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# Connecting Canada's New Skills Framework with Employment Services

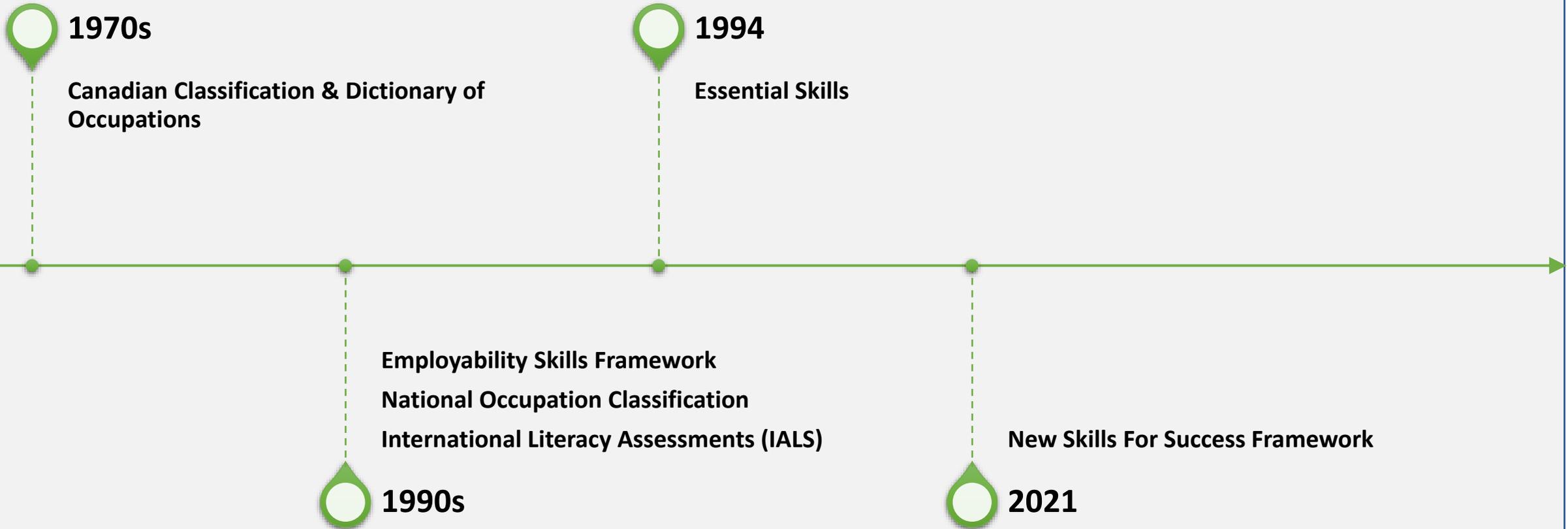


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# Canada's New Skills Framework

## A Short History Lesson





# What Are Essential Skills?

Skills needed in  
Work, Learning  
and Life



# Original Essential Skills Framework



## Reading

Understanding materials written in sentences or paragraph (e.g. letters, manuals).



## Writing

Communicating by arranging words, numbers and symbols on paper or a computer screen.



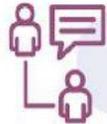
## Thinking

Finding and evaluating information to make rational decisions or to organize work.



## Digital Skills/ Computer Use

Computer use – Using computers and other forms of technology.



## Working with Others

Interacting with others to complete tasks.



## Oral Communication

Using speech to exchange thoughts and information.



## Numeracy

Using numbers and thinking in quantitative terms to complete tasks.



## Continuous Learning

Participating in an ongoing process of improving skills and knowledge.



## Document Use

Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.

\*From the Office of Literacy and Essential Skills, Employment and Social Development Canada

# Essential Skills to Skills for Success

Why the update from  
Essential Skills to Skills for  
Success?



# Today, we need people who can:

- Master new, advanced technologies
- Work in highly collaborative team environments
- Use critical thinking and problem-solving skills
- Adapt to ever changing environments
- Embrace an attitude of continuous learning

- Canada West Foundation 2018



# Why is this Important for Employment Services and Practitioners?



There is a positive correlation between skill enhancement and client outcomes.



# What's Changed? From 'Essential Skills' to 'Skills for Success'

## Essential Skills Framework

- Reading
- Writing
- Numeracy
- Computer Use
- Thinking
- Oral Communication
- Working with Others
- Continuous Learning
- Document Use

## Skills for Success Model

- Reading
- Writing
- Numeracy
- Digital Skills
- Problem-Solving
- Communication
- Collaboration
- NEW** Adaptability
- NEW** Creativity



\*From the Office of Literacy and Essential Skills, Employment and Social Development Canada

## The 'New' Skills for Success

- Reading
- Writing
- Numeracy
- Digital
- Adaptability
- Communication
- Collaboration
- Creativity & Innovation



## Other Changes...

**Proficiency:**  
The level at which a person demonstrates a particular skill.

# Proficiency Levels

Communication has 3 levels

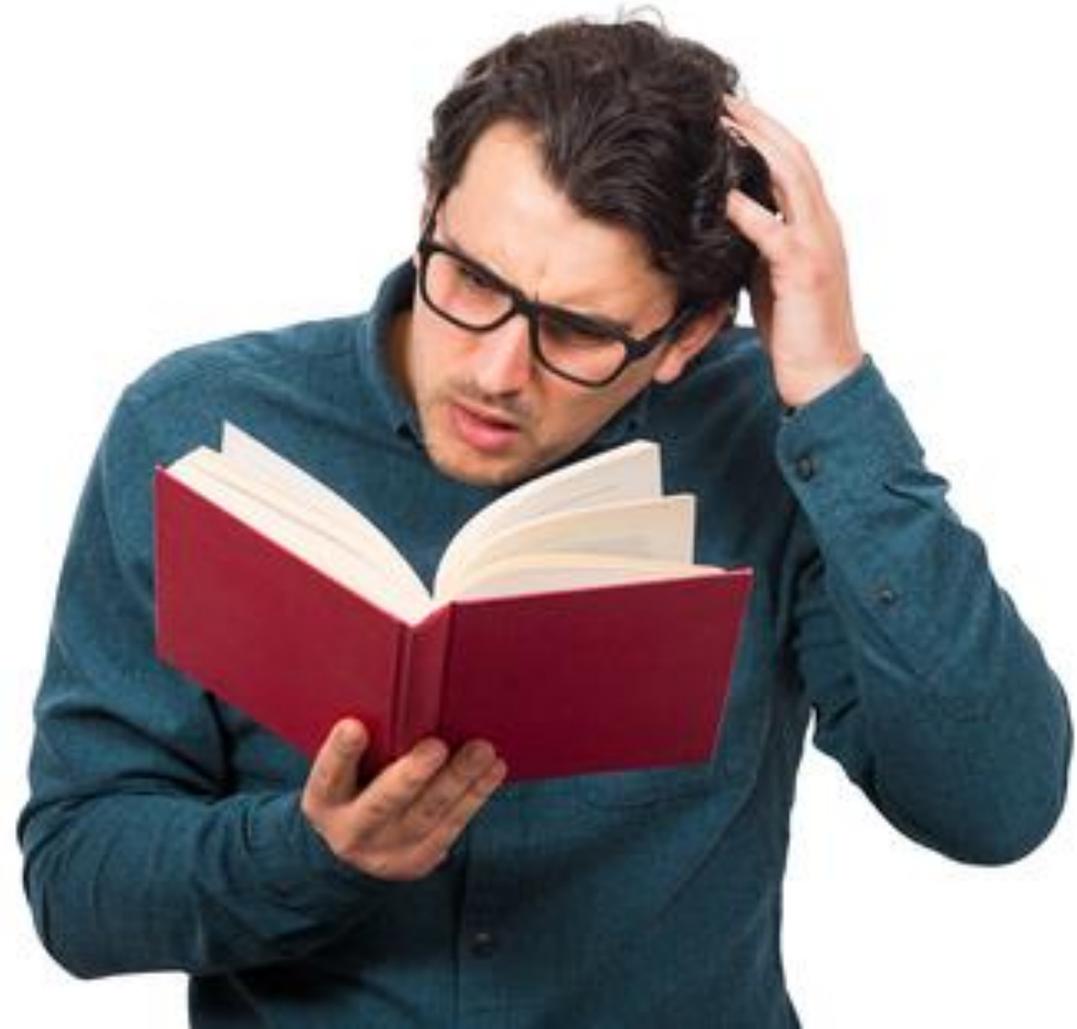
- Entry
- Intermediate
- Advanced

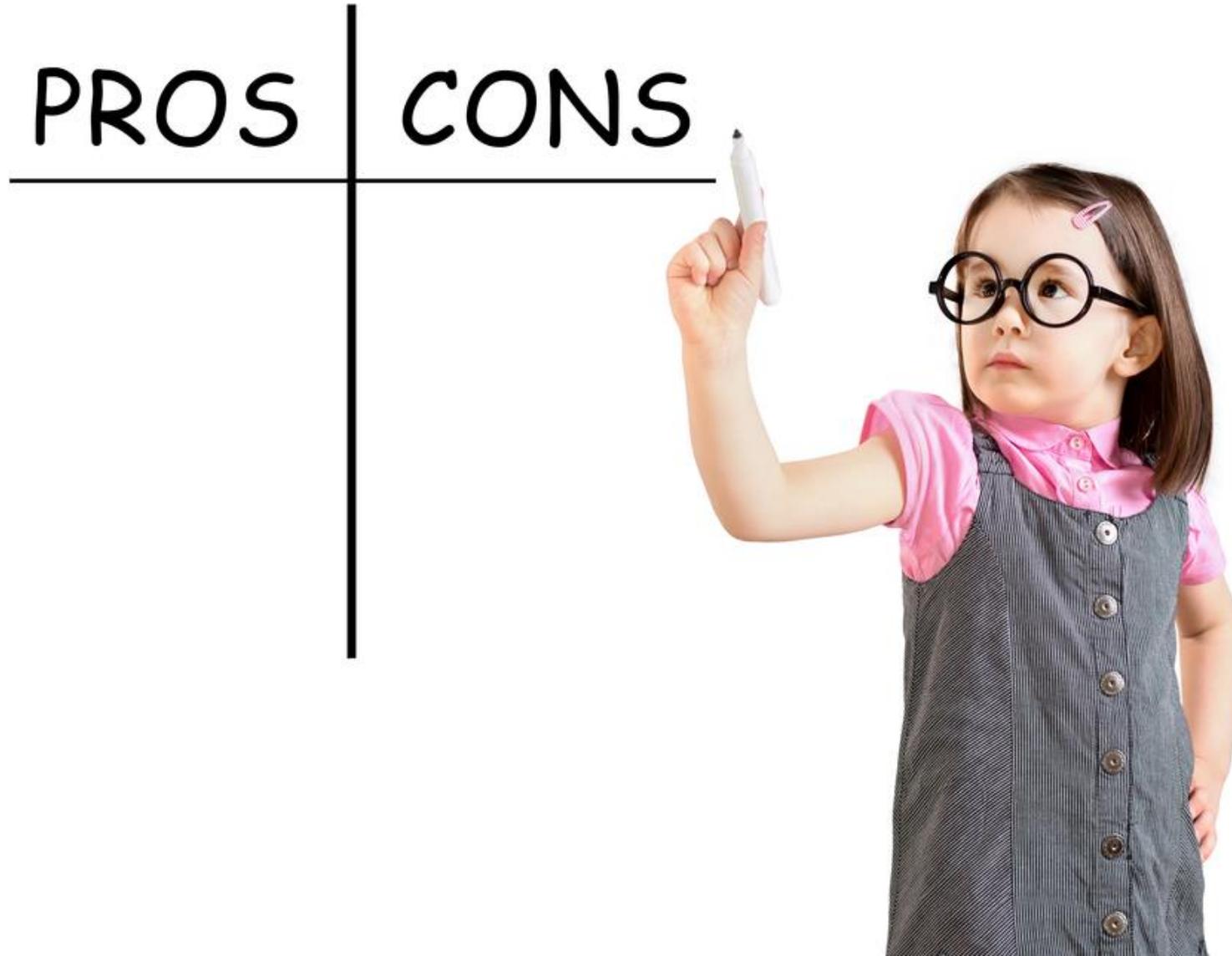


# Proficiency Levels

Reading has 5 Levels

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5





## Next Steps in the Framework Development

Where are we now?



Where is the framework going?



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# Canada's New Skills Framework

Resources Available for Employment  
Services Practitioners





# Resources for Self-Directed Learning

What's out there now...  
(old & new)





# Formal Training Programs

What's out there now (old & new)





job seekers



## What Can you Do?

Even though the work is not complete, you can still take action...

# Canada's New Skills Framework

## Practical Application & Demonstration



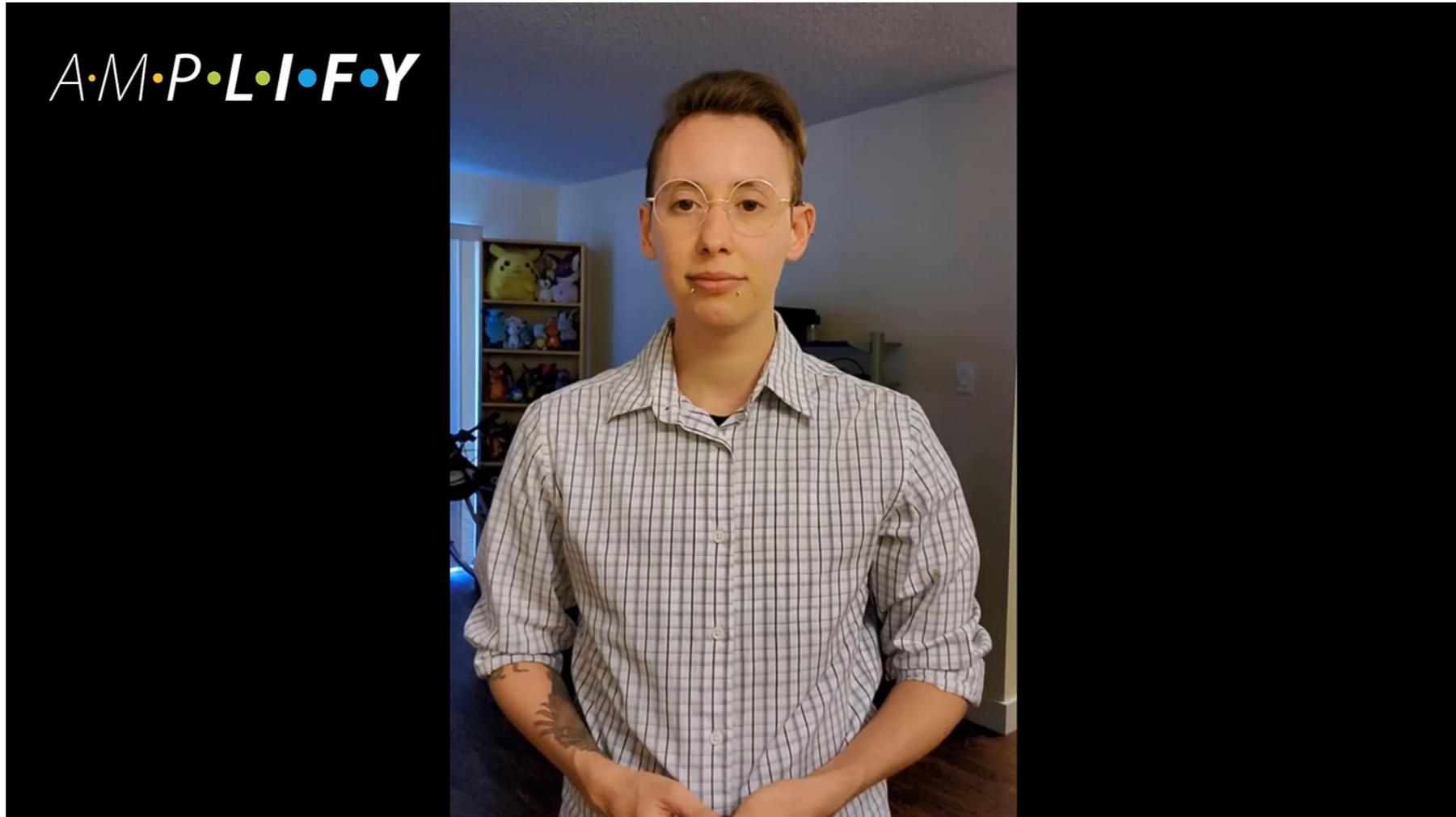


## The AMPLIFY Research Demonstration Project

- 6 weeks, online training - working with almost 50 WorkBC Centres;
- Utilizes the new Skills for Success framework;
- Human-centered design approach;
- Both hard and soft skills assessments;
- Individual Learning Plans based on assessments;
- One-on-one coaching.



# What Are Clients Saying?



## Context for Skills Assessments

**Skill Alignment:** Skills of interest connected to the *Skills for Success* framework;

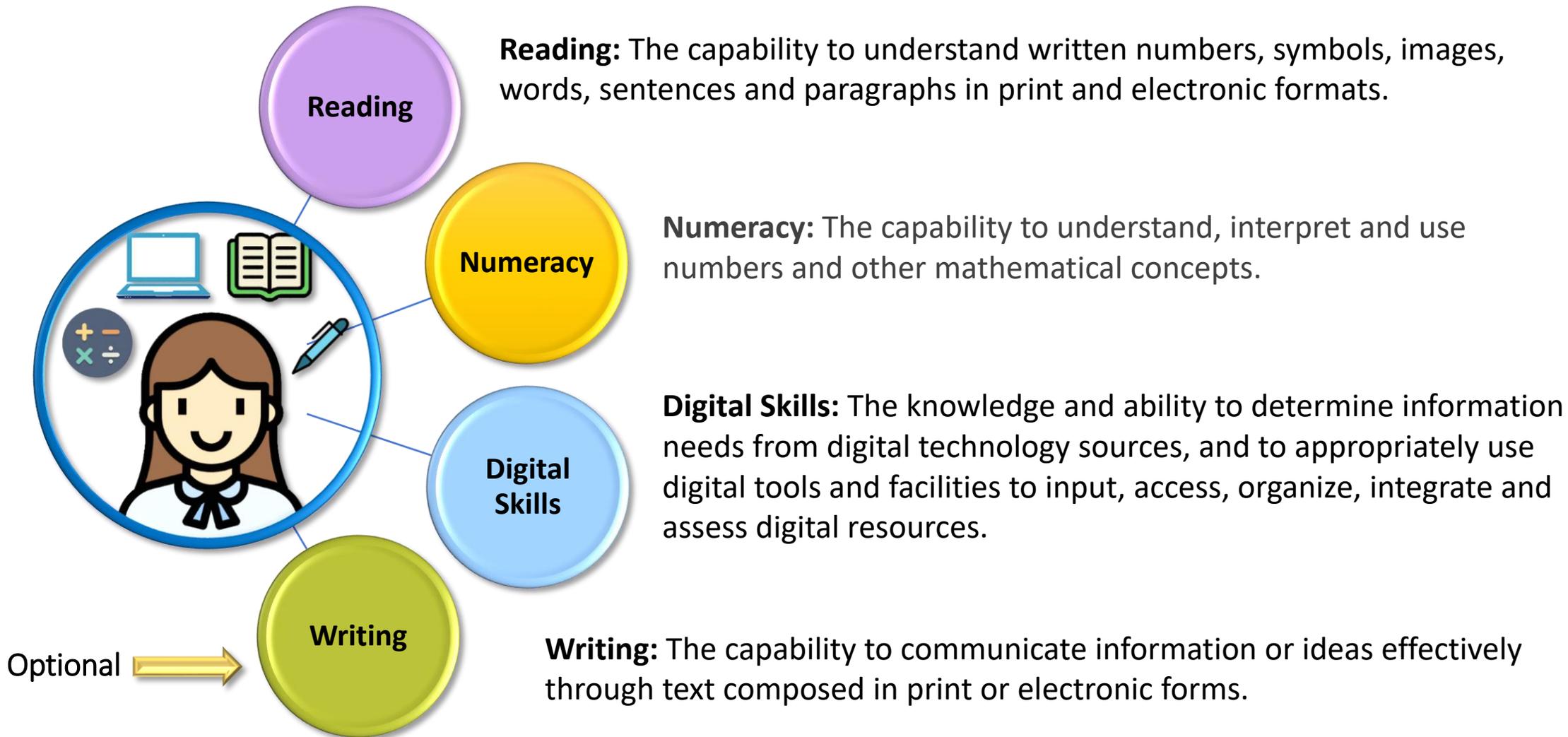
**Pre/post Assessments:** Enables analysis of skills change over course of program;

**Cross-validation:** Three different soft skills assessments;

**Data Linkage to Outcomes:** Utilizes WorkBC's ICM system.



## Skills Being Assessed — Hard skills



## Skills Being Assessed — Soft skills



**Adaptability:** The capability of adjusting oneself to change and variety.

**Communication:** Receiving and expressing meaning in ways appropriate to the mode, context, audience and purpose.

**Collaboration:** The capability of working cooperatively and inclusively with others in order to achieve a common objective.

# Skills Assessments

	Hard skills			Soft skills		
	Reading	Numeracy	Digital skills	Adaptability	Communication	Collaboration
Essential Skills Group Customized Assessment (ESGCA)	✓	✓	✓			
Situational Judgement Test (SJT)				✓	✓	✓
Task-Based Learning Assessment (TBLA)					✓	✓
ESAT (participant self-reports)				✓	✓	✓
ESAT (skills review)				✓	✓	✓

# Task Based Learning Assessment (TBLA)

## Structure

- An in-class assessment (“Continuous learning challenge”) where learners can demonstrate their abilities in communication and collaboration. Learners will be graded by instructors based on a rubric designed by Blueprint.

## Delivery:

- Facilitators introduce the group task to learners and assess their collaboration and communication skills as they complete the task and during the presentation component.
- Participants will do a TBLA twice – in week 1 and again in week 4.

# What Is The Task?

## Small Group Activity



The class is broken into groups of 3-4 and groups are told to:

- Select a topic from a list (e.g., building healthy habits)
- Narrow in on a specific component of that topic (e.g., breathing techniques)
- Participants can then decide what they will present, how they will train others, and who does what.
- Present information back to the larger group to “train” on this topic (which may or may not include a visual through Microsoft word/ PPT)

# TBLA Rubrics - Collaboration

Collaboration					
The ability to work cooperatively and inclusively with others, handling conflict appropriately, in order to achieve a common objective.					
Construct	Skill Performance Levels				
	Expert (6)	Proficient (5)	Capable (4)	Intermediate (2)	Novice (0)
<b>Contributes to constructive team climate:</b> <ul style="list-style-type: none"> <li>conveys positive attitude</li> <li>speaks politely</li> <li>fosters brain-storming and division of tasks</li> <li>asks good questions</li> <li>treats everyone respectfully</li> <li>frames feedback constructively</li> </ul>	<ul style="list-style-type: none"> <li>Supports the team in fostering a constructive team climate at all times</li> <li>May act as a group leader</li> </ul>	<ul style="list-style-type: none"> <li>Supports the team in fostering a constructive team climate most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Contributes moderately to fostering a constructive team climate</li> <li>May stay quiet some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Contributes minimally to fostering a constructive team climate</li> <li>Makes contributions that are not helpful for the group</li> <li>May stay quiet a lot of the time</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to a constructive team climate</li> <li>Conveys negative attitude</li> <li>Disengages from conversations</li> <li>Speaks impolitely</li> <li>Fails to treat others respectfully</li> </ul>
<b>Successfully completes share of group project:</b> <ul style="list-style-type: none"> <li>helps select topic</li> <li>finds relevant information</li> <li>helps compile information into a presentable format</li> <li>co-delivers high-quality presentation</li> </ul>	<ul style="list-style-type: none"> <li>Completes all assigned task(s) in a way that meets (or exceeds) expectations set by the group</li> </ul>	<ul style="list-style-type: none"> <li>Completes most assigned task(s) in a way that meets expectations</li> </ul>	<ul style="list-style-type: none"> <li>Completes individual tasks in a way that could use some improvements</li> </ul>	<ul style="list-style-type: none"> <li>Completes individual tasks well below expectations</li> </ul>	<ul style="list-style-type: none"> <li>Fails to complete most assigned tasks, or submits work that is entirely misaligned with expectations</li> </ul>



# TBLA Rubrics - Communication

Communication					
The ability to receive, understand, respond to, and express meaning in ways appropriate to the mode, context, audience and purpose.					
Construct	Skill Performance Levels				
	Expert (6)	Proficient (5)	Capable (4)	Intermediate (2)	Novice (0)
Composure while presenting	<ul style="list-style-type: none"> <li>Appears polished, confident, and well-prepared</li> </ul>	<ul style="list-style-type: none"> <li>Appears comfortable</li> <li>A few pauses</li> </ul>	<ul style="list-style-type: none"> <li>Appears somewhat comfortable, somewhat tentative</li> <li>Several long pauses</li> </ul>	<ul style="list-style-type: none"> <li>Appears tentative</li> <li>Unsure about most material</li> <li>Lots of long pauses,</li> <li>May fidget or have a shaky voice</li> </ul>	<ul style="list-style-type: none"> <li>Appears uncomfortable or disengaged</li> <li>May make some negative comments</li> <li>Nervousness may impede ability to communicate</li> </ul>
Well-organized flow of content (e.g., structured with intro, body, conclusion)	<ul style="list-style-type: none"> <li>Very organized flow</li> <li>Uses clear transitions between sections</li> <li>May emphasize linkages and important points to remember</li> </ul>	<ul style="list-style-type: none"> <li>Mostly organized flow</li> <li>Inconsistent use of transitions between each section</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat organized flow</li> <li>Lacks clear transitions between each section</li> </ul>	<ul style="list-style-type: none"> <li>Fairly disorganized flow</li> </ul>	<ul style="list-style-type: none"> <li>Highly disorganized</li> </ul>
Central message is supported with legitimate and relevant supplemental information (e.g., explanations, examples, statistics, quotations, etc.)	<ul style="list-style-type: none"> <li>Legitimate supporting information (e.g., from a national research group)</li> <li>Supporting information has strong connections to the central message</li> </ul>	<ul style="list-style-type: none"> <li>Supporting information seems fairly legitimate (e.g., from Wikipedia)</li> <li>Supporting information has some connection to the central message</li> </ul>	<ul style="list-style-type: none"> <li>Supporting information is from non-credible sources (e.g., a blog, Buzzfeed article, You-tube video), BUT</li> <li>Is connected to the central message</li> </ul>	<ul style="list-style-type: none"> <li>Supporting information is from non-credible sources (e.g., quotes from a blog, Buzzfeed article, or You-tube video), AND</li> <li>has limited connection to the central message</li> </ul>	<ul style="list-style-type: none"> <li>Supporting information is not presented or is non-credible sources (e.g., quotes from a blog, Buzzfeed article, or You-tube video, anecdotal)</li> <li>Supporting information is entirely unrelated to the central message</li> </ul>
Successfully uses non-verbal cues (consistent eye contact, good posture, non-distracting gestures, varying vocal expression, attentiveness to others)	<ul style="list-style-type: none"> <li>Strong non-verbal delivery techniques across all areas</li> </ul>	<ul style="list-style-type: none"> <li>Strong non-verbal delivery techniques across some areas, with moderate ability across others</li> </ul>	<ul style="list-style-type: none"> <li>Good non-verbal delivery techniques across 1 or 2 areas, with moderate abilities across others</li> </ul>	<ul style="list-style-type: none"> <li>Low or moderate ability across all areas of non-verbal delivery techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Poor or lacking non-verbal delivery techniques across all areas</li> </ul>

# **Time to Train-the-Trainers**

**Each table... time to think!**



## Here's Your Assignment...

- Choose one person/organization at your table;
- Brainstorm how they could immediately use this new Skills for Success information to improve the effectiveness of current services being provided for their clients:
  - Create a new training program;
  - Modify/augment an existing program;
  - Incorporate assessments into current training (to track and measure results & to guide ongoing or future training);
  - Train more staff on Skills for Success; or...
  - Any other big ideas.
- Figure out all the details and create an Action Plan;
- You have 25 min!

- WHAT will you do?
- WHY will this help?
- WHO will do what?
- WHERE will this happen?
- WHEN will this happen?
- HOW will this happen?  
(What are the details)

# Scoring & Debriefing

WORKING GROUPS



OBSERVERS



## Summary/Wrap-Up of Soft Skill Assessments

- Social-Emotional Skills have become critical for 'Success';
- 'Soft Skills' are HARD!
- There is much more work to be done;
- You can get started now.

**QUESTIONS?**



**THANK YOU!**

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