ac.uk/fac/soc/ier/ngrf/effectiveguidance/improvingpractice/lmi/lmi_matters_lsc.pdf>

ADDITIONAL RESOURCES

The following are helpful resources that can be used to build upon and customize this learning module. The sources below can be used to expand and develop learning activities pertaining to the module.

BC 2024 Labour Market Outlook. WorkBC. 2019. <<https://www.workbc.ca>>

Drummond, Don and Cliff Halliwell. *Labour Market Information: An Essential Part of Canada's Skills Agenda*. June 2016. <<http://thebusinesscouncil.ca/wp-content/uploads/2016/06/Labour-Market-Information-June-13.pdf>>

Government of Canada, Job Bank. *Explore Careers*. February 2018. <<https://www.jobbank.gc.ca/explorecareers.do>>

Government of Ontario. *Ontario's Labour Market*. February 2018. <<https://www.ontario.ca/page/labour-market>>

Government of Canada. *Tools, Assessments and Training Support*. November 2016. <http://www.esdc.gc.ca/en/essential_skills/tools/what_are_essential_skills.page>

Province of British Columbia. *Guide to Using Labour Market Information*. 27 February 2018. <<https://www.workbc.ca/Labour-Market-Information/B-C-s-Economy/Guide-to-using-Labour-Market-Information.aspx>>

Settlement.org. *Where Can I Find Information About Ontario Companies?* August 2016. <<https://settlement.org/ontario/employment/find-a-job/job-listings/where-can-i-find-general-job-listing-websites>>

CONTACT DETAILS

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“The whole process [of being in the program] made me aware of the different areas that I needed to address and gave me ideas about next steps that I needed to take. Building a sustainable livelihood is not just about applying for jobs. I am now in a much stronger place to take on work. I have a professional wardrobe, I have more financial awareness, I have an idea of how to research companies and I have strengthened my support and connections by coming to the Centre and attending events with more mindfulness.”

YWCA VANCOUVER participant

The Conference Board of Canada’s Employability Skills 2000+ Survey lists the employability skills of: “Think and Solve Problems” that “check to see if a solution works, and act on opportunities for improvement”. “Learn Continuously,” to “be willing to continuously learn and grow”. “Manage Information,” in order to “locate, gather, and organize information using appropriate technology and information systems” as fundamental skills employees need in order to progress in the world of work (Conference Board of Canada).

The Ministry of Training, Colleges and Universities (MTCU) determines program standards that include essential employability skills. One of the skills categories is “Information Management” and includes “Gathering and Managing Information” (MTCU). As well, this module maps to the MTCU skill of “Communication” and includes “Reading” and “Writing” (MTCU).

YWCA MONCTON, NEW BRUNSWICK

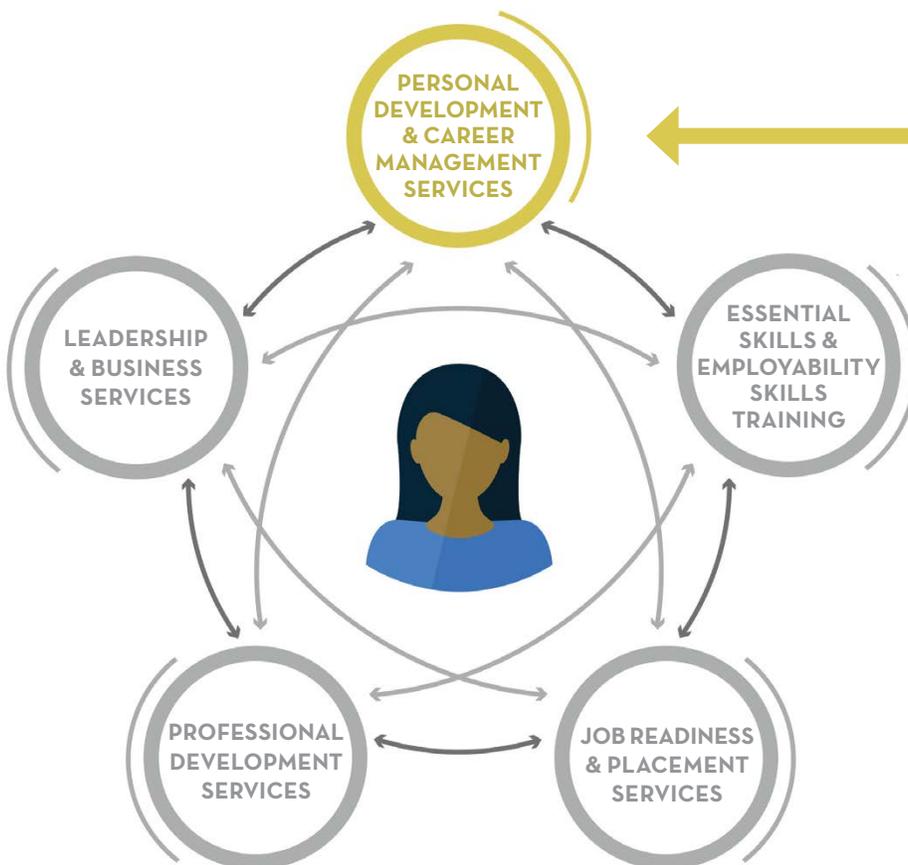
The Social Wheel: Self-concept for Success

Lesson Time:
4-4.5 hours
(excluding breaks)

This learning module was delivered in Saint John by YWCA Moncton as part of the curriculum of **Women on the Move**, which was the women-specific pilot program documented for the YWCA Building Sustainable Futures project.

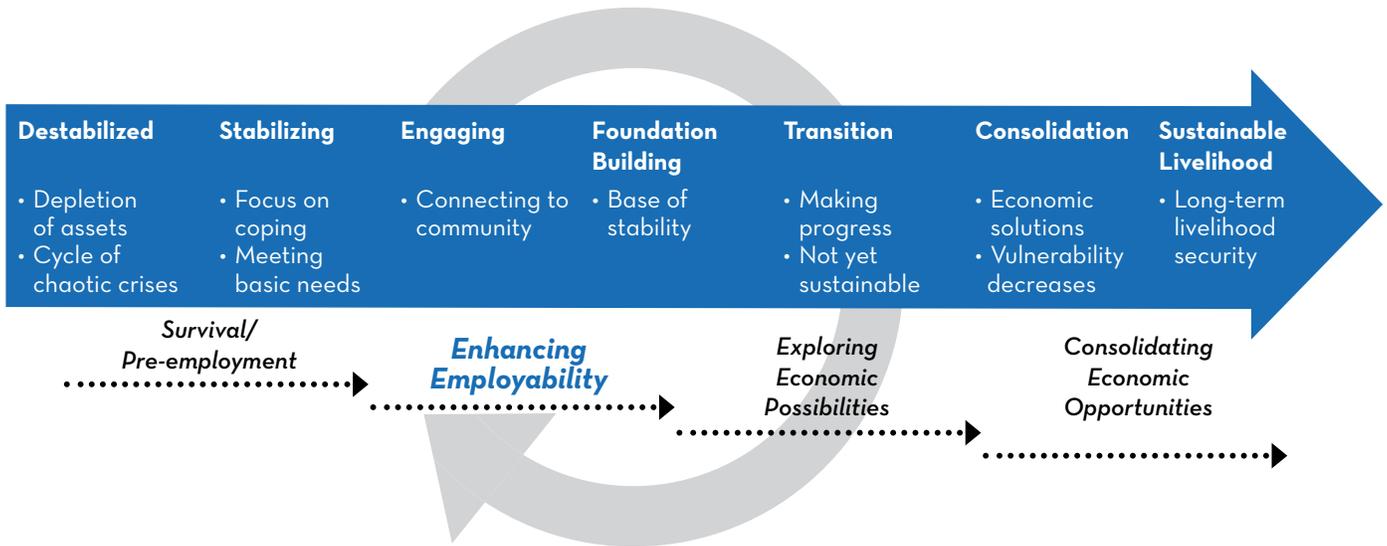
This lesson is a response to the current labour market demand for individuals who are able to critically analyze, reflect and implement job-related directives as well as retain their employment in the long-term. Self-confidence and self-esteem play an important role in obtaining employment. Employers who post jobs tend to look for candidates who present with confidence as a basic attribute (Reddy). Confidence is important for numerous reasons in an organization. In order to be successful in today's labour market it is important for individuals to be aware of and understand their own self-concept. Additionally, research has shown that social connections including friends, family and relatives are especially valuable when seeking employment. Networks can be used as a source for employment-related information. Individuals can mobilize their connections in order to find a job or a better job (Thomas), as contacts may help to uncover potential opportunities they may not have known existed.

YWCA BUILDING SUSTAINABLE FUTURES MODEL



The lesson increases self-awareness as well as awareness of how networks and connections can support an individual in their personal and professional goals. Participants build confidence through honest self-exploration and discover how those around them influence their ideas about themselves and their decisions about their future. This module strengthens the participants' ability to recognize who they interact with and how their social circle can influence their employment goals. Strong social supports and connections are vital in all stages of employment. Opportunities for growth and enhanced job search often result from identifying positive supports and connections that currently exist and building on those that do not. Maintaining a positive personal environment is necessary for employment retention.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Enhancing Employability

The learning outcomes of this module are focused on enhancing participants' employability skills and job readiness. The module also allows participants to explore new ways to build a professional network and search for employment opportunities.

The lesson emphasizes the importance of building positive supports within ourselves and our community as integral to overall success and employability. Further, the included activities and learning build on the asset-based concepts of Support and Connections while introducing learning around the area of Identity. Participants learn how to navigate relationships that can lead to finding meaningful employment opportunities to which they may not have previously had access.

Primary Essential Skills Used—Thinking

The following lesson empowers participants to take control of their own self-concept and explore their networks and social connections that can support them in their goals. This lesson can be delivered to individuals at various levels of their employment journey: from initial inquiry to actual employment. Essential skill development is interwoven within the lesson plan, however, the primary skill being utilized is Thinking.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Reading, Writing, Document Use, Computer Use, Oral Communication and Continuous Learning.

YWCA Moncton—Women on the Move Program

About the Association: We support and empower women—and their families—through advocacy and integrated services that foster independence, wellness, and equity for all. Our vision is of empowered women leading inspired lives: personal empowerment is a key area of focus; this includes support to achieve economic and personal milestones relating to employment and life skills. As a growing organization experiencing a period of renewal, we have had to contend with a number of challenges. Drawing on community partnerships and the broader YWCA movement, as well as our commitment to a client-centred approach, has consistently ensured that challenges become learning opportunities.

Demographic Population: Mature women and youth

Our Local Context: Part of our work within the Beechwood community consists of community meetings and soliciting input on programming from community members. We take note of what they identify as systemic issues. For example, we recently obtained funding from TD Bank/Prosper Canada to develop a financial literacy program tailored to the needs of women accessing public income supports.

Why We Joined the National Project Collaborative:

This project complements our existing approach and contributes to strategic growth. We also want to pursue our current planning stage of a new facility offering programs and services with a strong focus on women’s economic security—particularly on breaking cycles of poverty. We want to build capacity for our facility that will be home to vocational assessments, Life Skills and employment readiness classes, job skills development and training, and job search assistance. We also are interested to build our expertise in employment programs and services, and strategic growth for our new facility.

Our Previous Experience in Essential Skills

Programming: We developed Women on the Move at our Moncton location: a six-week pre-employment program designed to promote employment-related goal setting. The program used the Life Skills model, integrated volunteerism, and offered financial literacy training. Topics included personal employment goal setting, understanding the labour market, preparing to enter the workforce, making career choices, preparing for interviews, writing resumes and cover letters, building portfolios, conducting job searches and employment maintenance.

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training

PROGRAM OUTLINE

Learning Pathways: 1) Participant-centred, meeting women “where they are”; 2) Problem-solving and navigating systems and access to services; 3) Community-building and peer-based support

Purpose: This self-development program aims to support women to gain skills that will better prepare them for the work environment as well as specific work-related skills needed for entry-level positions or to advance from entry-level work. It is a women-only program. Many of the women face barriers to employment such as: poverty (often intergenerational); trauma; life crises; absences from the workforce; lack of essential skills training in literacy, numeracy, computer use and problem-solving; and low confidence and self-esteem.

Description: The result of a partnership of two YWCA organizations in New Brunswick, this new version of Women on the Move was developed for women in Saint John based on feedback and results from a prior program that ran in Moncton for approximately one year. The current program offers training to women from across the city, with the majority coming from Saint John’s “priority neighbourhoods.” Referrals come largely from other non-profits. The program selects women who have made attempts to become self-reliant and gain employment but need more training and support to overcome the challenging barriers that they have experienced.

LESSON OUTLINE

Lesson Description

This lesson will introduce participants to the principles of self-concept. It aims to enable participants to identify, analyze and build supports and relationships personally and within the greater community, to enhance their ability to secure and retain employment.

Research has shown that an individual’s self-concept can affect every aspect of their lives, including their careers. Successes in work and motivation to seek work are directly correlated with self-perception (Redek, et al). Unemployment harms an individual’s self-concept and can lead to numerous consequences, including a negative impact on their physical and mental well-being (Redek et al). Other factors associated with unemployment, including duration of unemployment and perceived discrimination in the labour market, can further hinder an individual in obtaining their employment goals (Redek et al).

Self-esteem and self-concept are relevant to career success. Those with higher levels of self-confidence tend to perform better in life in general (Redek et al). This learning module instructs participants on ways to build their self-confidence toward relationship building that can lead to employment. Participants will explore their own self-concept including: how we see ourselves, how we want to be and how others perceive us.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Examine** her own self-concept, how it is shaped and how it can be changed.
- **Examine** her social connections and networks using the social wheel.
- **Explore** how her social circle influences her self-concept.
- **Identify** networks and connections that support personal and professional goals.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Sharing our ideas about self-concept and defining self-concept
2. Exploring our own self-concept
3. Social Wheel exercise

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Identifying beliefs about ourselves
2. Revisiting Support & Connection Goals/Setting Support & Connection Goals

Participant Prerequisites

Completion of the Asset Mapping activity is not a prerequisite; however, it may be beneficial as it enables deeper reflection throughout the various activities in this lesson.

Required Materials

- Computer with projector and internet connection for facilitator (optional)
- Note paper and pens
- Whiteboard and markers
- Flipchart paper and markers
- Participant handouts and activity sheets
- Tissue boxes (optional)

Facilitator Resources

- Lesson plan
- Facilitator notes
- PowerPoint slide deck (optional)
- Participant handouts and activity sheets
 - Self-concept Theory handout
 - Identifying Beliefs About Ourselves worksheet
 - Social Wheel worksheet
 - Lesson Evaluation

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Examine** her own self-concept, how it is shaped and how it can be changed.
- **Examine** her social connections and networks using the social wheel.
- **Explore** how her social circle influences her self-concept.
- **Identify** networks and connections that support personal and professional goals.

Total time: Approximately 4-4.5 hours (Excluding breaks)

Agenda:

- Review lesson description and learning outcomes
- Ice Breaker: Guided Discussion on Self-concept
- Self-concept Theory
- Explore Self-concept: Adjectives
- Identify Self-beliefs: Self-concept worksheet
- Introduce the Social Wheel
- Social Wheel exercise
- Guided Discussion: Building Support and Connections
- Revisit goals for Support and Connections
- Post-training discussion and knowledge assessment
- Complete Lesson Evaluation

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction 15 minutes	Computer and projector PowerPoint (slides 1-4) Flipchart/markers	Lecture and Group Discussion <ul style="list-style-type: none"> Review Agenda, Lesson Description and Learning Outcomes from slide deck. Read the Lesson Description. Have participants read lesson Learning Outcomes aloud and have the group ask questions where they do not understand an outcome. Have participants add extra topics they would like to cover (time permitting). 	<ul style="list-style-type: none"> Reading Thinking Oral communication
Ice Breaker 20 minutes (or 40 minutes with optional activity)	PowerPoint (slide 5) Flipchart paper and markers	Group Activity and Discussion Ice Breaker: What is self-concept? <ul style="list-style-type: none"> Ask participants the following: “What is self-concept? How do we develop our self-concept? What do you believe shapes our self-concept?” Assess participants’ knowledge levels. Facilitator records responses on flipchart paper for discussion. Self-concept definition: Your self-concept is how you view yourself. It is a collection of beliefs about oneself that includes elements such as cultural identity, gender roles, sexual orientation, academic performance, athletic performance, and more. How you perceive or think about yourself determines how you will experience life. To be aware of oneself is to have a concept of oneself. Generally, self-concept answers the question, “Who am I?” Optional Activity: Building Self-esteem One Tissue at a Time <ul style="list-style-type: none"> This activity assists participants in introspection to create self-awareness (self-concept). Pass out a box of tissues (or two boxes for a large group) and ask participants to take one to ten tissues each. Provide no further explanation. Some will take one tissue, some will take ten tissues. When participants are done taking their tissues, instruct them that for every tissue taken they will have to share one strength or positive trait about themselves with the group. Process this activity in terms of how difficult it is for many people to say positive things about themselves. Also discuss risk-taking (exploring nature, creativity, open-mindedness, or a cautious, evaluating, analyzing nature) in terms of number of tissues taken without knowing what they were going to be asked to do. Ask participants to what degree do they see themselves as a risk-taker. Ask participants why they think it is difficult for people to say positive things about themselves. Emphasize that there are no wrong answers or a correct amount of risk-taking expected. 	<ul style="list-style-type: none"> Thinking Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Introduction to Self-concept Theory</p> <p><i>20 minutes (or 30 minutes with optional activity)</i></p>	<p>PowerPoint (slides 6-9)</p> <p>Handout: Self-concept Theory</p> <p>Flipchart paper and markers</p> <p>Optional: Asset Maps</p>	<p>Discussion and Skill Application Activity</p> <ul style="list-style-type: none"> • Facilitator returns to flipchart paper to explore participants’ responses/ideas. Review notes with participants and make additions by asking the same questions again. Themes should appear in: life experiences and feedback, how we see ourselves and how others see us. How others see us may not align with how we see ourselves or where we want to be. • Ask participants to read the self-concept theory handout aloud. • If participants are comfortable doing so, ask them to share their stories or experiences related to: <ol style="list-style-type: none"> 1. What has shaped their self-concept? 2. How we see ourselves (positive and negative). 3. Times that their self-concept has changed, either because of a change in their own view or the influence of others. • Discuss with participants that self-concept can be both positive and negative. Our self-concept influences how we feel about ourselves, and therefore how we see ourselves, how we present ourselves to others, and what we can hope and dream for ourselves. • Discuss with participants how we can control our self-concept by bringing our awareness to the three views that make up our self-concept (Who I think I am; Who I would like to be; and Who others think I am). • Optional activity: If participants completed their Asset Maps, ask them to bring and reflect on the “Support & Social Connections” asset area. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication
<p>Exploring Your Own Self-concept</p> <p><i>30 minutes</i></p>	<p>Flipchart paper and markers</p>	<p>Discussion and Skill Application Activity</p> <ul style="list-style-type: none"> • As a group, brainstorm adjectives that can be used to describe people, characters or personality types. Inform the group that these adjectives do not need to describe themselves and will be used to generate ideas. The facilitator may need to provide prompts to encourage a wide array of adjectives. Facilitator should write all adjectives on flipchart paper. • Have participants reflect on the list of adjectives that describe themselves. Participants can select three adjectives from the generated list, or others they think of and write them down on a piece of paper. Remind participants that it is meant to be a positive exercise and that they are encouraged to identify all of the adjectives that they see in themselves, would like to see in themselves, or that others have told them they possess. Encourage participants to think of the positive adjectives that they think apply to them. 	<ul style="list-style-type: none"> • Reading • Thinking

Topic	Resources	Instructional Strategies	Nine Essential Skills
Identifying Beliefs About Ourselves 30 minutes	Handout: Self-concept activity sheet	Skill Application Activity <ul style="list-style-type: none"> • Ask participants to use the self-concept activity sheet to group relevant adjectives into the three views (Who I think I am; Who I would like to be; Who others think I am). For each view, they should have at least five adjectives. • Consider the influence of people around us—how we feel when we surround ourselves with people we trust, and feel accepted and valued for who we are. Who we allow into our lives, and who we choose to share our true selves with will form/change our self-concept. • Self-concept theory: Self-concept is learned and it can be changed. Self-concept is a loop—self-concept influences how we feel about ourselves, and therefore how we see ourselves, how we present ourselves to others, and what we can hope and dream for ourselves. The interaction of three concepts can propel us forward or hold us back. 	<ul style="list-style-type: none"> • Document use • Computer use • Continuous learning
Social Wheel Theory 30 minutes	PowerPoint (slides 10-11) Flipchart paper and markers	Lecture and Discussion <ul style="list-style-type: none"> • Through exploring the Social Wheel participants will gain understanding of the three views that shape their self-concept. Consider their social networks and connections using the Social Wheel: Increase their awareness of how their networks and connections can support them in their goals. • Social Wheel introduction: Ask participants, “Who do you rely on? Who do you trust? Who do you allow into your life? Who is there for you? Who shares your vision of “Who I would like to be”? Explain the A, B, C and D circles. Explain how people can move in and out of circles throughout life. <ul style="list-style-type: none"> - Closest personal friends. Always supportive no matter what. - Very close family and friends; you can call on them for almost anything. - People who know you but do not know you privately or personally. - People you know to see. 	<ul style="list-style-type: none"> • Reading • Thinking • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
(continued)		<ul style="list-style-type: none"> The facilitator draws a Social Wheel on flipchart paper, completing a sample social wheel with detailed explanation regarding A, B, C and D circles. The facilitator can gain some participation from students by posing questions like: “Based on what I’ve said, do you think this person is a B or a C?” Discuss some of the complications and nuances regarding changes to our social wheel, how sometimes we initiate the changes and sometimes others do. Again, the facilitator should provide examples of such changes in the sample social wheel. For example, “When I realized Susan always called me when she was in crisis, but was never there when I needed her, I decided to move her from my A circle to my B circle.” Ask the participants questions about what they think might move someone into a specific circle. Ask what might occur that would move someone from one circle to another? Participants are encouraged to ask questions, respond to facilitator prompts through sharing feelings or experiences of their own. 	
Personal Social Wheel 30 minutes	PowerPoint (slide 12) Handout: Social Wheel activity sheet Handout: Social-concept activity sheet	Discussion and Skill Building Activity <ul style="list-style-type: none"> Distribute handout and invite participants to complete their Social Wheel. Theory: Those people in our A and B circles have the most impact on our self-concept. That is why it is so important to choose who we allow in those circles. Have participants reflect on the following questions while they complete their worksheets: Who do we rely on? Who do we trust? Who do we allow into our lives? Who is there for us? Who shares our vision of “Who I would like to be”? Are there people in our A and B circles who do not support us as we improve ourselves? Our Social Wheel is dynamic and we can change it; or it can change in ways we do not like or do not decide for ourselves. Once social-concept activity sheets are completed, invite participants to share their feelings, while completing the exercise and sharing any stories or experiences. Encourage participants to use their Social Wheel tool to revisit and reconsider their self-concept and the interaction between “Who I would like to be,” “Who I think I am,” and “Who others think I am.” When these three are in alignment, we ensure our well-being and receive the support we need to reach our personal and professional goals. 	<ul style="list-style-type: none"> Writing Thinking Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
Revisiting Support and Connection Goals <i>20 minutes</i>	Participant Asset Map/ Asset Action Plans worksheets or paper and pen	Discussion and Skill Application Activity <ul style="list-style-type: none"> • Ask participants to revisit their Asset Map goals/ action items. Ask if they would like to change or add any goals after this exercise; why or why not? • If participants have NOT completed an asset mapping exercise, facilitate discussion around goals related to building supports and connections that motivate us toward our goals. 	<ul style="list-style-type: none"> • Thinking • Writing
Lesson Closure and Evaluation <i>20 minutes</i>	PowerPoint (slides 13-17) Flipchart paper and markers Lesson Evaluation activity sheet	Discussion, Reflection and Lesson Evaluation <ul style="list-style-type: none"> • Post-assessment activity. Ask participants to recall the day's activities and verbally call out the lesson components as the facilitator records them on flipchart paper. Allow participants time to discuss the challenges and changes they can make in their own lives with regard to their self-concept and those around them. • Participants should set their own goals with regard to continuing to look back at their Social Wheel and self-concept worksheets and how they change. • Provide a question-and-answer period. • Ask participants to complete the Lesson Evaluation form. The evaluation forms are anonymous and no names need to be included. Explain that the Lesson Evaluations are directly used to make improvements to the lesson for future offerings. • Thank participants, collect evaluations and end lesson. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication • Continuous learning

FACILITATOR NOTES

Lesson Notes

Facilitator should stress that there is no right or wrong number of people to have in one's Social Wheel, and everyone's will look different. Self-concept is continually changing and developing, and can be helped by building a Social Wheel that includes supportive and positive people in participants' lives.

Debriefing and Assessment of Learning

Review the theory and overview of the class. Have participants and the group summarize what they have learned and how it can be applied individually. Allow participants time to discuss the challenges and changes they can make in their own lives with regard to their self-concept and those around them.

Review the learning objectives and ask participants to summarize what they have learned. Lesson Evaluation sheets should be completed and collected. This is a good time to ask participants to suggest other lessons they might like to take.

Adaptations

This learning module can be adapted in order to accommodate various literacy levels. The Social Wheel can be customized to include visuals and colours to represent different people and feelings.

Delivery Time

A 15-20-minute break should be incorporated half-way through the lesson when it is delivered as one session. This break time should be added to the overall delivery time and to the lesson plan. Alternatively, the lesson may be broken up into short segments of one or two hours and delivered over a few days.

Combine With Other Lessons

If participants have completed the Asset Maps activity, ask them to bring and reflect on the "Support and Social Connections" asset when the Self-concept Theory is introduced.

Optional Activity

In the lesson plan there is an optional activity under "Introduction to Self-concept Theory" that, if used, will add an additional ten minutes to delivery time.

ADDITIONAL RESOURCES

The following are helpful resources that can be used to build upon and customize this learning module. The sources below can be used in reference to expand understanding on self-concept as it relates to goal setting for success, as well as to expand and develop learning activities pertaining to the module.

Hereford, Z. *Develop a Healthy Self-concept*.

<<https://www.essentiallifefskills.net/self-concept.html>>

Sincero, Sarah Mae. *How Do You See Yourself?* 25 April 2012. <<https://explorable.com/self-concept-theory>>

White, Alishia. *Introduction to Self-concept*. 5 March 2014. <<https://prezi.com/b3lxu9oj8cyo/self-concept-the-awareness-wheel/>>

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The Conference Board of Canada. *Employability Skills*. 2017. <<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>>

Ontario Ministry of Training, Colleges and Universities. *Essential Employability Skills*. 2017. <<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>>

Reddy, Chitra. *Why is Confidence Important to Employers: Top 13 Reasons*. Wise Step. 2018. <<https://content.wisestep.com/why-is-confidence-important-to-employers-top-reasons>>

Redek, Tjaša, Andrej Sušjan, and Crt Kostevc. "Unemployment and Self-concept." *Ekonomska istraživanja-Economic Research Special Issue*. 2013. <<https://hrcak.srce.hr/file/196579>>

Schweitzer, Karen. *Toilet Paper Icebreaker*. 28 September 2017. <<https://www.thoughtco.com/toiletpaper-icebreaker-466617>>

Thomas, Derrick. "Personal Networks and the Economic Adjustments of Immigrants." *Statistics Canada Catalogue no. 11-008-X: Canadian Social Trends*. 30 November 2011. <<https://www150.statcan.gc.ca/n1/en/pub/11-008-x/2011002/article/11592-eng.pdf?st=kg652pb0>>

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“[The women] help each other problem solve, stay motivated and cheerlead for one another. Responding to the specific needs of the group, as they become apparent, not only gives the women a sense of ownership over the program but also makes the biggest impact. If they’re worried about Christmas (because of money, past traumas, etc.), then that becomes our starting place and we can use that in our examples and come out of class with real solutions and resources.”

YWCA MONCTON staff

The Conference Board of Canada’s Employability Skills 2000+ Survey lists the employability skill of “Demonstrate Positive Attitudes and Behaviors,” specifically, “feel good about yourself and be confident” and “deal with people, problems, and situations with honesty, integrity, and personal ethics” as a personal management skill that employees need in order to progress in the world of work (Conference Board of Canada).

The Ministry of Training, Colleges and Universities (MTCU) determines program standards which include essential employability skills. One of the skills categories is “Personal” and includes “Engaging in Reflective Practices” and “Managing Self.” Another category is “Interpersonal” and includes “Networking” and “Relationship Management” (MTCU).

YMCA-YWCA NATIONAL CAPITAL REGION, ONTARIO

Essential Skills for the Trades Sector

Lesson Time:
3 hours
(excluding breaks)

This learning module was delivered at YMCA-YWCA National Capital Region, as part of the curriculum of **Power of Trades/Puissance des Métiers**, the gender-inclusive pilot program offered in both official languages that was documented for the YWCA Building Sustainable Futures project.

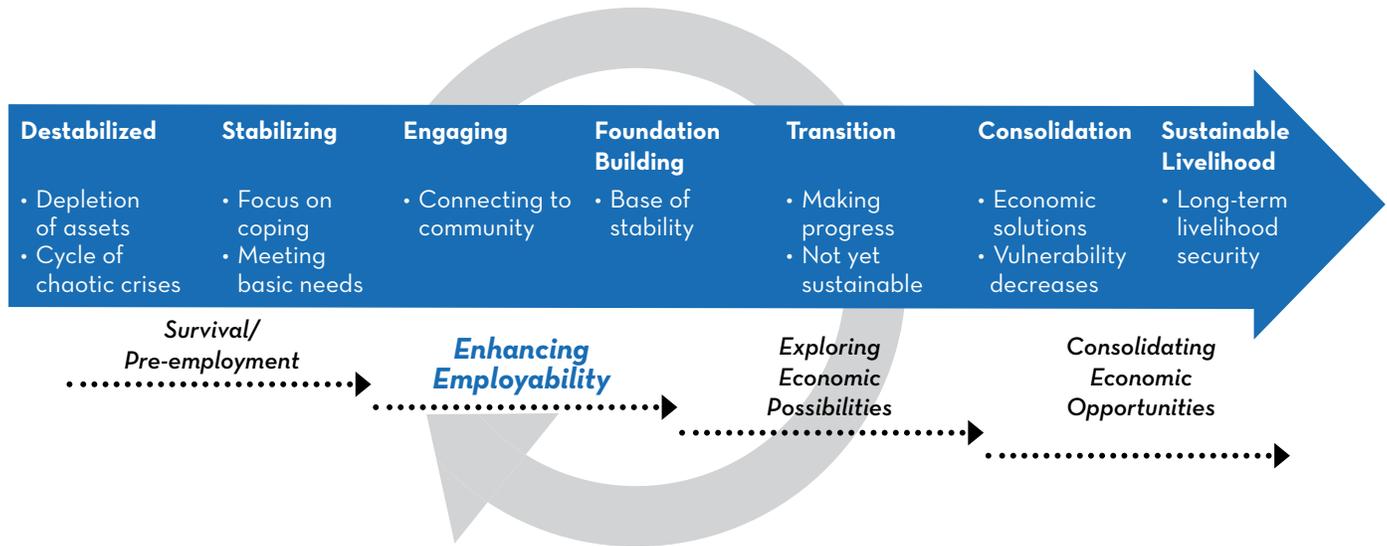
This lesson is intended to expose participants to the nine Essential Skills for Employment. These skills are needed in all jobs to varying degrees at different levels of complexity and provide the foundation for learning other skills that are relevant to jobs and the workplace (Human Resources and Skills Development Canada). Additionally, participants will learn about the types of jobs available within the trades sector, and will be provided with opportunities to upgrade their skills and to focus on the skills required for their chosen trade.

YWCA BUILDING SUSTAINABLE FUTURES MODEL



This lesson allows job seekers to perform a self-assessment on their personality and skills inventory. Knowing their own strengths can help individuals prepare for their job search, interview and overall networking experience. Participants will leave the workshop with an activity sheet that highlights the skills that need improvement or further development.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Enhancing Employability

The learning outcomes of this learning module are focused on enhancing participants' employability skills and job readiness. As well, participants explore new ways to build a professional network and search for employment opportunities.

Primary Essential Skills Used—Working with Others

Essential skills development is emphasized throughout this lesson. Participants will gain familiarity with the nine essential skills, and will be provided with opportunities to discuss and demonstrate the identified skills. Through learning and activities, participants will be able to test their essential skills in a group setting. The primary skill being exercised in this lesson is Working with Others; a range of other essential skills are also exercised.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Reading, Writing, Document Use, Numeracy, Computer Use, Thinking, Oral Communication and Continuous Learning.

ABOUT OUR PROGRAM FOR THE YWCA BUILDING SUSTAINABLE FUTURES PROJECT

Power of Trades/Puissance des Métiers Program

(offered in English and French)

About the Association: YMCA-YWCA National Capital Region (YNCR) delivers a variety of employment, enterprise and newcomer services in both official languages. We are committed to helping people reach their full potential. Our employment programs are designed to enhance the skills of youth and adults. Through programs such as Employment Ontario Employment Services (EOES) and Power of Trades (PT), we offer a range of resources and supports.

Demographic Population: New immigrants

Our Local Context: YNCR delivers various programming to meet the needs of the community: employment and social services to assist youth at risk, immigrants, peoples with disabilities and other economically disadvantaged persons. We see many challenges related to immigration settlement and economic integration issues.

Why We Joined the National Project Collaborative:

To increase essential skills and address barriers of anglophone and francophone unemployed or underemployed workers that exclude them from employment success and integration into the workforce; to leverage current resources and knowledge, and contribute to the development of a collaborative essential skills delivery model; and to enhance our current employment program delivery model and provide additional resources to multi-barriered individuals.

Our Previous Experience in Essential Skills

Programming: YNCR delivers various employment and social services to assist youth at risk, immigrants, peoples with disabilities and other economically disadvantaged persons. Funded by IRCC/United Way, Power of Trades/Puissance des Métiers is a

bridge training program delivered to immigrants and newcomers. Our outcomes include high levels of employment (60%) and pursuing trades training (20%).

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training
3. Job Readiness & Placement Services

PROGRAM OUTLINE

Learning Pathways: 1) Sectoral Employment Focus; 2) Client-centred program; 3) Preparing participants for the Canadian workplace

Purpose: This sector-specific program aims to equip Internationally Trained Individuals (ITIs), including immigrants residing in the Ottawa area, with the necessary skills to secure employment in skilled trades. The program for this project focused on working with recent anglophone and francophone immigrants.

Description: Power of Trades/Puissance des Métiers was developed in response to a lack of skilled trades people in Ontario and the increased need to fill these gaps in coming years. There is also a need in the community to help immigrants and Internationally Trained Individuals (ITIs) navigate the pathway to trades in Ontario/Canada. Offered in both English and French, the program is delivered in group sessions over a six-week period, and provides a combination of job search and essential skills training. At the completion of each training, post-program supports include job search, three-week co-op placements and job placements. Staff members improve program components based on their own observations and participant feedback, while also maintaining regular contact with all participants through case management in order to provide ongoing support and to document outcomes.

LESSON OUTLINE

Lesson Description

This lesson is ideal for participants interested in opportunities within the trades sector. Participants will learn about the nine essential skills for employment and the applicability of these skills in the trade of their choice. Further, participants will gain experience in applying these skills through adapted activities in a small group setting.

The lesson encourages group discussions in which participants will explore any challenges, questions or concerns they may have regarding pursuing employment in the trades sector. The lesson aims to provide participants with helpful tools and resources that will help them to gain additional information and skills related to their chosen skilled trade.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Identify** the skills required of workers in a specific skilled trade.
- **Assess** personal essential skills level and map it to the essential skills level required in a specific trade.
- **Discover** available essential skills resources that help develop knowledge and skills.
- **Discuss** the importance of soft skills: team work, communication, time management, etc.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Team work, time management
2. Understanding of workplace settings

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Essential Skills Showdown
2. Research trade of choice

Participant Prerequisites

Participants require basic computer and internet skills.

Required Materials

- Computer lab with computers for each participant with internet connection
- Computer with projector and internet connection for facilitator
- Name labels
- Flipchart paper and markers
- Note paper and pens
- Calculators (provided to participants)
- English or French dictionaries (provided to participants)
- Participant handouts and activity sheets

Facilitator Resources

- Lesson plan
- Facilitator notes
- Participant handouts and activity sheets
 - Introduction to Essential Skills handout
 - Construction Workers Workbook and Answer Book
 - Essential Skills Plan activity sheet
 - My Essential Skills activity sheet
- Prizes for participants

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Identify** the skills required of workers in a specific skilled trade.
- **Assess** personal essential skills level and map it to the essential skills level required in a specific trade of choice.
- **Discover** available essential skills resources that help develop knowledge and skills.
- **Discuss** the importance of soft skills: team work, communication, time management, etc.

Total time: Approximately 3 hours
(Excluding breaks)

Agenda:

- Review lesson description and learning outcomes
- Pre-training discussion and knowledge assessment
- Introduction to the Essential Skills
- Essential Skills Showdown activity
- Debrief: compare activity sheets and answer sheets
- Debrief: group discussion about the activity
- Post-training discussion and knowledge assessment



Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction <i>10 minutes</i>		Lecture and Group Discussion <ul style="list-style-type: none"> • Review Agenda, Lesson Description and Learning Outcomes 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication
Essential Skills Showdown activity and debrief <i>45-90 minutes</i>	Essential Skills activity sheet Construction Workers Workbook Construction Workers Answer Book	Skill Building Activity and Discussion <ul style="list-style-type: none"> • Facilitator assigns participants to three groups at random. • Each team must complete three essential skills-based activities, one for each: Document Use, Reading and Numeracy. All activities can be found in the Construction Workers Workbook. The answer key for the various activities can be found in the Construction Workers Answer Book. Page references for activities and answers can be found in the Essential Skills activity sheet. • The facilitator provides three activity sheets to each team. Each team must complete all three activities correctly within the allotted time (depending on the group, allow either 30 or 45 minutes). The team that correctly completes all their tasks first will win a prize. • The teams must work together, involving every member of the team in the process of completing the activities. • One task must be completed and brought to the facilitator before being able to start a new one. • Tasks are checked as they are handed in. If they are returned with the second completed task and there were errors in the first task, the first task will be returned for corrections. Participants are not able to move on to the third task until the first and second tasks are completed correctly. • Calculators and dictionaries are allowed; consulting with other teams and the use of cell phones/technology are not permitted. • All answers should be written down directly on the question sheet unless the question asks to indicate the answer elsewhere. • Participants may ask questions; however, the facilitator can only answer questions that are not directly related to the answers on the activity sheets. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
Essential Skills debrief 30 minutes	Activity Sheets and Answer Key	Skill Building Activity <ul style="list-style-type: none"> • Provide each group with the answer keys. Allow approximately ten minutes for participants to discuss their answers within their groups. Facilitator then congratulates the winning team. • Facilitator asks participants the following questions: How did you feel about this activity? What was difficult about it? What was easy? • Even if the tasks were not related to your previous experience, were you able to complete all the tasks? Why? • What was it like working in a team? Did someone emerge as a leader? How did you decide how you would work together? • What would you do differently next time? 	<ul style="list-style-type: none"> • Oral communication • Document use • Thinking • Numeracy • Reading • Writing
Relevance to the Workplace 20 minutes		Skill Building Activity and Discussion <ul style="list-style-type: none"> • The facilitator leaves the conversation open, but guides the discussion with points to reinforce. • Time management—“time is money”; calculate the amount of extra cost to the employer (facilitator) who has estimated that the tasks will take a certain amount of time versus how much time they actually took. • Importance of completing a task well in a timely fashion; do not focus on how you get the results but the fact that you get them. • Everyone is capable of completing tasks, but some things are easier for some people than for others because of their background, experience, skills, etc. 	<ul style="list-style-type: none"> • Oral communication • Thinking • Numeracy
Introduction to Essential Skills 20 minutes		Discussion <ul style="list-style-type: none"> • Facilitator distributes the Introduction to Essential Skills handout. • Ask participants to take turns reading aloud—until they reach the “Work Habits” section. • Ask for examples of when they used each essential skill on the list today. • Ask which skills would likely be most important in their trade of choice. • Review the Ontario Skills Passport website http://www.skills.edu.gov.on.ca. Click “Search for Tasks” > “By Occupation” > Scroll down to 7000’s (refer back to NOC explanation on Intro to ES handout) > Select trade as suggested by group. • Explain that the skills that require the highest skill level are not always the ones considered to be most “important”—ask the group which skills they think they will use most often or be most important to their trade of choice. • Review several profiles of trades in different sectors. 	<ul style="list-style-type: none"> • Thinking • Computer use • Reading • Writing

Topic	Resources	Instructional Strategies	Nine Essential Skills
Profile Review and Improvement <i>20 minutes</i>	Handout: Introduction to Essential Skills Optional handout: Most Essential Skills activity sheet	Discussion <ul style="list-style-type: none"> • Ask participants how this information can be used during their job search and how it can be included in their resume. • Use the activity examples for resumes, interviews, etc. • Thinking about your own strengths and weaknesses, choose an appropriate career goal. • Distribute the “My Essential Skills” activity sheet—to be completed as an optional exercise. • Return to the Introduction to Essential Skills handout and read through the “Work Habits” section as a group. • Ask for examples of how participants can demonstrate/improve/practice the work habits on the list. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication • Working with others • Continuous learning
Lesson Closure <i>20 minutes</i>		Discussion, Reflection and Lesson Closure <ul style="list-style-type: none"> • Post-assessment activity. Ask participants to recall the day’s activities and verbally call out the lesson components as the facilitator records them on flipchart paper. • Provide a question-and-answer period. • Thank participants and end the lesson. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication • Continuous learning

FACILITATOR NOTES

Lesson Notes

The “Most Essential Skills” activity sheet is optional. It is intended to allow participants to self-reflect on their skills and identify areas for further development as it relates to their trade of choice. Additional time should be allotted if this activity sheet will be used during this lesson.

Debriefing and Assessment of Learning

Facilitator will check for understanding and provide feedback throughout the session. Informal assessment occurs throughout the learning activities and discussion.

At the end of the session the facilitator can review the learning objectives and ask participants to summarize what they have learned. This is a good time to ask participants to suggest other learning modules they would like to take.

Delivery Language

This learning module is available in both English and French.

ADDITIONAL RESOURCES

The following are helpful resources that can be used to build upon and customize this learning module. The sources below can be used to expand and develop learning activities pertaining to the module.

The Office of Literacy and Essential Skills. *Literacy and Essential Skills*. 2017.

<https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

REFERENCES

The Conference Board of Canada. *Employability Skills*. 2017. <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

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Ontario Ministry of Training, Colleges and Universities. *Essential Employability Skills*. 2017. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>

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SkillPlan, Construction Sector Council. *Construction Workers Workbook*. Burnaby, BC: SkillPlan, 2007.

CONTACT DETAILS

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“The program opens the mind, and opens doors and opportunities, and what more can I say. I’m proud of having taken this program, Power of Trades, because I have a better idea of myself now, and I would suggest to other newcomers that they begin the program immediately, to have a better life.”

YMCA-YWCA NATIONAL CAPITAL REGION participant

The Conference Board of Canada’s Employability Skills 2000+ Survey lists the employability skills of: “Work with Others” to be able to “contribute to a team by sharing information and expertise” and “Think and Solve Problems” in order to “be creative and innovative in exploring possible solutions.” These are fundamental skills employees need in order to progress in the world of work (Conference Board of Canada).

The Ministry of Training, Colleges and Universities (MTCU) determines program standards which include essential employability skills. One of the skills categories is “interpersonal” and includes “team work” and “communication skills” (MTCU).

YWCA SASKATOON, SASKATCHEWAN Job Search Techniques

Lesson Time:
3 hours
(excluding breaks)

This learning module was delivered at YWCA Saskatoon as part of the curriculum of **Essential Skills for Employment in Hospitality**, the gender-inclusive pilot program documented for the YWCA Building Sustainable Futures project.

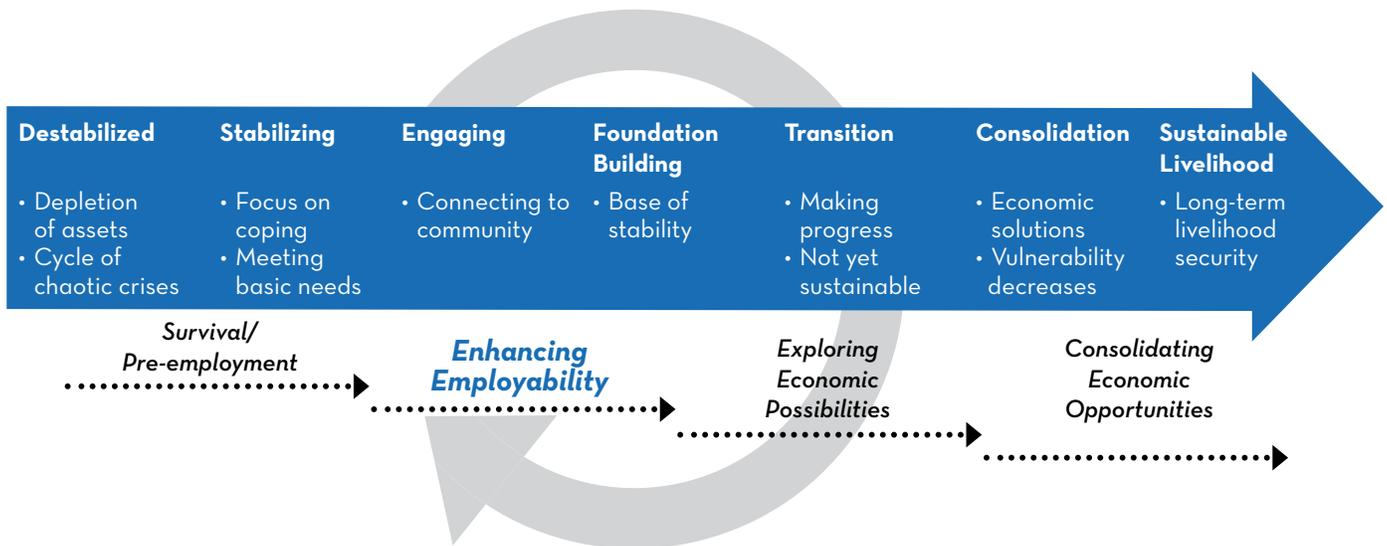
A review of Canada's labour market shows an increase of jobs in 2018, and a projected positive outlook in 2018-2019 (OECD). With an increase of opportunities in the labour market, it is imperative for job seekers to be equipped with a robust job search strategy, and the tools needed to execute it in order to land a job in their field of interest. While the posting of jobs has transitioned to online websites, successful job seekers are encouraged to implement a variety of strategies from online to accessing the hidden job market through networking, cold calling and informational interviews. Employers in Saskatoon's hospitality industry reported recruitment strategies that included employee referrals, job fairs and resumes "on hand" (YWCA Saskatoon). Job seekers need to be educated about job requirements and recruitment processes in various industries in order to facilitate a more targeted job search.

YWCA BUILDING SUSTAINABLE FUTURES MODEL



This lesson allows job seekers to perform a self-assessment on their personality and skills inventory. Knowing their own strengths can help individuals prepare for their job search, interview and overall networking experience. Participants will leave the workshop with an activity sheet that highlights the skills that need improvement or further development.

STAGES OF LIVELIHOOD DEVELOPMENT



With permission of Sustainable Livelihoods Canada

Livelihood Stage—Enhancing Employability

The learning outcomes of this module are focused on enhancing participants' employability skills and job readiness, as well as allowing participants to explore new ways to build a professional network and search for employment opportunities. This lesson is focused on improving job search skills while allowing for self-exploration and examination of potential economic possibilities.

Primary Essential Skills Used—Thinking and Oral Communication

Essential skills development is emphasized throughout this lesson. Participants will gain familiarity with the nine essential skills, and will be provided with opportunities to discuss and demonstrate the identified skills. Through learning and activities, participants will be able to test their essential skills in a group setting. The primary skills being exercised in this lesson are Thinking and Oral Communication; a range of other essential skills are also exercised.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Reading, Writing, Document Use, Computer Use, Working with Others and Continuous Learning.

Essential Skills for Employment in Hospitality Program

About the Association: Our mission is “working to eliminate poverty, homelessness and violence for women and their families, and the core strategy under Programming is to take a proactive approach to preventative programming.” We desire to empower and equip women and men to make long-lasting changes in their lives. Our employment programs have been an integral part of our program offerings. We offer a continuum of programs, from emergent services (emergency shelter), to basic life skills, to various targeted programs to assist clients in obtaining long-term sustainable employment.

Demographic Population: Indigenous, Immigrant, Mature and Youth

Our Local Context: Saskatchewan currently has the lowest rates of unemployment in Canada, and Saskatoon has the second-lowest unemployment rate of all Canadian cities. Certain groups struggle inordinately to find and sustain employment, in particular Indigenous people, often due to essential skills gaps. Urban Indigenous population is significant at 9.8% of our population, and in Saskatchewan

Indigenous unemployment rates are upwards of five times higher than the general population. *Issues and Trends Impacting the City of Saskatoon 2013-2014* indicates that over 6,000 newcomers have settled in the Saskatoon region in the last two years.

Why We Joined the National Project Collaborative: The project fits into our Employment and Learning framework. We also wanted to share our learning, and gain from other collaborators’ curricula, resources and promising practices.

Our Previous Experience in Essential Skills Programming: We have developed expertise in working with clients who need to increase essential skills. We have built a reputation as an organization with expertise in offering programs and supports, equipping clients with the skills and confidence to be successful in obtaining and sustaining employment. We provide employment services funded for the most part through the provincial government: Job Search Program (JSP), Employment Services for Clients (ESP) and Learn, Explore, Achieve, and Plan (LEAP).

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training
3. Job Readiness & Placement Services
4. Professional Development Services

PROGRAM OUTLINE

Learning Pathways: 1) Group Development and Peer Learning; 2) Client-focused curriculum; 3) Sectoral programming in the Hospitality Industry

Purpose: This free sector-specific program is designed to prepare participants to succeed in gaining, maintaining and advancing in employment within the hospitality services industry. Essential Skills for Employment in Hospitality works with a wide range of under served participants who are ready for and seeking employment in the hospitality sector. There has been a high level of participation from the Indigenous community.

Description: Essential Skills for Employment in Hospitality is an eight-week sector-specific pre-employment program for participants interested in work within Saskatchewan's growing hospitality industry. The training focuses on lifelong essential skills learning, and aims to build the confidence, motivation and workplace literacy of unemployed/underemployed job seekers interested in this sector. After training, participants are provided with a three-week part-time or full-time unpaid work placement in the hospitality industry, to gain hands-on knowledge and experience. Staff follow up with each participant over six months after program delivery to determine if they were able to find employment. Job maintenance support is available to those who have secured employment, and continued job search support is available to those who are still pursuing opportunities.

LESSON OUTLINE

Lesson Description

In this lesson participants will develop job search skills and strategies. Participants will discuss job search strategies they have used in the past and evaluate whether these were effective. A number of job search techniques will be presented and participants will identify places and people who can assist them in their job search. Additionally, participants will: develop a list of skills and experience most relevant to the job they are looking for, develop and practice their networking speech with a partner, and conclude with self-reflection and job search goal-setting.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Develop** job search tools, specifically calling cards, personal network lists and job search lists.
- **Practice** networking.
- **Build confidence** for approaching employers.
- **Research** how employers prefer to look for employees.
- **Discuss** which job search techniques are appropriate for different industries.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Learn how to use job search tools that will increase the effectiveness of participants' job search
2. Identify skills and experience most relevant to a job

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Identify personal network
2. Develop a job seeker calling card
3. Practice a networking conversation using calling cards

Participant Prerequisites

It is helpful for participants to come to this lesson prepared with job profiles and/or advertisements that relate to their field of interest. This will promote familiarity with the job requirements of those industries as well as a deeper understanding of what employers are looking for. The advertisements will be reflected upon and explored throughout the activities in this lesson plan.

Participants require basic computer and internet skills.

Required Materials

- Computer lab with computers for each participant with internet connection
- Computer with projector and internet connection for facilitator
- Note paper/pens
- Participant handouts/activity sheets

Facilitator Resources

- Lesson plan
- Facilitator notes
- PowerPoint slide deck
- Clock or timer
- Participant handouts/activity sheets
 - Job Search Techniques Booklet handout
 - Job Seeker Calling Card Template activity sheet
 - Personal Network List activity sheet

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Develop** job search tools, specifically calling cards, personal network lists, and a job search list.
- **Practice** networking.
- **Build confidence** for approaching employers.
- **Research** how employers prefer to look for employees.
- **Discuss** which job search techniques are appropriate for different industries.

Total time: Approximately 3 hours
(Excluding breaks)

Agenda:

- Review lesson description and learning outcomes
- Pre-training discussion and knowledge assessment
- Initial exercise: talk on a topic
- Job search techniques
- Job Seeker Calling Cards
- Personal network
- Lesson closure, reflection and evaluation

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction <i>10 minutes</i>	PowerPoint (slides 1-2)	Lecture and Group Discussion <ul style="list-style-type: none"> Review Agenda, Lesson Description and Learning Outcomes from slide deck. Pre-assessment activity. Ask participants the following: “How have you applied for jobs in the past? (Online? In person? Application form? Job fair?) Which job search strategies led to a job? How do you prefer to search for a job? Are some job search techniques more appropriate to certain industries? How are you job searching now?” Assess participants’ skill and knowledge levels. 	<ul style="list-style-type: none"> Reading Thinking Oral communication
Initial Exercise <i>15 minutes</i>	Small piece of paper for each participant Cup full of participant’s names Clock or timer	Group Activity and Discussion Ice Breaker: Talk on a Topic <ol style="list-style-type: none"> It is best to use this exercise once rapport has been established between group members. Rationale: Life Skills lesson planning includes initial exercises as a way of building group rapport and energizing groups. It recommends that the content of the Initial Exercise be unrelated to the workshop activities. Refer to facilitator notes for suggestions on handling participants who may feel uncomfortable doing this exercise. Ask participants to think of their favourite things to talk about or something they are really interested in (and something that is appropriate content to be shared in a group). Ask participants to write the topic on a small piece of paper. The facilitator picks one participant’s name from the cup and asks them to stand at the front of the room to talk for one minute on the topic they wrote on their piece of paper. Once the participant has finished, they select the next participant’s name from the cup. Thank participants for their efforts. 	<ul style="list-style-type: none"> Thinking Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
Job Search Techniques <i>60 minutes</i>	PowerPoint (slides 3-13)	Lecture, Skills Building Activity and Group Discussion <ul style="list-style-type: none"> Facilitator distributes the Job Search Techniques booklet to each participant; this will be reflected on throughout the lesson. The facilitator will need to guide participants throughout the training for use of booklet and to bring participants' focus to key topics. Facilitator presents the information in the slide deck asking questions to guide participants along the way (e.g. "How many jobs are advertised publicly? How do you think employers prefer to advertise jobs? Who do you know that works in an industry you want to work in?"). Facilitator answers questions from the participants as they arise. 	<ul style="list-style-type: none"> Reading Thinking Oral communication Continuous learning
Job Seeker Calling Cards <i>30-45 minutes</i>	PowerPoint (slides 14-18) Job Seeker Calling Card template and examples handout Computers Job Search Techniques booklet	Lecture, Skills Building Activity and Discussion <ul style="list-style-type: none"> PowerPoint: Slides 14-18 focus on developing a cover letter and can be helpful to participants in developing their Calling Cards. Facilitator can use their own discretion in using these slides. Facilitator instructs participants to complete the Job Seeker Calling Card template on the computer. Facilitator will remind participants to think about the type of job they would like, and their most relevant skills and experience. "The Job Seeker Calling Card is like a brief cover letter. It indicates your most relevant skills and experience related to the job you are looking for. The Calling Card can be used when meeting employers, as an outline for cold calls or other job search techniques." The cover letter on page nine in the Job Search Techniques booklet has some skills examples. Now that participants know how to improve their job search they can identify their key talking points. Inform participants that their Calling Cards will be collected at the end of the workshop for feedback and printing. 	<ul style="list-style-type: none"> Thinking Computer use Oral communication Working with others

Topic	Resources	Instructional Strategies	Nine Essential Skills
Sharing the Plan <i>10-15 minutes</i>	Completed Calling Card template	Skills Application Activity <ul style="list-style-type: none"> Participants will form pairs and tell each other about the kind of work they are looking for, their relevant skills and experience that would make them a good candidate for the job, and who they might contact to find the work they are looking for. The facilitator can determine how participants will be paired. Participants take turns talking about their job search goals and qualifications. The facilitator should prompt participants to switch speakers after five minutes if participants have not already done so. 	<ul style="list-style-type: none"> Oral communication Working with others Continuous learning
Personal Network <i>10-15 minutes</i>	Handout: Personal Network List	Demonstration, Individual Activity and Discussion <ul style="list-style-type: none"> Participants complete the personal network handout. Now that participants understand how to network, they can identify who they should network with. Facilitator can encourage questions during the activity as participants may have questions related to their specific experiences. 	<ul style="list-style-type: none"> Reading Writing Thinking Document use
Journaling SMART Goals <i>15 minutes</i>	Journals, pens/pencils	Discussion and Role-Play Activity <ul style="list-style-type: none"> Participants can write about what they have learned in their journals and record a SMART Goal of how they are going to begin or continue to build their job searching network. SMART Goals can be used throughout the job-seeking process, including before and after gaining employment and in all areas of an individual's life. However, the job seeker's goal should be clear and obtainable. SMART Goals: In order to make sure that goals are clear and reasonable, each one should be: <ul style="list-style-type: none"> Specific (simple, sensible, significant) Measurable (meaningful, motivating) Achievable (agreed, attainable) Relevant (reasonable, realistic and resourced, results-based) Time bound (time-based, time-limited, time/cost limited, timely, time-sensitive) Journal prompt: "Participants are asked to identify three people or businesses they would like to contact about jobs they are interested in. Participants can reflect on their calling cards to assist in developing an elevator pitch to explain to the person or business the type of work they are looking for along with their skills. Additionally, participants may also reflect on what their SMART Goal would look like when applying for these jobs through these people or businesses." 	<ul style="list-style-type: none"> Writing Thinking Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
Lesson Closure 20 minutes	PowerPoint (slide 19) Flipchart paper and markers	Discussion, Reflection and Lesson Evaluation <ul style="list-style-type: none"> Facilitator reviews personal network sheets to see if participants could identify additional job contacts. Facilitator collects Calling Cards and will edit Calling Cards for quality and relevance of skills for job sought, prompting for more information if necessary. During editing the facilitator will identify areas for feedback. Participants may spend additional time completing the template outside of workshop time. Facilitator prints Calling Cards on heavy card stock (similar to business card stock). Ask participants to recall the day's activities and verbally call out the lesson components as the facilitator records them on flipchart paper. Thank participants and end lesson. 	<ul style="list-style-type: none"> Reading Thinking Oral communication Continuous learning

FACILITATOR NOTES

Lesson Notes

Participants may be uncomfortable doing the initial exercise. The facilitator can prompt participants with the following suggestions should a participant freeze when presenting, or they may excuse a participant who appears too uncomfortable. Topic examples could include: robots, gardening, salsa dancing, dreams, guitars and friendships. Encourage participants to say anything they want about the topic (as long as it is group appropriate). Participants may discuss what they like or dislike about the topic, why it is interesting to them, a personal experience, etc.

Participants must be comfortable talking about themselves and with others to network effectively. The facilitator can help build participant comfort levels in this workshop by adding humour, telling personal stories about failed and successful networking attempts, giving positive feedback from the exercises, and giving prompts if participants are stuck.

Participant handouts are identified in the lesson plan and should be printed before the lesson. Facilitator should have job profiles or advertisements on hand to help identify the skills that employers are looking for.

Debriefing and Assessment of Learning

Workshop closing assumes the facilitator will print Calling Cards on heavy card stock (similar to business

card stock) for participants. Time permitting, the facilitator will review the cards for formatting consistency using Microsoft Word. During the editing process the facilitator will identify areas for feedback.

At the end of the session the facilitator can review the learning objectives and ask participants to summarize what they have learned. This is a good time to ask participants to suggest other lessons they would like to take.

Adaptations

As this lesson was piloted in Saskatoon, the accompanying websites and resources focus on the Saskatoon area. It is recommended that programs replicating this module research local websites and resources and place them under the following subject areas: Job Listings, Employment Related Information, Career Testing, Education, Training and Company Information.

Combine With Other Lessons

The Calling Card section can be adapted into an informational interview lesson plan. The content can be edited and/or rewritten to support an informational interview lesson. In particular, the participant can use the content developed through this module to introduce themselves to the person they are conducting the informational interview with.

This lesson could be combined with a resume writing lesson. Participants can enhance their job search by tailoring their resume to target jobs of interest.

Large Groups

With more than eight participants, one of the activities may be omitted (i.e. journaling, initial exercise, cover letter).

Technology Adaptation

If participants possess the computer skills and there is access to a computer lab, this lesson could be delivered in conjunction with an online job search lesson, with job search strategies being tailored to support participants to conduct their search through online search engines.

Additional Resources

The following are helpful resources that can be used to build upon and customize this learning module. The sources below can be used to expand and develop learning activities pertaining to the module. To access these resources please see the USB accompanying the Toolkit.

1. Job Seekers Calling Card handout
2. The Perfect Elevator Speech to Land a Job handout

CONTACT DETAILS

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510-25th Street East
Saskatoon, SK S7K 4A7

REFERENCES

Azrin, Nathan and Victoria A. Besalel. *Job Club Counselors Manual: A Behavioral Approach to Vocational Counseling*. New York: Pro-ed Inc., 1980

The Conference Board of Canada. *Employability Skills*. 2017. <<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>>

OECD. *OECD Employment Outlook 2018*. 2018. <https://doi.org/10.1787/empl_outlook-2018-en>

Ontario Ministry of Training, Colleges and Universities. *Essential Employability Skills*. 2017. <<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>>

West, Edie. *The Big Book of Icebreakers*. New York: McGraw Hill, 1999.

“Prior to this program I only had some housekeeping experience and some front desk experience from an eight-room inn. Now I have audit experience from a 225-room hotel.”

YWCA SASKATOON participant

The Conference Board of Canada’s Employability Skills 2000+ Survey (Conference Board of Canada) lists the employability skill of “Manage Information,” specifically, “locate, gather, and organize information using appropriate technology and information systems” as a fundamental skill that employees need in order to progress in the world of work. The Conference Board of Canada’s Employability Skills 2000+ Survey (Conference Board of Canada) lists the employability skill of “Think and Solve Problems,” specifically, “be creative and innovative in exploring possible solutions” as a fundamental skill that employees need in order to progress in the world of work. The Conference Board of Canada’s Employability Skills 2000+ Survey (Conference Board of Canada) lists the employability skill of “Communicate,” specifically, “write and speak so others pay attention and understand” as a fundamental skill that employees need in order to progress in the world of work.

The Ministry of Training, Colleges and Universities (MTCU) determines program standards that include essential employability skills. One of the skills categories is “Information Management” and includes “Computer Literacy” and “Internet Skills.” The Ministry of Training, Colleges and Universities (MTCU) determines program standards that include essential employability skills. One of the skills categories is “Communicate” and includes “Reading” and “Presenting.” The Ministry of Training, Colleges and Universities (MTCU) determines program standards which include essential employability skills. One of the skills categories is “Personal” and includes “Managing change and being flexible and adaptable.”

YWCA THOMPSON, MANITOBA

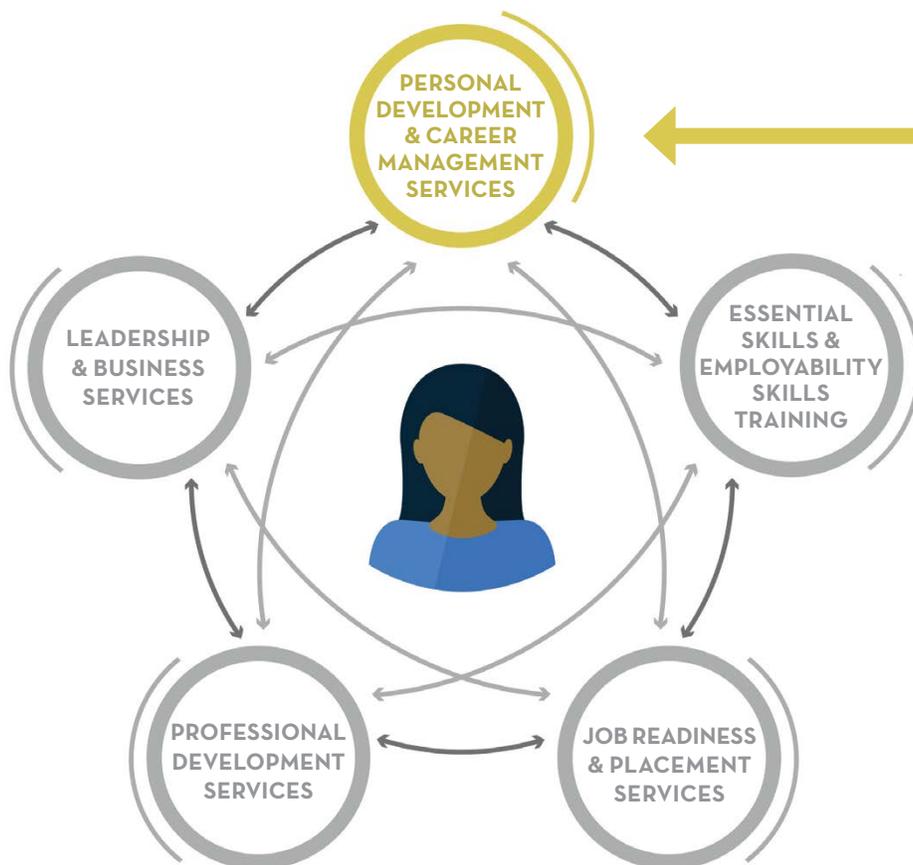
Sharing Circle: Building Trust and Self-Esteem

Lesson Time:
1 hour

This learning module was delivered at YWCA Thompson as part of the curriculum for **Steps to Success**, the gender-inclusive pilot program documented for the YWCA Building Sustainable Futures project.

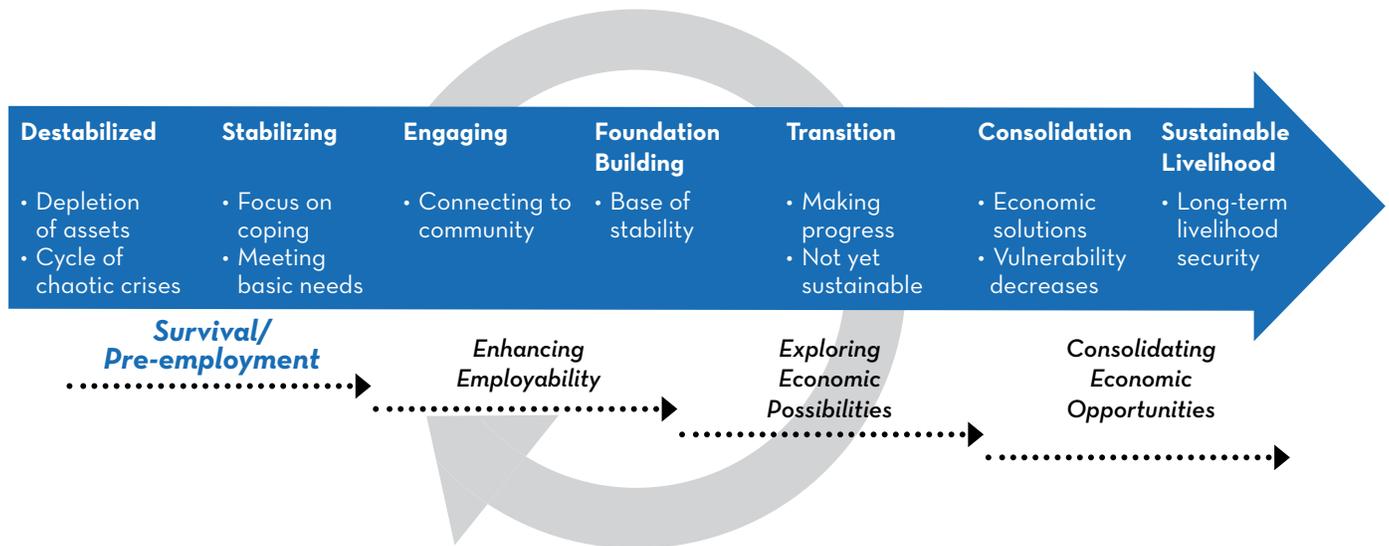
While communication dynamics within today's society have continued to evolve, oral communication and speaking remains an integral process for expressing thoughts, ideas and information. It is a fundamental skill needed to navigate the labour market, and society as a whole. Oral communication is an integral component of the modern business world (Akbari & Shams). To be successful in the workplace, an individual must be able to listen to customers, co-workers and managers as well as be able to talk about his or her own ideas or issues.

YWCA BUILDING SUSTAINABLE FUTURES MODEL



This lesson integrates a person-centred approach by meeting participants where they are in their training/employment journey. The Sharing Circle encourages self-exploration in order to assist participants in making guided decisions regarding their employment goals. Oral communication is a foundation of human society. Communication skills assist us in answering our innate need to socialize with other people. Good communication skills assist us in finding, obtaining and maintaining work.

STAGES OF LIVELIHOOD DEVELOPMENT



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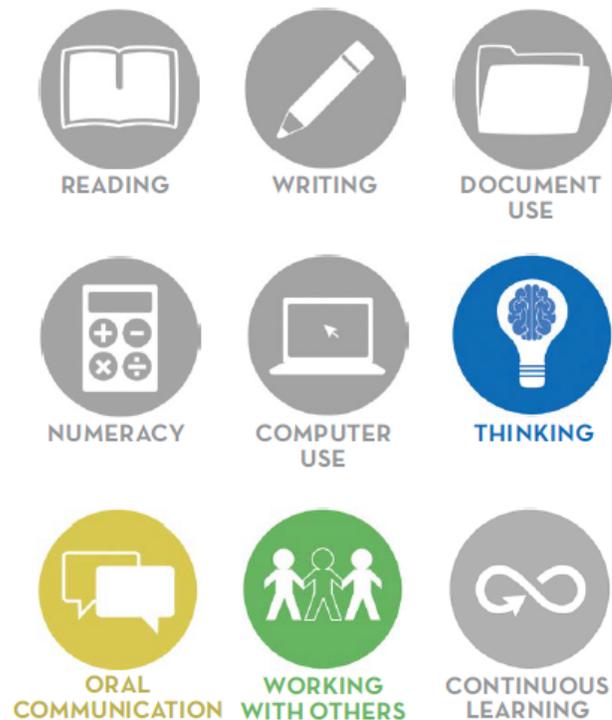
Livelihood Stage—Survival/Pre-employment

This module addresses the survival livelihood stage. Its aim is to support participants who are either unemployed, under-employed or in precarious employment. Individual barriers to employment will be explored and addressed through open discussions, in which participants will receive feedback and support from their peers.

Primary Essential Skills Used—Oral Communication

The Sharing Circle is a pre-lesson activity that builds community and inclusion through oral communication and the sharing of personal struggles and triumphs. Listening skills, which are an important facet of oral communication skills, are practiced as the listeners' attention is focused on the speaker. The primary skill being utilized in this lesson is Oral Communication. Other skills being utilized in this lesson include Thinking and Working with Others.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



This lesson plan also integrates the following essential skills: Thinking and Working with Others.

ABOUT OUR PROGRAM FOR THE YWCA BUILDING SUSTAINABLE FUTURES PROJECT

Steps to Success Program

About the Association: In 2014, the YWCA Thompson mandate and strategic plan were revamped, with the focus no longer being on community building and education, and instead focussing on a return to building equality for women and girls.

Demographic Population: Predominantly Indigenous women and men; also mature and youth

Why We Joined the National Project Collaborative: The project fits in with programing we have provided since 2006.

Our Local Context: Most people we work with in the Steps to Success program face multi-barriers within their lives. Many have been affected by the residuals of the Residential School system, and carry a burden of distrust toward the education system. Within the Indigenous communities in Northern Manitoba, schools have been underfunded and qualified teachers are rare. The majority of people who manage to graduate have a Grade 12 diploma but a Grade 4 reading ability. Among the mature workers, the essential skill most commonly needed is Computer Use. Among the immigrants, the essential skill most commonly needed is Oral Communication. Among the youth, the essential skill most commonly needed is Working with Others. Among the Indigenous clients, the essential skills most commonly needed are Reading, Document Use, Writing and Numeracy. The largest challenge we face is to rebuild people's beliefs in themselves.

Our Previous Experience in Essential Skills

Programing: We sponsor the Employment Links initiative, which is comprised of two programs: Steps to Success provides adult literacy and workplace essential skills training, and our Assessment Centre provides academic assessments and career counselling. The majority of program participants are Indigenous Peoples from Northern communities

who are undereducated and/or lacking job skills. Manitoba Tourism Education Council (MTEC) provides job-specific training (front desk agent, line cook, sales associate, food and beverage server, or housekeeping room attendant). Participants receive other certifications, such as WHMIS, Food Safe and First Aid.

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training
3. Job Readiness & Placement Services

PROGRAM OUTLINE

Learning Pathways: 1) Cultural programming/ peer learning; 2) Self-esteem building; 3) Anchor relationship with instructor—open-ended support even after program end

Purpose: The program aims to remedy essential skills gaps and help participants develop professional portfolio pieces in order to excel at a job-shadowing experience and secure work. The final outcome of securing employment after six months of program participation is the ideal goal.

Description: This four-week pre-employment program focuses on developing workplace essential skills and attitudes, preparing people for the workplace. Portfolio building is an important element used to help participants learn new skills or learn to recognize prior skills that they record on sheets, which become the building blocks of their skills-based resumes. After the classroom component, the plan is for participants to connect with cooperating businesses for a two-week job-shadowing position. At the end of job shadowing, participants will be expected to apply for available jobs.

LESSON OUTLINE

Lesson Description

Talking Circles are a traditional way for Indigenous communities to discuss and solve problems. This is known as an “effective method to remove barriers and allow people to express themselves with complete freedom” (Muin’iskw [Jean], Crownfeather [Dan]).

Through this lesson, the Sharing Circle will give participants an opportunity to speak about issues that may be affecting them before the formal training course starts. Sharing Circles provides a safe space for open discussion and allows for self-exploration, in which individual barriers to employment and other challenges can be addressed. Peers are encouraged to listen and offer support/suggestions to the speaker once he or she is finished speaking.

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Enhance** oral communication skills.
- **Improve** listening skills.
- **Build** a support network among participants and staff.
- **Connect** First Nations participants to traditional teachings.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Share about themselves and an area of interest
2. Listen respectfully as each participant speaks
3. Provide supportive and constructive feedback or affirmations to peers

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Sharing Circle exercise

Participant Prerequisites

There are no prerequisites required for this lesson.

Required Materials

Optional: Talking stick (or stone, or shell, or feather) to indicate whose turn it is to speak

Facilitator Resources

- Lesson plan
- Facilitator notes

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Enhance** oral communication skills.
- **Improve** listening skills.
- **Build** a support network among participants and staff.
- **Connect** First Nations participants to traditional teachings.

Total time: Approximately 1 hour

Agenda:

- Review lesson description and learning outcomes
- Sharing Circle
- Lesson Closure

Topic	Resources	Instructional Strategies	Nine Essential Skills
Introduction <i>5 minutes</i>		Participant Discussions <ul style="list-style-type: none"> • Provide instructions on the process and expectations of Sharing Circles. 	<ul style="list-style-type: none"> • Oral communication
Participant Discussion <i>10 minutes</i>	Space for participants to sit in a circle	Skill Building and Skill Application Activity <ul style="list-style-type: none"> • Facilitator asks for three volunteers to share an issue with the circle. Participants will volunteer to talk about an issue affecting their lives. • First participant speaks for five minutes while the group listens. • For the next five minutes, the group offers the speaker feedback in the form of suggestions or supportive statements. 	<ul style="list-style-type: none"> • Oral communication • Thinking • Working with others
Participant Discussion <i>20 minutes</i>		Skill Building and Skill Application Activity <ul style="list-style-type: none"> • Repeat steps above with two more participants, providing five minutes for each participant to share an issue with the circle, then five minutes for the group to respond. 	<ul style="list-style-type: none"> • Oral communication • Thinking • Working with others
Lesson Closure <i>2 minutes</i>		Summary and Lesson Closure <ul style="list-style-type: none"> • Summarize for participants how the Sharing Circle supports improved communication skills (speaking/listening) and working with others (support network). • Remind participants that what was discussed in the Sharing Circle is confidential. • Thank participants. 	

FACILITATOR NOTES

Lesson Notes

Note that some participants may be reluctant to share personal issues. Remind all participants that it is important that the circle of participants listen respectfully to the person speaking and that shared communications should be kept in confidence.

One-to-one intervention may be required with referrals to professional services (Crisis Centre, grief counseling, Canadian Mental Health Association or addictions counseling).

Debriefing and Assessment of Learning

Evaluation is ongoing throughout the discussion. Debrief by thanking participants for their contributions and connecting the concept of improving communication skills (speaking/listening) and working with others (developing a support network) as skills that are being developed throughout the Sharing Circle process.

ADDITIONAL RESOURCES

The resource below can be used in reference to expand your understanding on facilitating the Sharing Circle.

First Nations Pedagogy. *Talking Circles*. 2009. <<http://firstnationspedagogy.ca/circletalks.html>>

CONTACT DETAILS

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Thompson, MB R8N 0Y5

REFERENCES

Akbari, Ahmad.F. and Yama Shams. *Oral Communication in Workplace*. UNITAR Fellowship Program for Afghanistan 2011 Cycle Orientation Workshop. 15 May 2011. <<http://www.unitar.org/hiroshima/sites/unitar.org.hiroshima/files/6b.%20Oral%20Communication%20Presentation.pdf>>

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Muin'iskw (Jean) and Crownfeather (Dan). *Mi'kmaw Spirituality-Talking Circles*. 2016. <<http://www.muiniskw.org/pgCulture2c.htm>>

Ontario Ministry of Training, Colleges and Universities. *Essential Employability Skills*. 2017. <<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>>

“Most of the First Nations students are disconnected from their culture due to the residential school legacy. However, they are extremely interested in it, and were highly attentive when the learning was couched in Indigenous teachings/history/ceremonies/etc.”

YWCA THOMPSON staff

The Conference Board of Canada's Employability Skills 2000+ Survey lists the employability skill of “Communicate,” specifically, “listen and ask questions to understand and appreciate the points of view of others” as a fundamental skill employees need in order to progress in the world of work (Conference Board of Canada).

The Ministry of Training, Colleges and Universities (MTCU) determines program standards which include essential employability skills. One of the skills categories is “Communication” and includes “Speaking” and “Listening” skills (MTCU). Another of the skills categories is “Interpersonal” and includes “Networking” and “Team work” skills (MTCU).

YWCA TORONTO, ONTARIO

Creating an Online Professional Image

Lesson Time:
5 hours
(excluding lunch
and breaks)

This lesson was delivered at YWCA Toronto's Skills Development Centre as part of the curriculum of **Administrative Clerk Certificate (ACC)**, the women-specific program offered through YWCA Toronto's Education and Training Institute and documented as a pilot for the YWCA Building Sustainable Futures project.

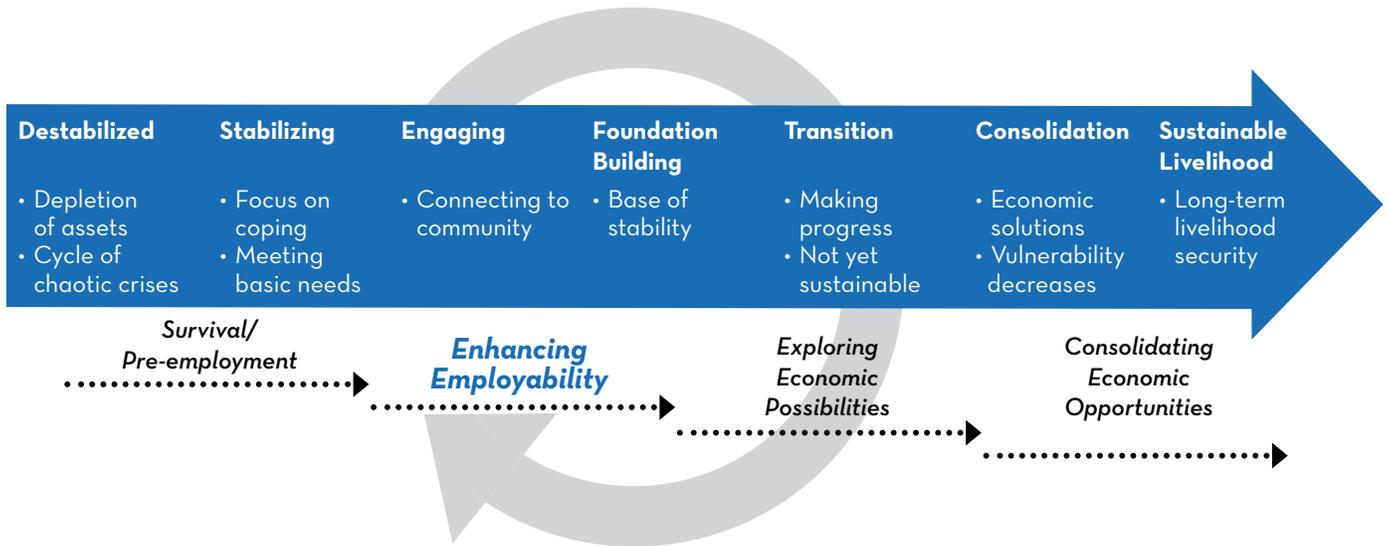
This lesson is a response to the need for technically adept professionals in today's digitally demanding workforce. There are more than 530 million members worldwide using LinkedIn to search for a job, build a professional network and develop a personal, professional online brand (LinkedIn).

YWCA BUILDING SUSTAINABLE FUTURES MODEL



Developing an active LinkedIn profile is a great way to pursue both computer and networking goals. Participants build a professional network by connecting with others (and the connections of others) dynamically within one website. LinkedIn can be used to bridge the six degrees of separation, find individuals who work in companies of interest, connect with leaders for informational interviews and feature accomplishments, as well as to be found and approached online by hiring managers.

STAGES OF LIVELIHOOD DEVELOPMENT



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Livelihood Stage—Enhancing Employability

The learning outcomes of this lesson are focused on enhancing participants' employability skills and job readiness. Participants also explore new ways to build a professional network and search for employment opportunities.

This lesson acknowledges the refreshing fact that job seekers are not isolated; social connections enhance well-being on a holistic scale. Through participants' strengthening of their online presence they are able to expand their social reach within the Support and Connections asset area. Opportunities often result from real world connections, and LinkedIn optimizes the connectivity through various features.

Primary Essential Skills Used—Computer Use

This lesson provides foundational learning to teach participants how to manage their professional identity, share insights, build a professional network, and connect with opportunities through the powerful social platform LinkedIn. The lesson will primarily exercise Computer Use but also includes many more essential skills for employment. Other lessons on Computer Use that may complement this lesson include the preparation and integration of a digital portfolio using Microsoft Word or PowerPoint.

Which of the Nine Essential Skills are Integrated into this Lesson Plan:



READING



WRITING



DOCUMENT
USE



NUMERACY



COMPUTER
USE



THINKING



ORAL
COMMUNICATION



WORKING
WITH OTHERS



CONTINUOUS
LEARNING

This lesson plan also integrates the following essential skills: Reading, Writing, Document Use, Numeracy, Thinking, Oral Communication, Working with Others and Continuous Learning.

YWCA Toronto Administrative Clerk Certificate Program, Education and Training Institute (ETI)

About the Association: Since 1873, YWCA Toronto has been dedicated to improving the lives of women and girls. We help women and girls flee violence, secure housing, find jobs, establish their voices, enhance skills and develop confidence. We offer a range of housing options, employment and training programs, community support programs, girls' programs and family programs; we also engage in systemic advocacy. For more detail on the Association, see the Compendium, Section 1.

Demographic Population: Predominantly mature women; also, newcomer and young women/girls. All are vulnerable women experiencing precarious livelihoods and challenges to employment. Other factors include: low self-esteem, social isolation, poverty, ageism, lack of training/credentials, domestic violence, unfamiliarity with the Canadian workplace and lack of employer connections.

Our Local Context: We are a front-line witness to the demand in our urban, diverse communities for women-only focused essential skills training programs: we are acutely aware of the growing number of women, youth and mature workers who are being left behind by a highly competitive labour market. YWCA Toronto's employment centres support thousands of job seekers every year to move toward sustainable futures.

Why We Joined the National Project Collaborative: YWCA Toronto has been the lead organization for the project and has extensive essential skills training experience to share with other organizations. For this research project we included only one of our programs, the Administrative Clerk Certificate program, as our pilot for the research.

For our previous experience in Essential Skills Programming: See the Compendium, Section 1.

Our Adaptations from the YWCA Building Sustainable Futures Model:

1. Personal Development & Career Management Services
2. Essential Skills & Employability Skills Training
3. Job Readiness & Placement Services
4. Professional Development Services
5. Leadership & Business Services

“Organizations that do not include social media in their business strategy run the risk of losing relevance in the market. More and more, companies are including social media as part of their strategic planning processes, including recruitment, training and development, and to influence organizational change. Recruitment may see improvements in reducing time-to-fill statistics and in finding more (and possibly more qualified) candidates by casting a much wider net.”

Society of Human Resource Management, 2016

PROGRAM OUTLINE

Learning Pathways: 1) Personal Development & Career Management Services; 2) Essential Skills & Employability Skills Training; 3) Job Readiness & Placement Services; 4) Professional Development Services; 5) Leadership & Business Services

Purpose: To prepare and certify women for a career in the administrative and business sectors. The program focuses on developing the skills needed for working in a business environment.

Description: The Administrative Clerk Certificate program responds to the need for high quality, current and affordable vocational programs for women. This certified training is offered through the YWCA Education and Training Institute, YWCA Toronto's private career college.

The YWCA Administrative Clerk Certificate program is an in-class, instructor-led program consisting of 11 weeks of core training for those interested in pursuing a career in the field of Office Administration. The program includes both core and optional pathways.

The curriculum includes: Career Assessment, Essential Business Skills, Essential MS Office Computer Skills, Keyboarding, Business Math, Customer Service and Employability Skills. In addition, participants are supported through an optional structured one-week job search workshop series and/or placements. They are provided with one-to-one job development support, mentoring and coaching for up to six months. Those who would like to pursue further advancement in their careers also have the opportunity to participate in our leadership training series.

LESSON OUTLINE

Lesson Description

This lesson will introduce participants to the concept of social media and specifically to employment-oriented online networking. Participants will discover that LinkedIn is a powerful social networking tool for job seekers to connect with employers, for employers to locate potential job candidates, and for individuals to enhance their professional online image/brand and engage in online communities. Participants will gain hands-on experience using LinkedIn as they create their own LinkedIn profile and develop their digital skills and competencies. "According to a CareerBuilder survey, 35% of employers are less likely to interview applicants they can't find online" (Zimmerman).

Learning Outcomes

Upon successful completion of this learning module the participant will reliably demonstrate the ability to:

- **Discuss** what LinkedIn is and why it is important today as one of the social media platforms for creating a professional online presence.
- **Use** LinkedIn to create, update and maintain her own LinkedIn professional profile.
- **Apply** strategies to make her LinkedIn profile more visible to recruiters or future business partners.
- **Modify** her LinkedIn professional profile to include visual features to enhance its look and information.
- **Critique** LinkedIn profile styles and images in order to continuously refine and develop her own LinkedIn professional profile.

Skill Building Activities

Additional information is provided within the detailed lesson plan.

1. Research LinkedIn Parts Activity
2. 6 Degrees of Separation and making Online Introductions
3. Researching Key Words for your LinkedIn profile

"In the not-so-distant past, recruiters and staffing managers pored over resumes, posted vacancies on job boards and hosted expensive job fairs to find candidates. Now, the use of social media sites is pervasive in the recruitment function, with 84 percent of surveyed organizations using social media for recruitment."

Society of Human Resource Management, 2016

Skill Application Activities

Additional information is provided within the detailed lesson plan.

1. Creating and editing a LinkedIn professional profile
2. Sending a message and connection request online
3. Critiquing LinkedIn profiles and generating ideas for improvements

Participant Prerequisites

Participants require a digital copy of their resume, preferably in Microsoft Word format.

Participants require a professional picture or headshot, preferably on a USB drive or accessible from their email account.

Participants require basic internet skills and an email address.

Required Materials

- Computer lab with computers for each participant, with internet connection
- Computer with projector and internet connection for facilitator
- Name labels
- Chart paper and markers
- Note paper and pens
- Participant handouts and activity sheets
- Optional: keywords grab bag

Facilitator Resources

- Lesson Plan
- Facilitator notes
- PowerPoint slide deck
- Participant handouts and activity sheets
 - Tips for Using LinkedIn Effectively handout
 - LinkedIn Profile Checklist handout
 - LinkedIn Long Tail Keyword Model handout
 - LinkedIn Goal Check List activity sheet
 - Keyword Matching activity sheet
 - LinkedIn Profile Photo activity sheet
 - Lesson Evaluation activity sheet

DETAILED LESSON PLAN

Learning Objectives

The participant will reliably demonstrate the ability to:

- **Discuss** what LinkedIn is and why it is important today as one of the social media platforms for creating a professional online presence.
- **Use** LinkedIn to create, update and maintain her own LinkedIn professional profile.
- **Apply** strategies to make her LinkedIn profile more visible to recruiters or future business partners.
- **Modify** her LinkedIn professional profile to include visual features to enhance the look and information.
- **Critique** LinkedIn profile styles and images in order to continuously refine and develop her own LinkedIn professional profile.

Total time: Approximately 5 hours

(Excluding lunch and breaks)

Agenda:

- Review lesson description and learning outcomes
- Pre-training discussion and knowledge assessment
- Ice Breaker—warm up
- Define and discuss social media and social networking
- Create a LinkedIn professional profile (professional image, account settings, keywords, networking)
- Critique LinkedIn profiles and set goals for continual improvement to your professional LinkedIn profile
- Post-training discussion and knowledge assessment
- Complete Lesson Evaluation

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Introduction</p> <p>10 minutes</p>	<p>PowerPoint (slides 1-4)</p> <p>Handout: Lesson evaluation</p>	<p>Lecture and Group Discussion</p> <ul style="list-style-type: none"> Review Agenda, Lesson Description and Learning Outcomes from slide deck Ask participants the following: “Who currently has a LinkedIn account? How often do you use or check your account? Which groups of people use LinkedIn and why? What features or tools do you think LinkedIn offers?” Assess their skill and knowledge levels. Have participants read outcomes aloud and have the group ask questions where they do not understand an outcome. Have participants add extra topics they would like to cover, time permitting. Ask participants to complete the “Before Training” portion of the Lesson Evaluation activity sheet and put the sheet aside until after the training. 	<ul style="list-style-type: none"> Reading Thinking Oral communication
<p>Ice Breaker (warm up)</p> <p>15 minutes</p>	<p>PowerPoint (slide 5)</p> <p>Name labels and markers</p>	<p>Group Activity and Discussion</p> <p><i>Ice Breaker: Silly Animal Networking</i></p> <ol style="list-style-type: none"> Ask participants to write down their favourite animal and three words that describe that animal. Ask participants to choose their favourite word from the three above and write this on a name label in front of their name. Example: Anne picks rabbit and writes “quiet, polite, fun.” She decides she likes polite best and writes “Polite Anne” on her name badge. Ask participants to stand and walk around the room greeting each other. Ask them to explain their word and how they feel about LinkedIn (stress that this can be positive or negative or both). After five minutes, ask participants to return to their seats and share some of the answers they heard. 	<ul style="list-style-type: none"> Thinking Oral communication
<p>Introduction to Social Media and Introduction to Social Networking</p> <p>20 minutes</p>	<p>PowerPoint (slides 6-9)</p>	<p>Group Discussion</p> <ul style="list-style-type: none"> Social Media Definition: technologies that enable users to create and share information, media (e.g. photos), career interests, etc., and to communicate with each other through virtual (online) social networks. Examples of the most commonly used social media platforms: Facebook, Twitter, Pinterest, LinkedIn, Google+, YouTube, WordPress, Instagram, Wikipedia, etc. 	<ul style="list-style-type: none"> Thinking Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
(continued)		<ul style="list-style-type: none"> • Visit “The Top Social Networking Sites People Are Using” by Elise Moreau, April 28, 2017. • Discuss the use/purpose of each type of social media. Discuss that Facebook began as a sharing of photos between friends and family across distances, but soon businesses saw how they might advertise and reach customers through Facebook as well. Businesses found many useful purposes for social platforms. • Most social media can be placed into categories for personal and professional networking. Facebook is considered personal, while LinkedIn is considered professional. • Ask students: “Which social platforms do you use? For what purposes? Do you see business professionals or companies within these social platforms? How could making online connections with these companies or business people benefit you in the future?” • Review myths about social media and address them. • Discuss how participants might determine the most appropriate platform for their online brand. 	
Introduction to LinkedIn 35 minutes	Handout: LinkedIn Profiles Checklist Computers with access to internet Computer with projector and internet access	Skill Building Activity and Discussion <ul style="list-style-type: none"> • Play “What is LinkedIn?” YouTube Video, (2 minutes). • Use the projector to display a LinkedIn profile. Ask, “What are the different parts or features of LinkedIn?” • Place participants in pairs. Ask participants to visit the LinkedIn tutorial pages (or other sites) and research a specific topic about LinkedIn (assigned by the facilitator). Topics: Photos, Summary, Skills, Recommendations, Notifications, Messages, Featured Skills & Endorsements, Accomplishments, Interests, Profile Strength, Jobs, My Network. Facilitator may provide LinkedIn Help link if needed. • Give participants ten minutes to read, research, share and review the answers. Use the projector to demonstrate the different components of the profile as well as the menu options. Discuss how each part should be completed and what it is used for. • Stress that the course will focus on profile, network, education and jobs. Add additional topics that relate to the learning outcomes that the participants asked about earlier, depending on the group’s skill and pace. 	<ul style="list-style-type: none"> • Writing • Thinking • Computer use • Document use • Working with others

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Creating a LinkedIn Account and Profile</p> <p>35 minutes</p>	<p>PowerPoint (slides 10-11)</p> <p>Computers with internet access</p> <p>Microsoft Word or text version of resume</p>	<p>Skill Application Activity</p> <ul style="list-style-type: none"> • Ask each participant to log in to their computer, access the internet and the LinkedIn website. Facilitator should monitor issues, such as unable to use computers, worries about privacy, etc. • Have each participant create an account using the following steps as directed by LinkedIn Help. • To join LinkedIn and create your profile: Go to the LinkedIn sign up page. Type your first name, last name, email address and create a password. • Remember your password as you will need it again. • Note: you must use your true name when creating a profile. Company names and pseudonyms are not allowed, as per the LinkedIn User Agreement. • Click “Join LinkedIn,” complete any additional steps as prompted. • Ask each participant to open the Word version of her resume and drag and drop the details of her work history onto the LinkedIn page. Depending on participants’ skill levels, demonstrate how to open files and copy and paste text. If a participant does not have a resume ask her to fill out as much as she can, but manage her expectations and let her know that this is something that she will need to complete over lunch or after the course is complete. • At this point participants should NOT add LinkedIn connections. Stress that participants will want to ensure their profiles look professional before networking and searching for jobs to ensure positive responses and impressions. • Play “How to Make a Great LinkedIn Profile—6 LinkedIn Profile Tips” YouTube Video, 6.5 minutes. • Provide some time for participants to update/edit their profiles. Sample profiles can be viewed here. 	<ul style="list-style-type: none"> • Computer use • Document use • Continuous learning
<p>Making Connections and Following Others</p> <p>20 minutes</p>	<p>PowerPoint (slide 12)</p> <p>Space for participants to mingle</p> <p>Computers with access to internet</p>	<p>Lecture, Skill Building Activity and Discussion</p> <ul style="list-style-type: none"> • Discuss the benefits of having a professional network; finding a job or making a new business contact often depends on networking. For example, someone might recommend a friend to his or her employer for a specific job position; someone might obtain an interview at a company because they met the boss at a business seminar or event. LinkedIn helps members find those common connections. Personal and professional connections are important! 	<ul style="list-style-type: none"> • Thinking • Computer use • Oral communication • Working with others

Topic	Resources	Instructional Strategies	Nine Essential Skills
(continued)		<ul style="list-style-type: none"> • Glassdoor is an online review website that gathers information on the workforce, companies' performance, and employees' ratings of their workplace. "Based on Glassdoor's numbers, your chances of getting and accepting an offer are a 'statistically significant' 2.6% to 6.6% higher if you were referred by a current employee than if you weren't" (Sugar). • It is possible to get hired with no connections whatsoever. However, Andrew Chamberlain of Glassdoor suggests: "Boosting the odds of getting a job offer by roughly 5% would mean on average that 1 in 20 workers gets a job offer who wouldn't have otherwise gotten one" (Sugar). • Six degrees of separation game—it's all who you know! Ask participants to stand up and try to connect with others in the class by sharing the types of jobs they have had, schools they have attended, programs they support and/or companies where they have worked. If there is not a direct connection, determine if there is a second-degree connection—e.g. they attended the same college/high school as another participant's brother/sister. • Ask participants, "Who should your connections be?" Answer: Connect with professionals, previous and current co-workers, family and friends, business acquaintances. • Ask participants, "Who should not be one of your connections?" Answer: This is not Facebook. Do not connect with strangers, someone you would not want to know in the real world, people you know but with whom you may not have a positive relationship, someone you would not want to work with again. • Discuss how LinkedIn can help you get introduced to people who work where you would like to work, based on your current interests or current work history. LinkedIn makes this easy by showing you these connections and creating the opportunity to ask for introductions. It is a good idea to make many connections to improve your opportunities. • Ask participants, "What companies should you follow?" Answer: This can be a broad range, based on an individual's interests or career goals. 	

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p data-bbox="136 218 298 323">Sending and Opening a Message</p> <p data-bbox="136 365 269 394">10 minutes</p>	<p data-bbox="337 218 509 281">PowerPoint (slide 13)</p> <p data-bbox="337 323 500 420">Computers with internet access</p>	<p data-bbox="542 218 850 247">Skill Application Activity</p> <ul data-bbox="542 256 1187 970" style="list-style-type: none"> <li data-bbox="542 256 1187 424">• Ask participants to form pairs and exchange names, then search for the other participant’s name on LinkedIn. Have participants connect with each other on LinkedIn. Best practice is to send an opening message. <li data-bbox="542 432 1187 907">• For the opening message, ask participants to select how they know the contact by selecting from the options displayed, and to add a customized short message in the message box. This message is to remind the person who you are and how/where they met you, and to let them know why you would like to connect. Example Message: <i>Hello, Margaret, it was nice to meet you at last evening’s networking event. I would like to extend an invitation to stay connected. I am interested in continuing our discussion about the current project you are working on. Sincerely, Jane.</i> <li data-bbox="542 915 1094 970">• Ask participants to open the message they received and accept the invitation. 	<ul data-bbox="1219 218 1422 315" style="list-style-type: none"> <li data-bbox="1219 218 1338 247">• Writing <li data-bbox="1219 256 1354 285">• Thinking <li data-bbox="1219 294 1422 323">• Computer use
<p data-bbox="136 999 298 1062">Netiquette and the Law</p> <p data-bbox="136 1104 269 1134">10 minutes</p>	<p data-bbox="337 999 509 1062">PowerPoint (slide 14)</p> <p data-bbox="337 1104 500 1272">LinkedIn online harassment and safety webpage</p>	<p data-bbox="542 999 1175 1029">Demonstration, Individual Activity, and Discussion</p> <ul data-bbox="542 1037 1187 1789" style="list-style-type: none"> <li data-bbox="542 1037 1187 1163">• Netiquette is defined as a set of rules for acceptable online behaviour. It is the acceptable use of online resources in an online social environment. <li data-bbox="542 1171 1187 1268">• Demonstrate where the security settings are for LinkedIn and encourage participants to set up their security settings on their accounts. <li data-bbox="542 1276 1187 1339">• Visit the LinkedIn Online Harassment and Safety page. <li data-bbox="542 1348 1187 1549">• Discuss the importance of taking screen captures of negative behaviour or inappropriate communication. LinkedIn is not often a type of social media where harassment occurs given its professional function, but you should still address negative online behaviour should it occur. <li data-bbox="542 1558 1187 1621">• Ask participants to review and adjust their Profile Account/Privacy Settings. <li data-bbox="542 1629 1187 1789">• Note to facilitator: this topic may bring up sensitive and personal details. Encourage participants to set up their security settings. LinkedIn Safety Centre provides a link to report inappropriate messages, harassment, or bullying. 	<ul data-bbox="1219 999 1438 1138" style="list-style-type: none"> <li data-bbox="1219 999 1354 1029">• Reading <li data-bbox="1219 1037 1354 1066">• Thinking <li data-bbox="1219 1075 1438 1138">• Oral communication

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Having the “Right Look” and Uploading a Picture</p> <p>15 minutes</p>	<p>PowerPoint (slide 15)</p> <p>Handout: Profile pictures activity sheet</p>	<p>Discussion, Role-Play Activity</p> <ul style="list-style-type: none"> • Ask the participants, “What biases might occur when a person views your LinkedIn profile picture and headline?” Recall that employers are required by law not to discriminate based on age, race, religion etc. Consider how professional they appear in their photo. Consider that profile photos can be hidden until an employer connects. • Distribute activity sheet of profile pictures or project images on the screen. • Ask participants to role-play a potential employer and rank from one to ten how likely the employer is to review a job seeker’s resume details for each potential candidate when looking: a) for a data entry clerk, b) to hire someone for a professional office role, and c) to hire a gardener. • Review the responses as a class. There is no right order, but an image may be considered appropriate or inappropriate, or may give impressions that a candidate is best matched to a particular job role. • Ask participants to upload a photo of themselves. Demonstrate how to upload an image to LinkedIn. If participants do not have a good quality photo (headshot) they could take one during class or find one they have already uploaded to a social media site (for the time being). Note: there may be some troubleshooting needed based on image size and type of image selected. Remind participants of the guidelines for posting LinkedIn professional images. Refer to LinkedIn Help, profile photo guidelines and conditions. 	<ul style="list-style-type: none"> • Thinking • Computer use • Document use • Oral communication
<p>A Step Beyond—LinkedIn Features that can Help YOU Get Hired</p> <p>25 minutes</p>	<p>PowerPoint slide deck (slide 16)</p> <p>Instructor-led discussion and demos</p>	<p>Discussion, Application Activity</p> <ul style="list-style-type: none"> • Demonstrate to participants the use of the Jobs icon—to search for jobs (enables recruiters to view your profile and permits you to post your job needs). Participants may wish to look privately for employment. LinkedIn Help discusses how to do this. • Ask participants to tailor their profile to the job they wish to have so that their profile appears in search results for that type of role. • Discuss how introductions help to meet the right people. • Paid accounts vs. free accounts—paid accounts show you: good keywords, places for which you might be a top candidate; allows you to send emails to people you do not know and access more complex analytic tools. Unless you own a business, you are unlikely to need the paid version. 	<ul style="list-style-type: none"> • Reading • Numeracy • Thinking • Computer use

Topic	Resources	Instructional Strategies	Nine Essential Skills
(continued)		<ul style="list-style-type: none"> • Discuss how participants can discover who has viewed their accounts. Demonstrate graphs showing number of views of page and viewers. Explain that when you view someone's page they get a message that you have viewed their profile. It is good not to view in private mode because viewing someone's page greatly increases the chances of them returning the view and can spark their interest or cause an unexpected success. Example: They send you a message about a job for which they are currently hiring. Participants navigate LinkedIn following the facilitator's directions and demonstration. 	
Profile Key Words 25 minutes	PowerPoint (slide 17) Chris Anderson's and Clay Shirky's Long Tail handout Computer with access to the internet Chart paper and markers Keywords activity sheet Grab bag	Skill Building Activity <ul style="list-style-type: none"> • Ask the participants to visit Indeed Job Trends and compare administrative assistant with office assistant and Microsoft Word with Microsoft Office. These graphs represent the frequency or demand for these words in current job descriptions on Indeed.com. They provide an accurate predictor of the recent words that hold most weight and are sought after by employers. Discuss the results that appear from the participants' search. • Activity 1: Cut the keywords and job titles activity sheet into pieces; some are job titles, some are keywords that describe skills. Divide the class into smaller groups of three or four and pass out one cut sheet to each group. Ask each group to organize where they think the key words for skills best apply to job titles. Take up answers as a class. • Activity 2: Ask each participant to identify three jobs she might be interested in, then form groups of two to four participants. Ask them to come up with four keywords that might be useful to have on a LinkedIn profile and write these up on chart paper or in a Word document that the facilitator should project for all to see and make note of. 	<ul style="list-style-type: none"> • Thinking • Writing • Numeracy • Computer use • Working with others

Topic	Resources	Instructional Strategies	Nine Essential Skills
(continued)		<ul style="list-style-type: none"> • Review how search engines locate information and how LinkedIn suggests certain jobs for users. Search engines have “bots,” which electronically read websites and profiles, and rank the site based on keywords that have been created by their frequency of use by other users and, in the case of LinkedIn, job descriptions that are uploaded by companies. Bots can tell when keywords are being overused or used unnaturally. They are able to identify normal writing patterns. Additionally, the employer will see your profile, so strike a balance between strong keywords and overloading your profile. • Ask participants to try using keywords to find specific jobs. • Sometimes it is important to have the big keywords, but more often it is best to have the long tail or the more specific keywords for an industry or desired job in order to get discovered or hired. Think of this as general vs. specific skills. Job postings are asking for specific skills. 	
<p>Profile Review and Improvement</p> <p>25 minutes</p>	<p>Computers with access to the internet</p> <p>Prior information from the workshop</p>	<p>Discussion, Application Activity</p> <ul style="list-style-type: none"> • Ask participants to return to their profiles and review them, keeping in mind the key job, industry or environment in which they would like to work. Ask them to make notes about how they could improve descriptions; add keywords, change photos, add job preferences. • Ask participants to consider how they could improve their job profile for recruiters; consider adding skills, banners or connections from a particular industry or company. • Provide participants 20 minutes to begin adding some of these changes. 	<ul style="list-style-type: none"> • Thinking • Computer use • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Critiquing a Profile</p> <p>20 minutes (or 45 minutes with optional activity)</p>	<p>PowerPoint (slide 18)</p> <p>Paper and pen</p> <p>Computer with access to the internet</p> <p>Flipchart paper and markers</p>	<p>Skill Application Activity</p> <ul style="list-style-type: none"> • Ask participants to select a partner who has previously not seen their profile. • Ask participants to invite each other to connect and review their partner’s profile for 60 seconds. • Ask participants to provide constructive and positive feedback to their partners. “Were there spelling errors? Did the picture catch your eye? What job did you think they would be good at? Would you invite them to an interview? Keep in mind we are all first-time users in the room, so the number of connections we have, wording, and images are likely only a mock-up of what we will eventually have. However, this is good practice to learn to critique others’ profiles and have others critique yours so you can improve your professional image online.” • Optional activity (25 minutes): Ask participants to get into two groups. One group will make a presentation on how to create good LinkedIn profiles and one group will make a presentation on bad profiles and what to avoid. 	<ul style="list-style-type: none"> • Reading • Thinking • Computer use • Oral communication • Working with others
<p>Setting LinkedIn Goals</p> <p>10 minutes</p>	<p>PowerPoint slide deck (slide 18)</p> <p>Goal check list activity sheet and pens</p>	<p>Individual Activity</p> <ul style="list-style-type: none"> • Distribute the Goal Check List activity sheet. This sheet serves as a review and a follow up activity that could be used in future workshops to help participants create a mindful awareness of their new skills. • Ask participants to create three goals and action items for how they might achieve these goals. 	<ul style="list-style-type: none"> • Writing • Continuous learning

Topic	Resources	Instructional Strategies	Nine Essential Skills
<p>Lesson Closure and Evaluation</p> <p>20 minutes</p>	<p>PowerPoint Slide deck (slide 19-20)</p> <p>Flipchart paper and markers</p> <p>Lesson Evaluation activity sheet</p> <p>LinkedIn Tips handout</p>	<p>Discussion, Reflection and Lesson Evaluation</p> <ul style="list-style-type: none"> • Ask participants to recall the day’s activities and verbally call out the lesson components as the facilitator records them on flipchart paper. • Provide a question-and-answer period. If there is time, and the class feels comfortable, each participant should discuss their “rose and thorn” of LinkedIn. (What was everyone’s key learning point or favourite aspect of LinkedIn—or their rose? What was everyone’s biggest struggle or dislike—their thorn?) • Ask participants to share a few of their LinkedIn goals. Review the goals and discuss how these can be met. • Distribute the LinkedIn Tips handout for participants. Ask participants to gather all handouts provided during the training to take home with them. • Ask participants to complete the remaining parts on the lesson evaluation sheet distributed at the beginning of the training. The evaluation forms are anonymous and no names need be included. Explain that the lesson evaluations are directly used to make improvements to the lesson for future offerings. • Thank participants, collect evaluations and end lesson. 	<ul style="list-style-type: none"> • Reading • Thinking • Oral communication • Continuous learning

FACILITATOR NOTES

Lesson Notes

During the lesson, some participants may use the computer and internet for non-lesson related topics. To help participants focus on the lesson, the facilitator should establish ground rules pertaining to when computers will and will not be used. An option may be to ask participants to turn off their monitors during key explanations and activities to avoid distraction.

Note that some participants may be reluctant to post their professional information in a public online forum. Some participants may become upset when discussing online bullying, fraud or perceptions, due to past personal experiences or concerns about these issues. For example, a participant may be concerned that her ex-partner may find her if she posts information about herself online. To manage these types of concerns, the facilitator may ask a participant to create a “fake” LinkedIn account by not using her real name or information. Ultimately, it is in the participant’s best interest to create a LinkedIn profile to help with future job searches, but in rare cases this may not be the participant’s goal and/or may not be in her best interest depending on her current life situation(s).

To demonstrate the parts of LinkedIn, the facilitator should have a computer with projector to project her computer screen on the overhead screen, but this is not mandatory. The facilitator can provide instructions and walk around the room to ensure participants are following the instructions.

A best practice when teaching this lesson is to pair participants into learning buddies so they can help each other when they get confused; pair one student with strong computer skills with another participant who has weak computer skills. The facilitator should also walk around the room and instruct participants, answer questions and fix technical issues should they arise. These two approaches together help avoid long delays when some participants struggle to keep up with the flow of the lesson.

Debriefing and Assessment of Learning

Review the Learning Objectives and ask participants to summarize what they have learned. Allow time for participants to set LinkedIn goals for themselves, so they can continue to practice and build on what they have learned. Lesson evaluation sheets should be completed by participants and collected. This is a good place to ask participants to suggest other learning modules they would like to take.

Delivery Time

This one-day lesson takes approximately five hours to deliver. If the day will have a lunch break and coffee breaks, these times should be added to the overall time to deliver and inserted into the lesson plan accordingly. Alternatively, the lesson may be broken up into short segments of one or two hours and delivered over a few days. In the lesson plan, there is an optional activity under “Critiquing a Profile,” which, if used, will add an additional 25 minutes to delivery time.

Offline

This lesson can be adapted if there is no access to a computer lab by using a projector to show the facilitator’s screen and demo LinkedIn. However, the objectives will need to be adjusted as the participants will not be able to create their own profile.

Leadership Focus

This lesson can also be adapted to serve those in leadership roles, to demonstrate how company brands can be enhanced, how professional connections can be made and how key talent can be found using LinkedIn. This can be especially useful for small businesses or businesses that frequently partner with other organizations.

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“This program has given me a positive outlook and [I am] using my potential for a successful future. I am more confident that regardless of my past shortcomings I now have the skills to make a great contribution to the workforce.”

YWCA TORONTO participant

The Conference Board of Canada’s Employability Skills 2000+ Survey (CBC) lists the employability skill of “Manage Information,” specifically, “locate, gather, and organize information using appropriate technology and information systems” as a fundamental skill that employees need in order to progress in the world of work.

The Ministry of Training, Colleges and Universities (MTCU) determines program standards, which include essential employability skills. One of the skills categories is “Information Management” and includes “Computer Literacy” and “Internet Skills.”

SECTION 3:

Highlights of Learning from the YWCA Building Sustainable Futures Project

Overview

This five-year national project has been a great learning experience for YWCA Toronto. We did not expect that so many individuals, organizations, employers and other community partners would be interested in investing with us to research the potential of the YWCA Building Sustainable Futures (BSF) model to build a more skilled and inclusive workforce.

The challenges our Collaborative faced along the way in designing and delivering their adapted program models, curricula and lesson plans were a major part of the learning process, and in many respects as important to document as the project's positive outcomes. These challenges appear to reflect two key themes: the extent and complexity of the need for essential skills training for underserved populations in today's socio-economy; and the uncertain funding context that can threaten the capacity of even the larger non-profit organizations to sustain and innovate, and to keep pace with new labour market and demographic trends across Canada.

Below, we explore some highlights from our learning. For more detail on what we have learned from the project, and suggestions for moving forward to build the field of essential skills training in order to promote socio-economic opportunities for all, see the Compendium, Sections 5 and 6.



3.1 LEARNING FROM A COMMUNITY ECONOMIC DEVELOPMENT APPROACH

In keeping with our Community Economic Development approach, we designed the research project as a respectful, participatory knowledge exchange process involving a broad range of stakeholders in our learning community—from individual program participants and alumnae at the nine pan-Canadian sites to collaborator staff, all the way to our many employer and community partners and to the Government of Canada. This process was complex. We had to work across different time zones, and with some collaborator Associations experiencing a lack of resources such as insufficient funding and/or staff turnover. New staff faced a steep learning curve in having to catch up with the approach and requirements of the project.

For our part, although we had over ten years of learning about incubating our asset-based model through the YWCA Skills Development Centre (SDC), we had to adapt our strategies from a local context to a national level and incorporate the input of other practitioners in very different demographic locations across Canada.

Collaborators nonetheless shared with us how the knowledge exchange from a national community of learning has further built their capacity:

1. to keep their participants at the forefront and involve them in all areas of programming, in order for everyone to have a voice in social change;
2. to collect a broader range of evidence-based quantitative and qualitative data that show the impact of their programs; and
3. to advocate across organizations and communities for partnerships that will invest in building more sustainable programs, in order to promote a skilled and inclusive workforce.

3.2 LEARNING ABOUT AN ASSET-BASED APPROACH

Many of the participants who took part in the project live in highly precarious socio-economic circumstances and may struggle simply to engage in and sustain their participation in foundational skills-building programs, let alone participate in mainstream employment. With a limited timeframe and resources, we had to be realistic about the outcomes of the programs incubated and documented for the project. In so short a delivery period, they could not be expected to produce major, transformative outcomes in people's lives. They did, however, confirm the experience of YWCA Toronto that involvement in asset-based programs can support participants in building the hope, confidence and resilience needed to make positive steps toward a future, and to engaging in longer-term learning.

All collaborators noted striking progress in the confidence and motivation of participants as they were supported to take an asset-based approach to their lives. People from all demographic groups reported positively on the value of starting with their strengths rather than their perceived deficits, and of learning how to examine and reflect on these strengths and feel encouraged to explore new possibilities. Core to the YWCA BSF model is the foundational skills training piece. It appears to build hope, self-confidence, self-direction and resilience at individual, program/organizational and community levels. Integrating such foundational training with individualized pathways to success has been a highly effective practice.

3.3 LEARNING ABOUT DEMOGRAPHIC POPULATIONS

Collaborators have shown, through regionally adapted programs and promising practices tailored to the needs and goals of their respective populations, that the asset-based model can be adapted flexibly to a broad diversity of needs, skills levels and employment/life goals, as well as to a wide range of local contexts.

While a strong case emerged from the project research for gender-focused and culturally appropriate programming, we also learned that specific demographic populations are not necessarily homogeneous in their needs and interests, and, in turn, that many underserved individuals experience challenges to participation in the labour market that cut across demographic groups. It appears, across the board, that programs have to be tailored to their participants, and even to each cohort moving through the program, rather than categorizing them as a “target group.” It will be important to experiment further, to see how the YWCA BSF asset-based approach, mapping tools and processes can be adapted flexibly for use with specific audiences.

3.4 PROMOTING NEW WAYS TO BUILD CAPACITY

Asset-based thinking and related strategies appear to provide cost-effective solutions for large and small organizations. While smaller organizations may not have the resources to fund their own holistic hub structure, they can still promote wrap-around approaches that can be adopted by individual staff, and enable programs to leverage a broader range of additional supports and services. They can strengthen their community and referral networks by engagement in intentional partnership building, thereby raising their leadership profile within their community. As shown through the national research, more specialized sectoral employment approaches

also appear effective in supporting programs seeking to build strategic working relationships with employers and other key stakeholders (e.g. industry councils), providing them with current information about the local labour market and connecting participants to work that fits their needs, talents and goals. Such substantive, reciprocal networks of learning and support among non-profit, private and public sectors will be crucial in order to include all demographic groups in a knowledge-based socio-economy.

MOVING FORWARD—GROWING A COMMUNITY OF KNOWLEDGE EXCHANGE

The many adapted essential skills program models, curricula, lesson plans and promising practices emerging from this pilot project have shown promise toward building a community of shared knowledge exchange, enhancing the capacity of our sector. During the five-year course of the project, many collaborators experienced staff turnover that has resulted in gaps in program/organizational memory and expertise, requiring new staff to catch up while already pressed for time in their daily program activities with participants. Approaches such as the Learning Community may make it possible to create a “bank” of collective resources that practitioners and others interested can draw upon to devise their own adapted strategies for responding to complex socio-economic issues, building program capacity, and growing and sustaining proactive collaborative partnerships.

We hope that continued knowledge exchange can help to build a collective, evidence-based case for further investment in essential skills training, in order to promote greater opportunities for all. With this aim in view, YWCA Toronto welcomes anyone interested in joining in the Learning Community, and/or to contribute their experience and promising practices—including curricula, lesson plans and other resources—to contact us through the form provided.

JOIN THE YWCA BUILDING SUSTAINABLE FUTURES COMMUNITY

Please join this vibrant learning community that is contributing to building a skilled and inclusive workforce across Canada. Sign-up to receive free updates, invitations to events, and notices of opportunities for involvement in the project. Share your innovative ideas and suggestions, and collaborate with us!

Please complete the form below and email it to buildingfutures@ywcatoronto.org or subscribe online at www.ywcatoronto.org/buildingfutures.

Email Address	
First Name	
Last Name	
Name of Organization	
Position / Role	
Phone Number	
City	
Province / Territory	
<p>Ways to Get Involved</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participating in one or more of our components <input type="checkbox"/> Purchasing a product or service <input type="checkbox"/> Hire, mentor, train, sponsor, partner and/or collaborate <input type="checkbox"/> Provide a placement or train your new team <input type="checkbox"/> Subscribe to our mailing list for exclusive news and views 	

This project is funded by the Government of Canada's Adult Learning, Literacy and Essential Skills Program



A TURNING POINT
FOR WOMEN



APPENDIX 1

YWCA TORONTO EMPLOYMENT AND TRAINING PROGRAMS

YWCA Toronto currently offers employment and training programs and services at three main centres in the Greater Toronto Area (GTA) and in the community. For details on these programs and services, please see below or visit www.ywcatoronto.org/employment:

Located at 222 Dixon Road, Etobicoke, ON

- **English Language Instruction for Newcomers to Canada (LINC):** Provides no-cost English classes to newcomer women to improve their language skills, enable them to function in all areas of Canadian life and to engage and contribute to Canadian society.
- **JUMP (Join, Unify, Motivate and Participate) Etobicoke:** An immigrant settlement program focused on providing newcomer women and girls 13+ with labour market access, through a variety of essential settlement and employment training services. Participants are required to be Permanent Residents, Convention Refugees or working under the Live-In Caregiver Program.
- **iOS & Android Mobile Application Developer:** Provides a women-only, free of charge, accelerated IT training program. Participants become an iOS and Android Mobile Application Developer and they receive training in Salesforce Administration and Development and complete the Scrum Master certification.
- **Pre-Apprenticeship Program:** Provides women with free of charge pre-apprenticeship training with trade industry partners, safety certifications and job placement/employment assistance to help them enter into the skilled trades. We currently offer the Painter-Decorator Pre-Apprenticeship Program.

Located at 2425 Eglinton Avenue East, Scarborough, ON

- **YWCA Employment Centre:** Provides free employment services for persons who require assistance in job searching and for employers. Operates as a one-stop service where job seekers and employers can access resources, including financial incentives or supports, and receive assistance from qualified employment specialists. As part of the program, special incentives and interventions are offered to youth who are 29 years and under to get a job or return to school to advance their education and career prospects.

Located at 3090 Kingston Road, Scarborough, ON

- **YWCA Employment Centre:** Provides free employment services for women who require assistance in job searching and for employers. Operates as a one-stop service where job seekers and employers can access resources, including financial incentives or supports, and receive assistance from qualified employment specialists. As part of the program, special incentives and interventions are offered to youth who are 29 years and under to get a job or return to school to advance their education and career prospects.
- **JUMP (Join, Unify, Motivate and Participate) Scarborough:** An immigrant settlement program focused on providing newcomer women and girls 13+ with labour market access, through a variety of essential settlement and employment training services. Participants are required to be Permanent Residents, Convention Refugees or working under the Live-In Caregiver Program.
- **Education and Training Institute:** A vocational college registered with the Ministry of Training, Colleges and Universities offering two certified programs: Professional Office Administration Certificate and Professional Office Administration Diploma. Provides fully sponsored spots or bursaries for those who qualify.

- **Employment Focus:** A free ten-week pre-employment program that offers vocational assessment and career planning for women. It integrates foundational building essentials skills training.
- **Moving On To Success:** A free employment training program for low income women, some of whom may experience domestic violence or who are at risk of abuse. This program integrates core and optional YWCA Building Sustainable Futures model components.
- **Skills Development Centre (SDC):** SDC provides vocational and non-vocational strength-based programs, and offers a wide range of products and services both locally and nationally to individuals and organizations. Products and services can be purchased and/or are free (fully sponsored or subsidized). SDC integrates the YWCA Building Sustainable Futures (BSF) model into their programming through its five components. Please see attached for the full list of products and services currently offered by the Skills Development Centre.

In addition to our full slate of employment and training programs, 3090 Kingston Road is also the site of the following programs:

- **Family Support Centre:** Offers parenting and child development support for young mothers, mothers and their children who have been exposed to domestic violence and mothers with infants.
- **Girls' Centre:** Provides a drop-in Centre where girls and young women 9 to 18 years of age try new activities, develop skills and discuss topics in a safe place.

YWCA TORONTO SKILLS DEVELOPMENT CENTRE INTEGRATES THE YWCA BUILDING SUSTAINABLE FUTURES MODEL

Products and Services currently offered:

PERSONAL DEVELOPMENT & CAREER MANAGEMENT SERVICES

- Career Planning and Employability Skills
- Career Assessment and Planning (individualized service)
- YWCA Building Sustainable Futures model that can be customized for different groups
- Customized Career Management Services (individualized or group services)
www.ywcautoronto.org/sdc

ESSENTIAL SKILLS & EMPLOYABILITY SKILLS TRAINING

- **Academic Upgrading**
 - Literacy and Essential Skills—includes General Educational Development
 - (GED—Grade 12 equivalency) preparation
www.ywcautoronto.org/les
- **Pre-Employment Services**
 - Employment Focus—*Employment Essentials Program* www.ywcautoronto.org/empfocus
- **Computer Training**
 - Computer Training Series: MS Office Intermediate and Advanced Workshops
 - Computer Training for Employment
 - Customized Computer Training Series (including online courses)
www.ywcautoronto.org/computertraining
- **Occupational Skills Training**
 - Administrative Clerk Certificate*
www.ywcautoronto.org/eti
- **Professional Business Communications/ Administration**
 - Professional Office Administration Series
www.ywcautoronto.org/poa
 - Customized Professional Business Communications Course
 - Customer Service Training
www.ywcautoronto.org/customerservice

JOB READINESS & PLACEMENT SERVICES

- Job Search and Networking Workshops and Events
- Recruitment and Placement Services
- Job coaching, Mentoring and 'On-the-Job Training' Services
www.ywcautoronto.org/sdc

PROFESSIONAL DEVELOPMENT SERVICES

- Life Skills Coach Certificate—train-the-trainer
www.ywcautoronto.org/lifeskills
- Personality Dimensions™ Level 1 Training—train-the-trainer
www.ywcautoronto.org/pd
- Leadership through Facilitation Series
www.ywcautoronto.org/leadership101
- Discovering Life Skills Manuals—English (Volumes 1 to 9)
- Discovering Life Skills Manuals—French (Volumes 1, 5, 6, 7, 8)
www.ywcautoronto.org/publications
- Other Resources: (Action Manual for Group Activities)

LEADERSHIP & BUSINESS SERVICES

- Customized Training and Solutions for Teams and Organizations
- Program Development and Consultation
www.ywcautoronto.org/sdc

**Our Administrative Clerk Certificate is offered through the Education and Training Institute and approved under the Private Career Colleges Act, 2005 by the Ministry of Training, Colleges and Universities, Ontario.*

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