Work Skills Manual

Aligned to the Ontario Adult Literacy Framework Curriculum (OALFC)

MODULE 1

Introduction to Tasks and Competencies

CESBA

Work Skills Manual

Contents

Welcome to the Course

This course offers information that will help to prepare you for employment.

The course will include readings and tasks based on the competencies outlined in the Ontario Adult Literacy Curriculum Framework (OALCF).

A competency is defined as the ability to do something effectively and efficiently.

The competencies covered in this curriculum are as follows:

1. Find and Use Information
2. Communicate Ideas and Information
3. Understand and Use Numbers
4. Use Digital Technology
5. Manage Learning
6. Engage with Others

This course will introduce key vocabulary in a text box at the beginning of each lesson. This is the vocabulary you will need to know for the lesson. Please read these words and look up any definitions in www.dictionary.com. You can click on the sound icon to hear how the word is pronounced if you are not sure.

educational [ej-oo-key-shuh-nl] 🔊

Meet Miles

Miles will appear when it is time to ask your instructor for a milestone. A milestone shows that you can complete tasks that you have learned in this module. Miles is for anyone who needs to complete milestones to show their progress.

Enjoy this course! You will need to successfully complete 85% of all course material to gain a certificate at the end. Remember to ask your instructor if you need help.

Ask your instructor about completing a milestone.

Introduction to Tasks and Competencies

Key vocabulary in this lesson

Competencies	Digital	Engage	Framework
Funded	Independence	Preparation	Tasks

Employment skill training for adults is funded by Employment Ontario and the Ministry of Labour Training and Skills Development. The OALCF was created to help adult learners meet their goals.

There are five pathways that the framework covers:

1. Employment (preparing for work)
2. Secondary school preparation (preparation to take high school credits)
3. Post-secondary school preparation (college or university)

4. Apprenticeship (trades)
5. Independence (being able to do things for yourself)

You can choose any of these goals when working in an adult classroom, but this course will focus just on employment. The employment goal path covers important tasks in the workplace. It links students and teachers to what is important for employers in Ontario. It makes sure that employers have a skilled workforce. This course will cover the areas that are important for finding and keeping a job.

This section will give you examples of what you will learn in the course. Each module will cover one of these six important competencies. These are things that employers want their employees to have.

These six important competencies are as follows:

1. Finding and Using Information
2. Communicate and Use Information
3. Understand and Use Numbers
4. Use Digital Technology
5. Manage Learning
6. Engage with Others

Lesson 1: Finding and Using Information

Key vocabulary in this lesson

Documents	**Podcasts**	**Policy**	
Procedures	**Resourceful**	**Symbol**	**Visual**

When working, there will be times when it is important to be resourceful. Part of being resourceful is knowing how to find and use information. This can include watching an employee training video and learning from it or checking workplace policy procedures to understand a new job. You can find information in texts, documents, presentations, broadcasts, or videos.

Some examples of finding and using information in texts at work might include reading a cleaning label, looking for information in a note or memo from a co-worker, becoming familiar with company policies, or reading a workplace flyer. In this case, text does not refer to reading text messages on a phone. It is simply something you read for information.

You may also have to find information in documents at work. This can be something visual like a WHMIS (workplace hazardous material information system) symbol, reading a personal information form, understanding a fire-route floor plan, or giving directions to a customer using a map. Documents are different from texts; they are created to be an official record in the workplace.

At work, you may be required to watch videos to learn about your job. Sometimes, you may have training meetings with guest speakers or presentations from other workers at your job. This the third area of the find-and-use-information competency. It is information you gain from podcasts, videos, or presentations.

Activity 1: Finding Information Online

Please open your browser and type www.dictionary.com into your address bar. Enter the word **podcast** in the search bar and write the definition below.

_____

_____

_____

Activity 2: Finding Information in Text

Read the following text and use the information in it to answer the questions below the box.

Tuesday, June 18th, 2018

MEMO

Attention: All overnight staff

There will be a meeting for all staff working nights on Tuesday June 25th. Please come to work an hour early at 6am to attend this meeting. This meeting is mandatory. All staff will be paid for the extra hour.

Thank you,

Gerard Burns
Manager

a) Who is this meeting for? _____

b) When will this meeting take place? _____

c) Do the employees have to attend this meeting? **YES** or **NO**

d) Why? _____

e) Who wrote this memo? _____

Activity 3: Finding Information in a Document

Read the following document and use the information in it to answer the questions below the box.

Bob's Burger Hut

HEALTH AND SAFETY INJURY REPORT FORM

Employee Name: _Henrietta Jones_   Date: _June 11th, 2018_   Time: _8:11 pm_

Description of incident: _Henrietta cut her finger while chopping onions for the burgers. She was bleeding, and it was a large cut._

Description of safety measures taken: _Henrietta was given supplies from the first aid kit and driven to the hospital by Ahmed, one of the waiters at the restaurant._

Signed: _Ming Wu, Night Manager_

Follow Up: _____

_____

---

a) Who was hurt at work?

   _____

b) What happened after she was injured? _____

   _____

c) Who signed the report? _____

d) Henrietta was given three stitches in the right index finger and is doing well. Please fill out and update the part of the report where this information is needed.

Activity 4: Choosing a Category

Beside each example given on the next page, write whether the information is text, a document, a video, or a presentation.

a) Sarah reads an email from her boss that talks about menu changes in the restaurant.

_____

b) The Human Resource Manager calls a meeting to show a slide presentation to the staff about accessibility in the workplace.

_____

c) Khadar finds the times he works on the new schedule.

_____

d) When starting at Madcap Candy Store, all workers must watch information on how to run a children's birthday party.

_____

Lesson 2: Communicate Ideas and Information

Key vocabulary in this lesson

Communicate	**Concise**	**Email**	**Expressing**	**Instructions**
Interacting	**Merchandise**	**Professional**	**Verbally**	

This competency deals with the ways in which you **communicate** and how you share ideas and information. It can be **verbally** (by speaking), by signing or gestures, or in writing. Unless you have one of the rare jobs that does not involve people, this is communication that you will need to do often in the workplace.

THE MOST COMMON WAYS WE COMMUNICATE
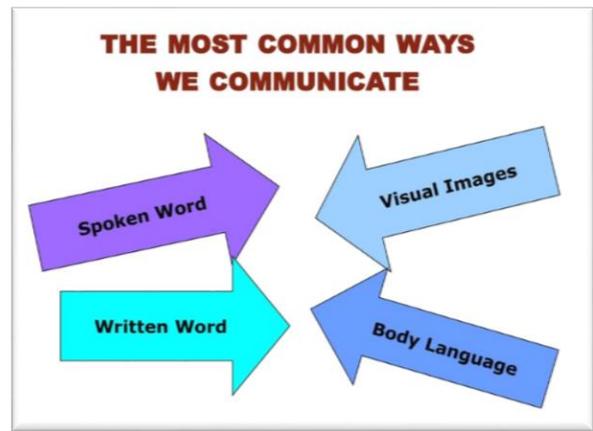
Pre-Lesson Activity

Think of the ways that you have communicated with others today. How have you shared information with them? List five people and the means of communication (waving, speaking, texting, etc.) you used in the table below:

Name	Way that I communicated

You communicate with people in many ways throughout the day. The OALCF has put how we communicate into four task groups:

2. **Interacting** with others
2. Writing continuous text
3. Completing and creating documents
4. **Expressing** oneself creatively

Interacting with others can be something as simple as giving someone directions to a store downtown. We share information with others daily. We have discussions with people about topics and ideas. We make presentations at work or in our classes. At work, we carry out these tasks to work toward a goal or help others.

In the workplace, you may be required to write texts to share information. This might be via **email**, leaving a note, or writing in a communication log book. You may have to share information on a staff social media site or send texts to your co-workers. When you apply for jobs, you might have to complete tasks in this category, such as writing a cover letter to highlight your skills and experience.

Just as you find employment-related information in documents, you can also communicate by creating and completing documents at work. When you fill out a form, write out a receipt, complete a list, or make a sign, you are using workplace documents to help share information.

The fourth category deals with any kind of communication that is a means of creative expression. In the workplace, that might mean creating a card for a co-worker who is retiring, creating displays that you feel will sell **merchandise**, or choosing pictures for your job's social media page.

Activity 1: Communication in the Workplace

1. a) The checklist below contains a list of different types of jobs. Place a checkmark beside each job that you think requires verbal communication with others.

☐ Hair stylist
☐ Truck driver
☐ Computer (cyber) security specialist
☐ Customer service clerk
☐ Accountant
☐ Artist
☐ Dishwasher
☐ Data entry clerk
☐ Office assistant
☐ Coffee barista
☐ Mechanic
☐ Lab technician
☐ Daycare worker
☐ Web designer
☐ Personal support worker
☐ Car detailer
☐ Cleaner
☐ Hotel manager
☐ Police officer

b) Were there any job types that you did not choose (checkmark)? If so, which ones and explain why you feel that they do not require verbal communication.

_____
_____
_____
_____

Activity 2: Giving Instructions

1. a) Choose a basic activity like washing dishes, making coffee, taking a picture with your phone, or cooking eggs. Plan out your **instructions** to do this task on the lines below. Then give your instructions verbally to a classmate, a friend, or your instructor. Do not tell them what the instructions you are describing are about. Ask them to guess after you have told them all the steps.

Instructions for _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

_____
_____
_____
_____
_____

b) Did your partner guess what the directions were about? How did this exercise go?

_____
_____
_____
_____

Activity 3: Writing Workplace Texts

Credit: TR Leger School, STEP Program, Educational Assistant Preparatory Curriculum

Messages on social media, through text, or via email are written ways to communicate information on the job. When writing an email, text, or message, be sure to use proper language. Do not send any of these communications when you are frustrated or angry. Taking the time to re-read a workplace email and double-check the email address and subject line is important when writing workplace emails. The extra effort will not take much time and will help to ensure that the messaging you are sending is the one that you want to send.

Make sure you spell and grammar check your emails. Keep your message clear and as **concise** (to the point) as possible. Do not use emojis (little faces or pictures) or texting short forms in your workplace emails. Have a polite opening and closing. Do not forget to say hello and always end with a professional phrase like respectfully, sincerely, or best regards. Do not write all in capitals (uppercase letters) as it is thought of as yelling or anger.

Most importantly, never write or send an email when you are angry or frustrated. Always take time to calm down before you write anything for work.

Read the two emails written on the next page and make changes so that it is more professional.

Write your new email and new text on the lines on the following page.
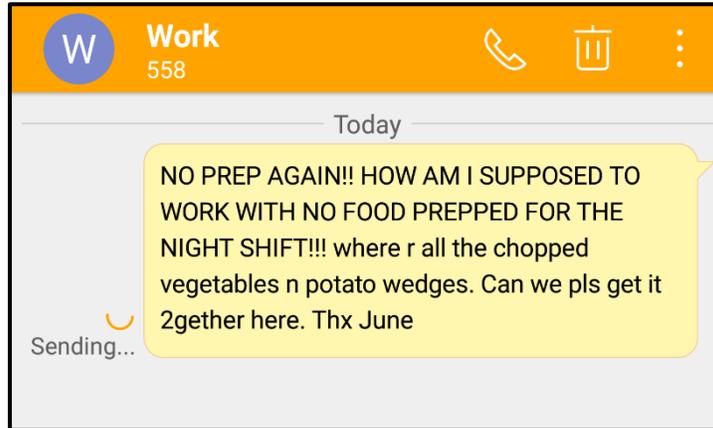
1. Email:

To: myboss@gsb.on.ca
Subject: Time off
Hey. I need June 3rd off to go to a dr's appt in Ottawa. Pls say yes 😊.
Be good!
TTYS, June

2. Text:

Work
558

Today

NO PREP AGAIN!! HOW AM I SUPPOSED TO WORK WITH NO FOOD PREPPED FOR THE NIGHT SHIFT!!! where r all the chopped vegetables n potato wedges. Can we pls get it 2gether here. Thx June

Sending...

1._____
_____
_____
_____
_____
_____
_____
_____

2._____
_____
_____
_____
_____
_____

Activity 4: Writing Workplace Documents

Taking a message for a co-worker is one way to communicate in writing at work. It also involves interaction with others. Read the conversation below and then fill out the message slip to create a message.

*Phone rings

Joe: Hello, Mountain Candy Store, how may I help you?

Caller: Hello, may I speak to the manager please?

Joe: I am sorry, but our manager is in a staff meeting right now. Is this an emergency or can I take a message?

Caller: No, not an emergency. I just wanted to talk to her about donating some candy to our school fair day. My name is Priya Patel, and I am the vice-principal at Southside Middle School.

Joe: I will get her to contact you. When is the best time?

Caller: If she could call me after 2pm at 633-333-3333 or email me at priyas@sms.ca, that would be great.

Joe: I will pass the message along. Have a great day.

Caller: Thank you. You too. Goodbye.

Joe: Goodbye

Activity 5: Expressing Yourself Creatively

We all have a vision of the future. Goals for our work and personal lives. There are quotes and certain words that mean something to each of us. We enjoy hobbies and have activities in our lives that we find interesting. A great way to express yourself creatively and see your goals, hopes, and dreams in one place is to create a vision board.

A vision board is a collage of someone's goals, dreams, and interests meant to provide inspiration. It can help as a guide to the future or as motivation. It helps a person look forward to the good things to come while also appreciating values in life that they have now.

Fill out the table below to brainstorm ideas for your vision board. You can ask your instructor for materials to work on this board. You can cut words and pictures out of magazines and newspapers, bring in your own photos, or if you are comfortable doing so, you can create a collage on the computer.

When you are done, if you are working in a group or classroom, ask your instructor to schedule a time for you to share it with the class. If you are working on this on your own, discuss it with your instructor when you are finished.

My goals for the future	
Things that I appreciate and value	
Hobbies or interests	
Important people/pets in my life	

Milestone Stop

Ask your instructor about Milestone 36

Lesson 3: Understand and Use Numbers

Key vocabulary in this lesson

Area	Budget	Comparing	Data	Finances
Percentage	Perimeter	Statistics	Thermometer	

"Who is putting the math books in the horror section?"
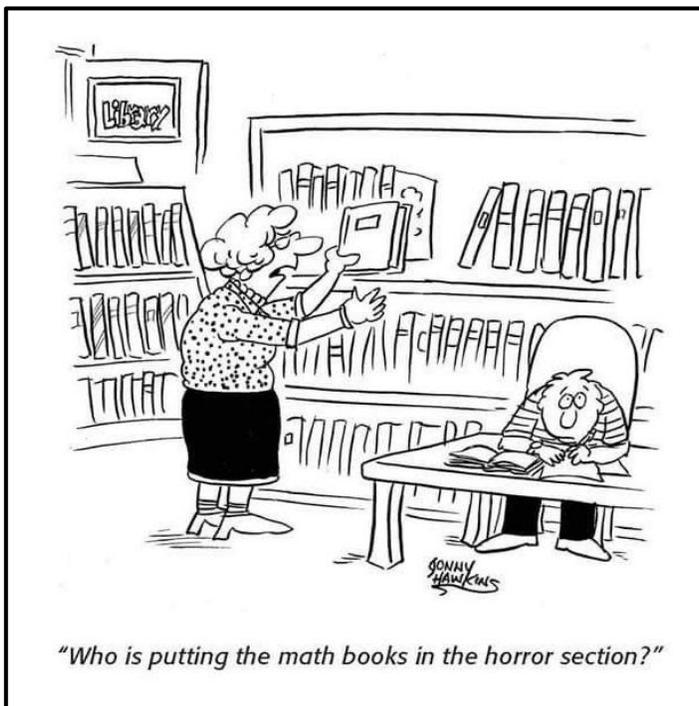
A lot of people have difficulty with math. Math is subject that can be scary to some people. In this course, there will be a module on workplace math. Remember everyone learns differently and sometimes it takes a while to find how you learn best.

The OALCF has split this competency into four specific task groups, as follows: manage money, manage time, use measures, and manage **data**.

Managing money tasks includes anything that has to do with **finances**, such as creating a **budget**, shopping, using a calculator to figure out taxes, and **comparing** prices. Managing time tasks include reading clocks, working on schedules and calendars, and figuring out hours worked on a paycheque. Measurement tasks include measuring items, determining **area** or **perimeter**, and reading a **thermometer**. Managing data tasks explore **statistics**, charts, graphs, and look at data.

Activity 1: Math Review Assessment

The following activity is a review of the math skills needed before completing the activities in Module 4 on understanding and using numbers. Please complete as much of the section as you can. If you need extra help or assistance at any time that is fine, just talk to your instructor.

Count by 2s

2, ___, ____, ____, ____, 12, ____, ____, ____, 20, ____, ____, ____

Count by 5s

5, 10, ____, 20, ____, ____, 35, ___, ____, ____, 55, ____, _____, ____

Count by 10s

10, ____, _____, 40, 50, ___, 70

Count by 25s

25, ___, ____, ____, _____, 150

Total the coins shown below:

 = _____

 = _____

Place Value:

Use place value of the underlined number in each question. Use the chart on the next page.

Example: 345.8<u>9</u>   9 hundredths

1. 6<u>7</u>8

   _____

2. 4.<u>3</u>5

   _____

3. <u>3</u>97

   _____

4. <u>1</u>,000,000

   _____

Place Value Chart

BILLIONS			MILLIONS			THOUSANDS			ONES			.	DECIMALS					

hundred billions · ten billions · billions · hundred millions · ten millions · millions · hundred thousands · ten thousands · thousands · hundreds · tens · ones · tenths · hundredths · thousandths · ten thousandths · hundred thousandths · millionths
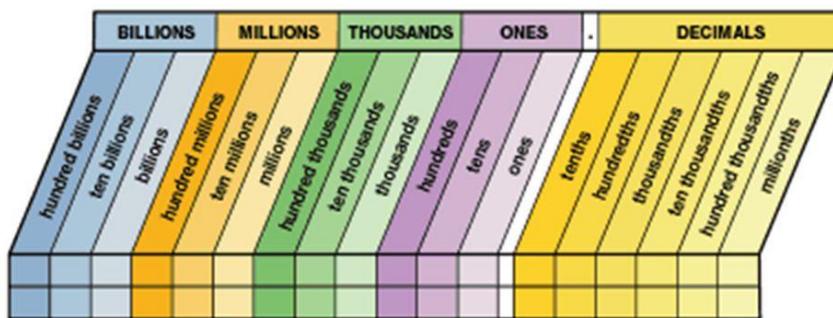
Numbers Get **Bigger** ⟵

Numbers Get **Smaller** ⟶

Write the Numbers in Words

Example: 400,265 = Four hundred thousand, two hundred sixty-five

9,477 = _____

$424.73 = _____

2.789 = _____

422= _____

1,101 =_____

Addition

7+1= _____   10+9= _____   21+14= _____

  40   115   1789   12
<u>+59</u>   <u>+77</u>   <u>+119</u>   29
                                           <u>+33</u>

Subtraction

8-3=_____   10-4=_____   33-11=_____

```
  29              114             4990            2789
-14             - 14            -997           -1900
```
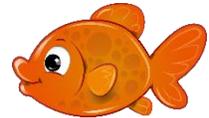
Word Problem

1. Ling has two fish tanks. Each tank has 23 fish. Today, Ahmed bought Ling three more fish as a gift. How many fish does she have now?

_____

_____

_____

_____

_____

MULTIPLICATION TABLE

1X
1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

2X
1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

3X
1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

4X
1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

5X
1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

6X
1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

7X
1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

8X
1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

9X
1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

10X
1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

11X
1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12X
1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144

Please use this table if needed when completing the activities on page 27.

Multiplication

4x8= _____   10x0=_____   12x1=_____

9x7=_____   8x7=_____   5x5=_____

7x3=_____   10x7=_____   6x8=_____

Multi-Digit Multiplication Practice

996	860	716
x 9	x 23	x 0

510	931	522
x 93	x 164	x 79

Color Code

```
   32
 x 21
   32
 640
 672
```

Steps
1. 1 x 2
2. 1 x 3
3. 0 placeholder
4. 2 x 2
5. 2 x 3
6. Add

Division Practice

10÷2= _____   7÷7=_____   48÷6=_____   100÷10=_____

63÷9= _____   44÷11=_____   6÷2=_____   30÷3=_____

Time

How much time has passed between the first clock and the second clock?

12:00   06:15

_____

Finding the area and perimeter

What is the area (A) and perimeter (P) of each object?

You may use a calculator.

L = length
W = width
A= LxW (units squared)
P = L+L+W+W

5m

5m

A_____

P_____

12cm

11cm

A_____

P_____

Understanding Data

Great Lakes-St. Lawrence region – 2016
(% of Great Lakes region employment)

Employment by Industry

Trade

Education & Health

18%

15%

Transportation, Warehousing & Utilities

4%

Construction

5%

Professional Services

12%

6%

Financial & Real Estate

7%

Government

12%

Other

11%

10%

Manufacturing

Leisure & Hospitality

Credit: https://www.tvo.org/article/led-by-ontario-the-great-lakes-region-economy-just-keeps-on-growing

Study the information above that shows data from the employment industry in the Great Lakes–St. Lawrence region in 2016. Answer the following questions using this pie chart.

1. What occupation takes up 10% of the workforce in this area?

_____

2. What **percentage** of the jobs in the Great Lakes–St. Lawrence area are government jobs?

_____

3. Are there more jobs in this area in construction or in manufacturing?

_____

4. What is the difference between the percentage of jobs available in financial and real estate and the percentage of jobs available in education and health?

_____

Lesson 4: Use Digital Technology

Key vocabulary in this lesson

Apps	**Device**	**Software**
Sponsored	**Technology**	

This competency involves any task that includes a digital **device**. Sending messages on a tablet, texting on your smartphone, emailing, using the internet, understanding computer **software** programs, and downloading **apps** are all examples of using digital **technology**. Digital skills are in demand in the workplace right now, and courses are offered for free by most adult education programs **sponsored** by the Ministry of Labour, Training and Skills Development and Employment Ontario.

Technology tasks usually include other competencies like reading to find information and communicating by writing. Tasks can range from simple activities, such as signing into an email account, to more complicated work, such as making a spreadsheet or creating a presentation.

The Internet

Credit: CESBA, Literacy Basic Skills Digital Curriculum

You can click on your browser to go online (the internet). When you click

on Google Chrome you will go to the Google home page (www.google.ca).

A home page is where you start on the internet. Google is a search engine.

**Search engines** help you find (search for) information on the Internet.

The address bar is used for searching online. It is at the top of the screen.

Click in the box to highlight the address, then type over it with your new web address.
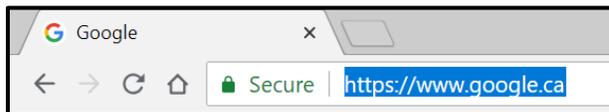

Search Engines

Search engines help you find websites online. Google is a search engine used by many people. There are other search engines as well, for example, bing.com, msn.com, yahoo.ca, and DuckDuckGo.com. In

this book, we will be using Google. To search for something on Google, use your mouse and left click into the search box.
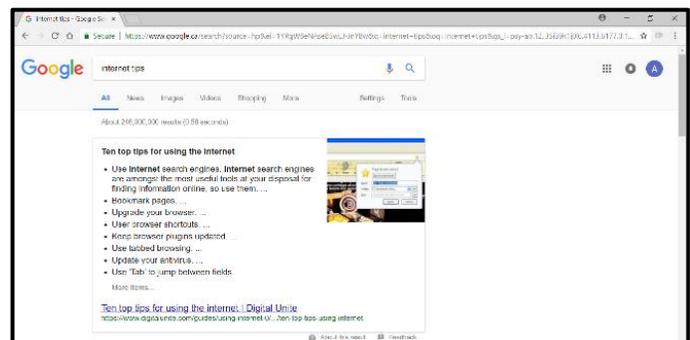
Type what you want to find, then click **Enter** on your keyboard.
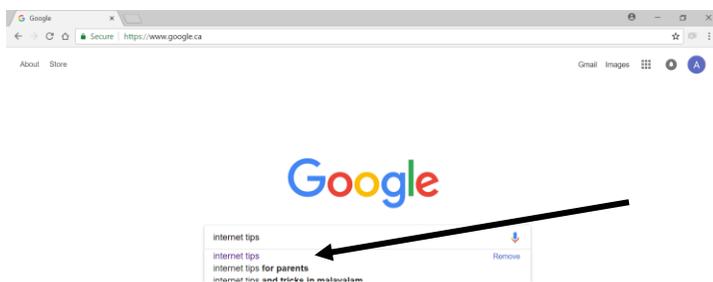
You will get a list of websites that match your search.

Activity 1: Searching Online

Please click on your web browser to use the internet in the computer.

Type in **www.google.ca**. In the search box, type: **mission statement Starbucks.**
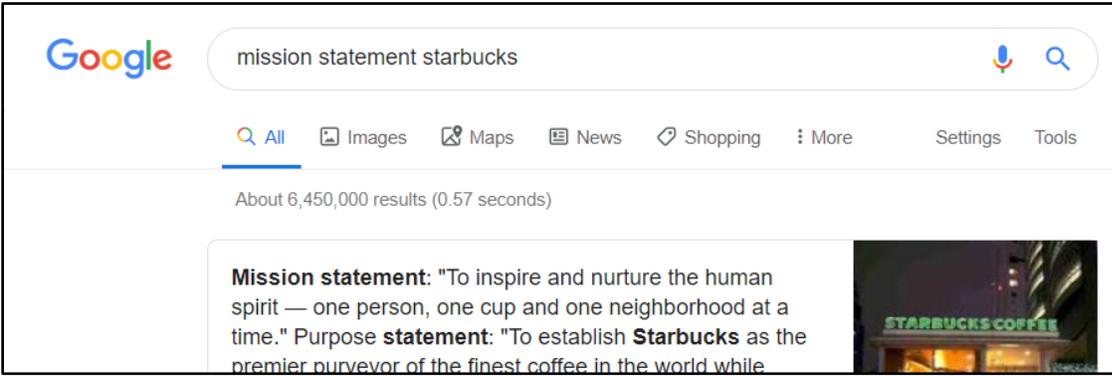
Based on the company's mission statement, in your own words, what qualities do you think they might want in a new employee?

_____

_____

_____

_____

_____

Lesson 5: Manage Learning

Key vocabulary in this lesson

Accomplish	**Adaptability**	**Challenges**	**Soft Skills**

Managing learning helps students to be successful in learning. It involves setting goals, learning new skills, managing time, being independent, realizing **challenges**, and many others.

Some manage learning tasks can also be referred to as soft skills. Hard skills are skills that we have been trained to do or are good at doing. Unlike hard skills that are more about the technical skills we show on the job; **soft skills** are more about how we react and think at work. Soft skills include any skill that falls under personality traits or behaviours. Showing up on time to work, showing **initiative**, and problem solving are examples of soft skills. They are different than hard skills. Hard skills are things you are trained to do at work, in trades, or in school. An example of a hard skill is a plumber knowing how to fix broken pipes.

Other examples of soft skills are:

- Dependability

- Punctuality

- Remaining calm under pressure

- **Adaptability**

- Conflict resolution skills

- Patience

Activity 1: Setting Goals

A goal is something you are working to **accomplish** in your life. Look at the example of a goal plan on the next page and use it to help you make your own goal plan. Afterwards use the SMART goal picture to check your goal plan.

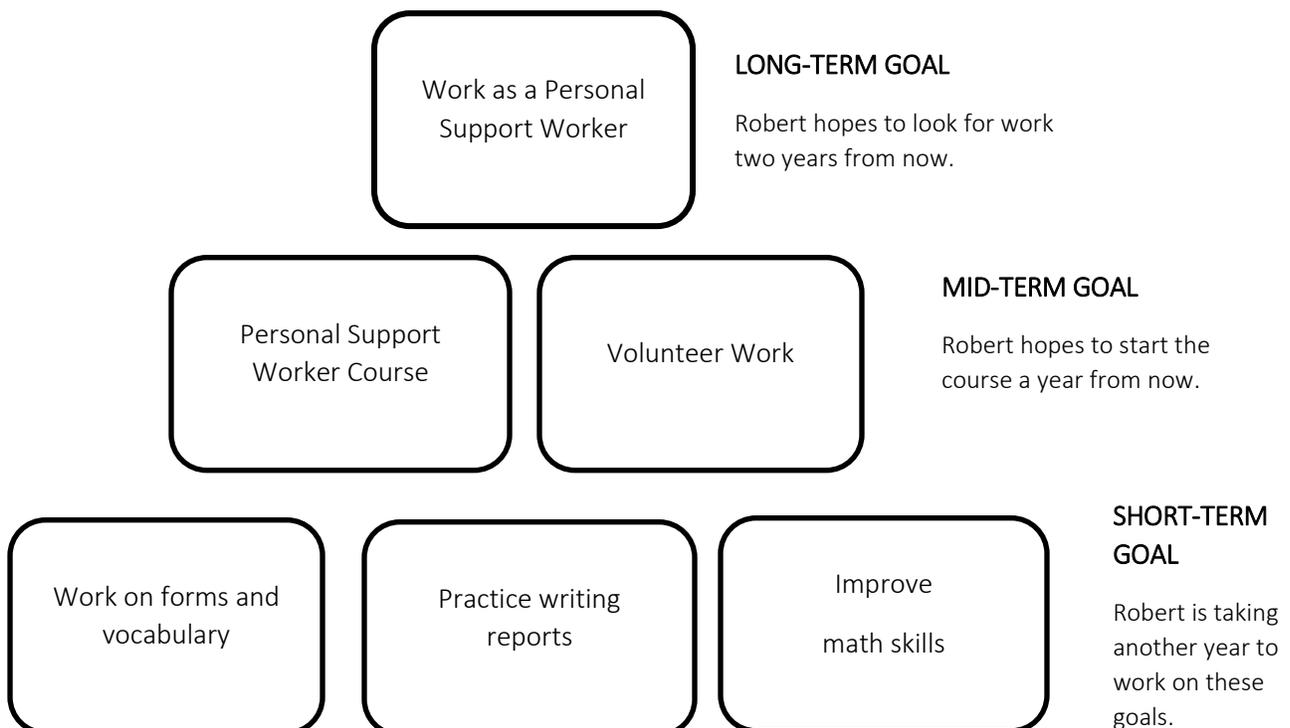Tip: Start with your short-term goals and work your way up.

How to make a goal plan
Credit: TR Leger School, STEP Program, STEPS to Success Assessment Package

When making a goal plan, break your goal into small steps or smaller goals.

- The first steps are Short-Term Goals.
- The second steps are Mid-Term Goals that build on things you have learned while working on your short-term goals.
- Your Long-Term Goal is the big goal you are working toward.

This is a drawing of Robert, an adult student's goal plan, which he developed to reach his goal of becoming a Personal Support Worker.

| Work as a Personal Support Worker | **LONG-TERM GOAL**

 Robert hopes to look for work two years from now. |

| Personal Support Worker Course | Volunteer Work | **MID-TERM GOAL**

 Robert hopes to start the course a year from now. |

| Work on forms and vocabulary | Practice writing reports | Improve math skills | **SHORT-TERM GOAL**

 Robert is taking another year to work on these goals. |

Create your goal plan

Using the same model that Robert used, create a goal plan for yourself.

LONG-TERM GOAL

_____
_____
_____

MID-TERM GOAL

_____
_____
_____

SHORT-TERM GOAL

_____
_____
_____
_____

Is your goal a SMART goal? Look at the diagram below and check your goals with the SMART goal-setting model.

Credit: https://www.hydratemarketing.com/blog/the-importance-of-setting-smart-goals

S Specific
Do: Set real numbers with real deadlines.

M Measurable
Do: Make sure your goal is trackable.

A Attainable
Do: Work towards a goal that is challenging, but possible.

R Realistic
Do: Be honest with yourself- you know what you and your team are capable of.

T Time-bound
Do: Give yourself a deadline.

Activity 2: SMART goals

Based on the model on the last page, is your goal SMART? Why or why not? Please explain your answer on the lines below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 6: Engage with Others

Key vocabulary in this lesson

Cooperatively	Cultures	Productive	Profits	Quotation

This last competency involves how we work with others. It involves tasks and skills needed for teamwork and how well we perform with others. Being able to work as part of a team is one of the most important skills for employers today. Workers who can support each other and co-operate with each other are more **productive** (have better results in the workplace), which earns more **profits** for your employer.

Teamwork involves building relationships and working with other people using several important skills:

- Working cooperatively
- Contributing to groups with ideas, suggestions, and effort
- Communicating (both giving and receiving)
- Having a sense of responsibility to others
- Respecting other opinions and cultures
- Participating in group decision making

Click on the link below or open your web browser, type **YouTube** into the address bar and type *The Power of Teamwork Geese* in the search box.

https://www.youtube.com/watch?v=a9HgNXdBEBc

Activity 1: Summarizing Information from a Video

Write a paragraph in your own words discussing some of the important teamwork skills that we can learn from geese.

_____

_____

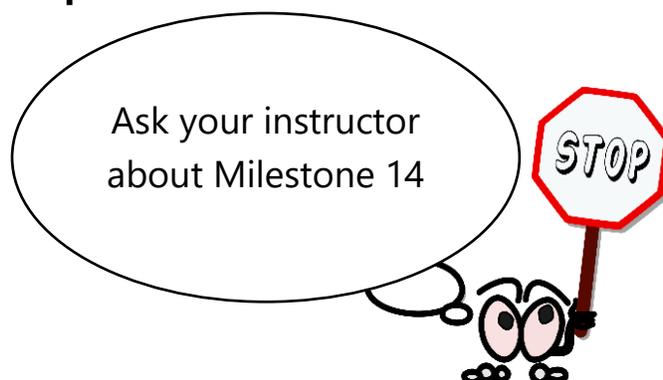_____

_____

_____

_____

Activity 2: Finding a Quotation Online

" "   Search online for a quotation about teamwork that you like, and feel is worth sharing.

1.   What quotation did you choose?

_____

_____

_____

_____

2.   Why did you choose this quote?

_____

_____

_____

_____

_____

Please share your choice with your instructor and/or your classmates.

Milestone Stop

Ask your instructor about Milestone 14

STOP

End of Module Activity: Matching Exercise

Match the following vocabulary words with the right definitions.

You may use dictionary.com if you need assistance.

Engage	The ability to do something effectively and efficiently
Independence	The combined actions or efforts of a group of people toward a common goal
OALCF	On your own, without aid from others
Competencies	Participate or become involved in
Teamwork	A framework that covers important skills and competencies that people need to succeed in their goal path
Interacting	Facts, statistics or information
WHMIS	Becoming prepared for something
Data	Involving technology, for example: computers, or tablets
Digital	Combining, joining, connecting
Preparation	Safety training that every employee must learn