



*This workshop is designed to uncover the hidden lifelong learning that can be used to reach your goals.*

# COMPETENCY PORTFOLIO DEVELOPMENT

## Facilitator's Guide and Resources





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**Thank you to the participants who took part in the project. Your feedback has been invaluable.**



## Recognition of Prior Learning (RPL) in Canada

Bonnie Kennedy, Executive Director,  
Canadian Association for Prior Learning Assessment (CAPLA)

Canada's engagement in the Recognition of Prior Learning (RPL is also known as Prior Learning Assessment and Recognition – PLAR) has occurred in various sectors, institutions and government-sponsored programs at the federal, provincial/ territorial and municipal levels since the 1970's. Early advocates and current champions continue to be attracted to RPL for a variety of reasons. Many see it as a way of recognizing and respecting different ways of knowing, especially among traditionally disadvantaged groups. Others see RPL as an opportunity to develop rigorous and reliable ways of evaluating non-classroom learning for the purpose of facilitating certification, meeting job requirements, acquiring a license to practice or achieving academic credit or transfer. All points of view are associated with improving access, broadening perceptions of learning to include informal, non-formal and formal learning achievements and accepting the importance of verifying what someone knows and can do, in order to promote social inclusion and enhance learning and/or employment opportunities.

The increased development and use of standards, learning outcomes and competencies is requiring career development practitioners and advisors to think differently about proving transferable skills and competencies for workers in transition. The drivers for change are associated with improving ways of evaluating immigrant learning and to a lesser extent, providing recognition services for unemployed older Canadians (see Targeted Initiative for Older Workers at [www.actionplan.gc.ca](http://www.actionplan.gc.ca)) or non-credentialed individuals who are facing retirement with inadequate pension and savings.

The social and economic benefits of any RPL strategy that acknowledges and values lifelong learning are obvious. It is the cornerstone of career development practice, human resources management and labour force development. In addition, it supports individuals in their personal and professional growth.

A desire to improve employment opportunities for job-seekers, together with an understanding of the importance of increasing self-confidence among disadvantaged adults needing to upgrade their skills, has driven the Competency Portfolio Community Alliance (CPCA) to investigate, develop and support the use of competency portfolios so clients and adult learners will have a resource complementary to their resumes, when looking for work. We believe that the portfolio development process is an important component of Prior Learning Assessment and Recognition (PLAR) and a critical tool for survival in today's labour market.



## Background

Carol Timlin, Executive Director

VCCS Employment Services, Lindsay, ON

In the Employment sector these days the priority is all about outcomes. Specifically, did the client get a job? And with increasing pressure from government to deal with at-risk and vulnerable populations, sometimes the traditional way of doing things just doesn't cut it anymore. About five years ago I was asked by Bonnie Kennedy, Executive Director of the Canadian Association of Prior Learning Assessment (CAPLA) to consider whether Prior Learning Assessment and Recognition (PLAR) could help older workers to find employment. Little did I know where the journey we were about to undertake would lead us.

Consider the situation. Many older workers have been happily employed for 20 – 30 years with the same employer. Suddenly they are out of work with only five to ten working years left until retirement. Their experience is invaluable but hard to document in today's world and they are not the best at explaining their skills and abilities in an interview situation. At the same time, employers' expectations around educational requirements and skills have increased in the last 20 years. Could PLAR be the answer to bridge the job and job seeker gap?

Almost any Employment Counsellor working today will say they have an understanding of how to help a client develop a portfolio. But when we get down to it, in most cases, what is developed is a collection of materials that has no direct connection to a specific outcome, such as a job. For me, the light bulb went off when I learned that a portfolio could be a tool in which someone describes and documents their skills and abilities gained through life experiences and employment, provided it is linked to a specific requirement or learning outcome. To be specific, the participant needs to identify the learning outcomes that are required in a job and develop a portfolio that proves those skills and competencies. For example, we have all seen the job postings where the employer states the qualifications required, but then adds a line that says "or equivalency". Have we ever tried to define what that *equivalency* might be, or alternatively, how a client might prove they have equivalent learning to those acquired in formal school settings? Older workers specifically are not always interested in long term retraining to achieve an academic requirement. But in a lot of cases, they do have similar skills, competencies and valuable experiences. They don't know that they have them and they cannot articulate them effectively in an interview. But developing a competency based portfolio can help them overcome this barrier. Through the various stages of competency portfolio development - reflection, research, integration and portfolio completion - workers document their skills, while building their confidence and self-esteem. They gain an understanding of the relationship and transferability between skills and competencies and the relationship between experience and

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learning outcomes, objectives and competencies. Once completed, a competency portfolio can be updated and refocused, making it applicable for job-seekers of all ages, over time.

The members of the Competency Portfolio Community Alliance (CPCA) invite all employment counsellors, literacy practitioners, academic advisors and human resource professionals to review and use our Facilitator's Guide and Resources. We hope this will help you in your work with your clients and in attaining those successful outcomes.



## Literacy Background

Joan Connolly, Executive Director  
Literacy Ontario Central South (LOCS)

Literacy and Basic Skills programs in Ontario work with adult learners to ensure they develop the skills necessary to transition into; high school credit, apprenticeship, post-secondary education, employment and personal independence. These five outcomes are referred to as goal paths.

The use of portfolio development in literacy and basic skills programming allows learners and instructors an opportunity to gain a greater understanding of an individual's essential skills and then reflect on how those skills link to that individual's goal path. Whenever there is option for self expression, there is likelihood for increased motivation. The ability to demonstrate and measure past experiences and then link them to future goals, allows learners to identify any gaps they may need to focus on in a more concrete and clear manner. Connections begin to emerge as the individual realizes that they are not starting all over again.

Adult learners have already experienced more than their fair share of setbacks. Literacy training can feel demeaning and irrelevant. The portfolio provides visual proof of past successes and reinforces positive attitudes towards learning. In addition, the portfolio learning materials are aligned to the Ontario Adult Literacy Curriculum Framework. This layering of creativity and instruction offers a unique approach and fosters the concept that learning for adults must be multi-dimensional and offer opportunities for continuous development.

One of the most exciting and innovative aspects of the portfolio, lies in its ability to "travel" with the learner throughout their goal path journey. Learners can work on completing a portfolio with both a literacy instructor as well as an employment counsellor. This seamless process provides a more holistic picture of learner development for instructors, counsellors and learners. Implementing the use of portfolio development across Employment Ontario programs fosters a common understanding and practice of evidence-based assessment and the critical role that learning plays in setting and managing goals.

Portfolios allow learners to see their progression of reading and writing over time; not just in standalone exercises. The learner plays an active role in the assessment process and the simple act of acknowledging that role moves them to a place of growth and commitment to their learning plan. As this project progressed, it became evident that self expression, through portfolio development, provided the self-directed focus required in successful adult learning outcomes.



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## Facilitator's Guide and Resources



## Course Materials for the Client

- **Scheduling** - A five day pilot training session proved very effective. Three days to cover the material in the first week is suggested. Clients can then use a break to gather their proof of learning and two days in the following week can function as assisted lab/working sessions.
- **Electronic Files** - Provide each client with a USB data stick with the following electronic data pre-loaded:
  - Fillable activity files
  - Excel timeline file
  - Word timeline file
  - Sample portfolio file
  - Sample portfolio cover page file
  - Sample client confidentiality file
  - Word portfolio template

The portfolio publishable pages can be easily created from the electronic copies of the activities.

- **Computer Access** - It is advantageous for the clients to have access to a computer during class, allowing them to complete the electronic activities provided. However, if this is not feasible, the facilitator can photocopy the activities from the 'Activity' section of this Facilitator's Guide for handouts.
- **Portfolio Materials** - Provide a ½ inch binder with the clear presentation pocket on the front for their cover page. Each insertion in the binder can be held in a page protector, which allows for easy updating and revising of single documents.
- **Inspiration** - The quotes in the activities section could be cut up in strips to be pulled from a jar as the quote of the day or provided to the clients as a handout.

*"In the delivery of portfolio courses, I have seen something remarkable and quite tangible take place for the learners. It has deepened my respect for the narratives of individuals as they struggle with varying degrees of success to make sense of their lives...the magic and, in fact, the success will lie in the sensitivity and skill of the facilitator. It's a bit like music in that the notes printed on the page are silent and somewhat powerless until transformed by the skill and passion of the musician. This document could be seen as the music that is waiting to be played. Each participant will contribute their unique voice."*

*Bill Pigram,  
PLAR facilitator  
Community Employment  
Choices, Manager*

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## Ontario Adult Literacy Curriculum Framework (OALCF) skills for Competency Portfolio Development

The Literacy and Basic Skills community has taken on the task of aligning documents that adult learners may encounter in their journey to employment. As such, the Competency Portfolio was aligned with Ontario Adult Literacy Curriculum Framework (OALCF) to demonstrate the competencies necessary to complete a portfolio. The OALCF primary purpose is to make visible the skills, knowledge and behaviours that adult learners need to fulfill their responsibilities at work, in the community and within learning situations.

A minimum competency in Use Digital Technology should be applied when conducting a Competency Portfolio Workshop and using a computer to complete any activities or access files. Some clients may require the assistance of the facilitator to meet this competency. Some activities require a higher competency level and this is noted in the charts below.

### REFLECTION – Quick Chart for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy Rating	Skills and Competencies
Overview Agenda for the Week	A2.1	Interpret very simple documents to locate specific details
Group Guidelines	A2.1	Interpret very simple documents to locate specific details
	B1.1	Participate in brief interactions to exchange information with one other person
RF 01 STAR Introductions Activity	A1.3	Read longer texts to connect, evaluate and integrate ideas and information
	B1.1	Participate in brief interactions to exchange information with one other person
	B2.2	Write texts to explain and describe information and ideas
Presentation of Sample Portfolio	A1.1	Read brief texts to locate specific details
	B1.2	Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions
	B3.1b	Create very simple documents to display and organize a limited amount of information
RF - L1 - Lifelong Learning	A1.1	Read brief texts to locate specific details
	A2.2	Interpret simple documents to locate and connect information
	B3.2a	Use layout to determine where to make entries in simple documents



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy Rating	Skills and Competencies
RF 02 Personal Characteristics List	A1.2	Read texts to locate and connect ideas and information
	B3.2a	Use layout to determine where to make entries in simple documents
RF 03 Identify Transferable Skills	A1.2	Read texts to locate and connect ideas and information
	A2.2	Interpret simple documents to locate and connect information
	B2.2	Write texts to explain and describe information and ideas
RF 04 Evaluating Attributes	A1.1	Read brief texts to locate specific details
	B3.1a	Make straightforward entries to complete very simple documents
RF 05 Accomplishment Statements	B1.2	Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions
	B2.3	Write longer texts to present information, ideas and opinions
RF 06 Proud Moments Group Activity	A1.1	Read brief texts to locate specific details
	B1.2	Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
	B3.2a	Use layout to determine where to make entries in simple documents
RF 06 Proud Moments Individual Activity	B1.3	Initiate and maintain lengthier interactions with one or more persons on a range of topics
RF 07 Identify Specific Job Skills	A1.1	Read brief texts to locate specific details
	A2.3	Interpret somewhat complex documents to connect, evaluate and integrate information
	B3.2a	Use layout to determine where to make entries in simple documents
	D2	Perform well-defined, multi-stepped digital tasks
RF 08 Exceptional Skill You Enjoy Doing	A2.1	Interpret very simple documents to locate specific details
	B1.1	Participate in brief interactions to exchange information with one other person
	B3.2a	Use layout to determine where to make entries in simple documents
RF 09 Meaningful Work	A1.1	Read brief texts to locate specific details
	A2.2	Interpret simple documents to locate and connect information
	B2.1	Write brief texts to convey simple ideas and factual information
	B3.2a	Use layout to determine where to make entries in simple documents
	D2	Perform well-defined, multi-stepped digital tasks



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy Rating	Skills and Competencies
RF 10 Chronology - Life Timeline Example	A1.1	Read brief texts to locate specific details
	A2.2	Interpret simple documents to locate and connect information
RF 10a Chronology - Life Timeline - Online document	A1.2	Read texts to locate and connect ideas and information
	B3.2a	Use layout to determine where to make entries in simple documents
	D2	Perform well-defined, multi-stepped digital tasks
RF 11 Daily Activities	A1.2	Read texts to locate and connect ideas and information
	B1.1	Participate in brief interactions to exchange information with one other person
	B3.2a	Use layout to determine where to make entries in simple documents
RF 11 Quote	A1.2 - no discussion	Read texts to locate and connect ideas and information
	A1.2 - discussion	Read texts to locate and connect ideas and information
	B1.1 - discussion	Participate in brief interactions to exchange information with one other person
RF 12 Learning from Life Timeline	B3.2a	Use layout to determine where to make entries in simple documents
RF 13 My Learning Style	A1.2	Read texts to locate and connect ideas and information
	A2.2	Interpret simple documents to locate and connect information
	B3.2a	Use layout to determine where to make entries in simple documents
	C3.1	Measure and make simple comparisons and calculations



## RESEARCH – Quick Chart for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
Brief Review	B1.1	Participate in brief interactions to exchange information with one other person
RE1 Prove It Process	B3.2a	Use layout to determine where to make entries in simple documents
RE2 Proving Learning	A1.1	Read brief texts to locate specific details
	B1.3	Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B3.2a	Use layout to determine where to make entries in simple documents
	D2	Perform well-defined, multi-step digital tasks



## INTEGRATION – Quick Chart for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
Brief Review	B1.1	Participate in brief interactions to exchange information with one other person
Facilitator's Integration Checklist HUM - FEEDBACK - DISCUSSION	A2.1	Interpret very simple documents to locate specific details
	B1.3	Initiate and maintain lengthier interactions with one or more persons on a range of topics
IN1 - Life Balance Wheel	A1.2	Read texts to locate and connect ideas and information
	A2.3	Interpret somewhat complex documents to connect, evaluate and integrate information
	B3.2a	Use layout to determine where to make entries in simple documents
	C4.1	Make simple comparisons and calculations
	D2	Perform well-defined, multi-stepped digital tasks
IN2 - SMART Goal Setting	A1.2	Read texts to locate and connect ideas and information
	A2.2	Interpret simple documents to locate and connect information
	B1.1	Participate in brief interactions to exchange information with one other person
	B2.2	Write texts to explain and describe information and ideas
	B3.2a	Use layout to determine where to make entries in simple documents
	B4	Express oneself creatively, such as writing journal entries, telling a story or creating art
IN3 - Planning Next Steps	A1.3	Read longer texts to connect, evaluate and integrate ideas and information
	A2.2	Interpret simple documents to locate and connect information
	B1.2	Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions
	B3.3a	Decide what, where and how to enter information in somewhat complex documents



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
IN4 - Sales Approach to Job Search	A1.2	Read texts to locate and connect ideas and information
	A2.2	Interpret simple documents to locate and connect information
	B1.1	Participate in brief interactions to exchange information with one other person
	B2.2	Write texts to explain and describe information and ideas
	B3.2a	Use layout to determine where to make entries in simple documents
IN5 - Experience and Learning Outcomes	A2.1	Interpret very simple documents to locate specific details
	B1.1	Participate in brief interactions to exchange information with one other person
	B2.1	Write brief texts to convey simple ideas and factual information
	B3.2a	Use layout to determine where to make entries in simple documents



## PORTFOLIO COMPLETION – Quick Chart for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
Portfolio Completion	A1.3	Read longer texts to connect, evaluate and integrate ideas and information
	A2.3	Interpret somewhat complex documents to connect, evaluate and integrate information
	B1.3	Initiate and maintain lengthier interactions with one or more persons on a range of topics
	D2	Perform well-defined, multi-step digital tasks



## REFLECTION – Detailed Rationale for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy ratings	Skills and Competencies
Overview Agenda for the Week	A2.1	<ul style="list-style-type: none"> <li>Scans to locate specific details</li> <li>Locates specific details in simple documents such as labels and signs</li> <li>Identifies how lists are organized (e.g. sequential, chronological, alphabetical)</li> </ul>
Group Guidelines	A2.1	<ul style="list-style-type: none"> <li>Scans to locate specific details</li> <li>Locates specific details in simple documents, such as labels and signs</li> </ul>
	B1.1	<ul style="list-style-type: none"> <li>Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> <li>Speaks or signs clearly in a focused and organized way</li> </ul>
RF 01 STAR Introductions Activity	A1.3	<ul style="list-style-type: none"> <li>Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>Infers meaning which is not explicit in texts</li> <li>Compares or contrasts information between two or more texts</li> <li>Uses organizational features, such as headings, to locate information</li> <li>Follows the main events of descriptive, narrative, informational and persuasive texts</li> </ul>
	B1.1	<ul style="list-style-type: none"> <li>Conveys information on familiar topics</li> <li>Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> <li>Repeats or questions to confirm understanding</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy ratings	Skills and Competencies
	B2.2	<ul style="list-style-type: none"> <li>Writes texts to explain or describe</li> <li>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li>Begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li> </ul>
	F	<ul style="list-style-type: none"> <li>Understand one's role; seeks clarification as required</li> <li>Recognizes roles of others</li> <li>Acknowledges and accepts others' perspectives</li> <li>Adapts behaviour to the demands of the situation</li> <li>Shows an awareness of group dynamics</li> <li>Meets group expectations (e.g. is prepared to participate, meets deadlines)</li> </ul>
Presentation of Sample Portfolio	A1.1	<ul style="list-style-type: none"> <li>Decodes words and makes meaning of sentences in a single text</li> <li>Reads short texts to locate a single piece of information</li> </ul>
	B1.2	<ul style="list-style-type: none"> <li>Shows an awareness of factors that affect interactions such as differences in opinions and ideas, and social, linguistic and cultural differences</li> <li>Demonstrates some ability to use tone appropriately</li> <li>Uses strategies to maintain communication, such as encouraging responses from others and asking questions</li> <li>Speaks or signs clearly in a focused and organized way</li> <li>Rephrases to confirm or increase understanding</li> <li>Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li> </ul>
	B3.1b	<ul style="list-style-type: none"> <li>Follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible)</li> </ul>
	F	<ul style="list-style-type: none"> <li>Understand one's role; seeks clarification as required</li> <li>Recognizes roles of others</li> <li>Acknowledges/identifies responsibilities</li> <li>Accepts one's share of responsibilities</li> <li>Acknowledges and accepts others' perspectives</li> <li>Shows an awareness of group dynamics</li> <li>Meets group expectations (e.g. is prepared to participate, meets deadlines)</li> <li>Demonstrates tolerance and flexibility</li> <li>Demonstrates a willingness to help others</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy ratings	Skills and Competencies
		<ul style="list-style-type: none"> <li>Makes contributions that take into account one's strengths and limitations</li> </ul>
RF L1 - Lifelong Learning	A1.1	<ul style="list-style-type: none"> <li>Reads short texts to locate a single piece of information</li> <li>Follows simple, straightforward, instructional texts</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>Uses layout to locate information</li> <li>Makes connections between parts of documents</li> <li>Makes low-level inferences</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
RF 02 Personal Characteristics List	A1.2	<ul style="list-style-type: none"> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative and informational texts</li> <li>Obtains information from detailed reading</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
RF 03 Identify Transferable Skills	A1.2	<ul style="list-style-type: none"> <li>Makes connections between sentences and between paragraphs in a single text</li> <li>Locates multiple pieces of information in simple texts</li> <li>Follows the main events of descriptive, narrative and informational texts</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>Performs limited searches using one or two search criteria</li> <li>Extracts information from tables and forms</li> <li>Uses layout to locate information</li> <li>Makes connections between parts of documents</li> <li>Makes low-level inferences</li> </ul>
	B2.2	<ul style="list-style-type: none"> <li>Writes texts to explain or describe</li> <li>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy ratings	Skills and Competencies
		<ul style="list-style-type: none"> <li>• Begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li> <li>• Uses a limited range of vocabulary and punctuation appropriate to the task</li> <li>• Begins to select words and tone appropriate to the task</li> <li>• Begins to organize writing to communicate effectively</li> </ul>
RF 04 Evaluating Attributes	A1.1	<ul style="list-style-type: none"> <li>• Follows simple, straightforward instructional text</li> </ul>
	B3.1a	<ul style="list-style-type: none"> <li>• Makes a direct match between what is requested and what is entered</li> <li>• Makes entries using familiar vocabulary</li> </ul>
RF 05 Accomplishment Statements	B1.2	<ul style="list-style-type: none"> <li>• Shows an awareness of factors that affect interactions such as differences in opinions and ideas, and social, linguistic and cultural differences</li> <li>• Demonstrates some ability to use tone appropriately</li> <li>• Uses strategies to maintain communication such as encouraging responses from others and asking questions</li> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Rephrases to confirm or increase understanding</li> </ul>
	B2.3	<ul style="list-style-type: none"> <li>• Writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade</li> <li>• Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• Selects and uses vocabulary, tone and structure appropriate to the task</li> <li>• Organizes and sequences writing to communicate effectively</li> <li>• Uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details</li> </ul>
RF 06 Proud Moments Group Activity	A1.1	<ul style="list-style-type: none"> <li>• Reads short texts to locate a single piece of information</li> <li>• Follows simple, straightforward, instructional texts</li> </ul>
	B1.2	<ul style="list-style-type: none"> <li>• Shows an awareness of factors that affect interactions such as differences in opinions and ideas, and social, linguistic and cultural differences</li> <li>• Demonstrates some ability to use tone appropriately</li> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Rephrases to confirm or increase understanding</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>• Uses layout to determine where to make entries</li> <li>• Begins to make some inferences to decide what information is needed, where and how to enter the</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy ratings	Skills and Competencies
		information <ul style="list-style-type: none"> <li>• Makes entries using a limited range of vocabulary</li> <li>• Follows instructions on documents</li> </ul>
RF 06 Proud Moments Individual Activity	B1.3	<ul style="list-style-type: none"> <li>• Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic, and cultural differences</li> <li>• Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• Participates in lengthier exchanges to problem solve and explore issues</li> <li>• Varies speed, tone and emphasis to increase effectiveness of exchanges</li> </ul>
RF 07 Identify Specific Job Skills	A1.1	<ul style="list-style-type: none"> <li>• Follows simple, straightforward instructional texts</li> </ul>
	A2.3	<ul style="list-style-type: none"> <li>• Performs complex searches using multiple search criteria</li> <li>• Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>• Integrates several pieces of information from documents</li> <li>• Compares or contrasts information between two or more documents</li> <li>• Uses layout to locate information</li> <li>• Identifies the purpose and relevance of documents</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>• Uses layout to determine where to make entries</li> <li>• Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>• Follows instructions on documents</li> </ul>
	D2	<ul style="list-style-type: none"> <li>• Selects and follows appropriate steps to complete tasks</li> <li>• Locates and recognizes functions and commands</li> <li>• Makes low-level inferences to interpret icons and text</li> <li>• Begins to identify sources and evaluate information</li> <li>• Performs simple searches using keywords (e.g. Internet, software help menu)</li> </ul>
RF 08 Exceptional Skill You Enjoy Doing	A2.1	<ul style="list-style-type: none"> <li>• Interprets brief text and common symbols</li> <li>• Locates specific details in simple documents such as labels and signs</li> </ul>



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Activity	Literacy ratings	Skills and Competencies
	B1.1	<ul style="list-style-type: none"> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> <li>Speaks or signs clearly in a focused and organized way</li> <li>Repeats or questions to confirm understanding</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
RF 09 Meaningful Work	A1.1	<ul style="list-style-type: none"> <li>Reads short texts to locate a single piece of information</li> <li>Follows simple, straightforward instructional texts</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>Performs limited searches using one or two search criteria</li> <li>Extracts information from tables and forms</li> <li>Uses layout to locate information</li> <li>Makes connections between parts of documents</li> <li>Makes low-level inferences</li> </ul>
	B2.1	<ul style="list-style-type: none"> <li>Conveys simple ideas and factual information</li> <li>Uses highly familiar vocabulary</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
	D2	<ul style="list-style-type: none"> <li>Selects and follows appropriate steps to complete tasks</li> <li>Locates and recognizes functions and commands</li> <li>Makes low-level inferences to interpret icons and text</li> <li>Begins to identify sources and evaluate information</li> <li>Performs simple searches using keywords (e.g. Internet, software help menu)</li> </ul>
RF 10 Chronology - Life Timeline Example	A1.1	<ul style="list-style-type: none"> <li>Decodes words and makes meaning of sentences in a single text</li> <li>Reads short texts to locate a single piece of information</li> <li>Identifies the main idea in brief texts</li> </ul>



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Activity	Literacy ratings	Skills and Competencies
	A2.2	<ul style="list-style-type: none"> <li>Extracts information from tables and forms</li> <li>Locates information in simple graphs and maps</li> <li>Uses layout to locate information</li> <li>Makes connections between parts of documents</li> <li>Makes low-level inferences</li> </ul>
RF 10a Chronology - Life Timeline - Online Document	A1.2	<ul style="list-style-type: none"> <li>Locates multiple pieces of information in simple texts</li> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative and informational texts</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
	D2	<ul style="list-style-type: none"> <li>Selects and follows appropriate steps to complete tasks</li> <li>Locates and recognizes functions and commands</li> <li>Makes low-level inferences to interpret icons and texts</li> </ul>
RF 11 Daily Activities	A1.2	<ul style="list-style-type: none"> <li>Makes connections between sentences and between paragraphs in a single text</li> <li>Locates multiple pieces of information in simple texts</li> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative and informational texts</li> <li>Obtains information from detailed reading</li> </ul>
	B1.1	<ul style="list-style-type: none"> <li>Conveys information on familiar topics</li> <li>Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> <li>Repeats or questions to confirm understanding</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Follows instructions on documents</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy ratings	Skills and Competencies
RF 11 Quote	A1.2 - no discussion	<ul style="list-style-type: none"> <li>Locates multiple pieces of information in simple texts</li> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative and informational texts</li> </ul>
	A1.2 - discussion	<ul style="list-style-type: none"> <li>Locates multiple pieces of information in simple texts</li> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative and informational texts</li> </ul>
	B1.1 - discussion	<ul style="list-style-type: none"> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> <li>Repeats or questions to confirm understanding</li> </ul>
RF 12 Learning from Life Timeline	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
RF 13 My Learning Style	A1.2	<ul style="list-style-type: none"> <li>Scans text to locate information</li> <li>Locates multiple pieces of information in simple texts</li> <li>Reads more complex texts to locate a single piece of information</li> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative, and informational texts</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>Performs limited searches using one or two search criteria</li> <li>Extracts information from tables and forms</li> <li>Uses layout to locate information</li> <li>Makes connections between parts of documents</li> <li>Makes low-level inferences</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
	C3.1	<ul style="list-style-type: none"> <li>Adds, subtracts whole number measurements</li> <li>Identifies and performs required operation</li> <li>Follows apparent steps to reach solutions</li> <li>Uses strategies to check accuracy (e.g. using a calculator, repeating a calculation, using the reverse operation)</li> </ul>



## RESEARCH – Detailed Rationale for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
Brief Review	B1.1	<ul style="list-style-type: none"> <li>Conveys information on familiar topics</li> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> </ul>
RE1 Prove It Process	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
RE2 Proving Learning	A1.1	<ul style="list-style-type: none"> <li>Follows the sequence of events in straightforward chronological texts</li> <li>Follows simple, straightforward, instructional texts</li> </ul>
	B1.3	<ul style="list-style-type: none"> <li>Participates in lengthier exchanges to problem solve and explore issues</li> <li>Varies speed, tone and emphasis to increase effectiveness of exchanges</li> <li>Uses strategies to maintain communication such as encouraging responses from others and asking question</li> <li>Chooses appropriate strategies to check and increase understanding</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Follows instructions on documents</li> </ul>
	D2	<ul style="list-style-type: none"> <li>Selects and follows appropriate steps to complete tasks</li> <li>Locates and recognizes functions and commands</li> <li>Makes low-level inferences to interpret icons and text</li> <li>Begins to identify sources and evaluate information</li> <li>Performs simple searches using keywords (e.g. Internet, software help menu)</li> </ul>



## INTEGRATION – Detailed Rationale for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
Brief Review	B1.1	<ul style="list-style-type: none"> <li>Conveys information on familiar topics</li> <li>Chooses appropriate language in exchanges with clearly defined purposes</li> <li>Participates in short, simple exchanges</li> </ul>
Facilitator's Integration Checklist HUM - FEEDBACK - DISCUSSION	A2.1	<ul style="list-style-type: none"> <li>Scans to locate specific details</li> <li>Interprets brief text and common symbols</li> <li>Locates specific details in simple documents, such as labels and signs</li> </ul>
	B1.3	<ul style="list-style-type: none"> <li>Shows an awareness of factors that affect interactions such as differences in opinion and ideas, and social, linguistic and cultural differences</li> <li>Participates in lengthier exchanges to problem solve and explore issues</li> <li>Varies speed, tone and emphasis to increase effectiveness of exchanges</li> <li>Chooses appropriate strategies to check and increase understanding</li> </ul>
IN1 - Life Balance Wheel	A1.2	<ul style="list-style-type: none"> <li>Makes connections between sentences and between paragraphs in a single text</li> <li>Scans text to locate information</li> <li>Locates multiple pieces of information in simple texts</li> <li>Makes low-level inferences</li> <li>Follows the main events of descriptive, narrative and informational texts</li> </ul>
	A2.3	<ul style="list-style-type: none"> <li>Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>Uses layout to locate information</li> <li>Identifies the purpose and relevance of documents</li> <li>Begins to recognize bias in displays such as graphs</li> <li>Makes inferences and draws conclusions from information displays</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
	B3.2a	<ul style="list-style-type: none"> <li>• Uses layout to determine where to make entries</li> <li>• Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>• Follows instructions on documents</li> </ul>
	C4.1	<ul style="list-style-type: none"> <li>• Understands numerical order</li> <li>• Identifies and performs required operation</li> <li>• Makes simple estimates</li> <li>• Interprets and represents values using whole numbers, decimals, percentages and simple, common fractions (e.g. 1/2, 1/4)</li> <li>• Follows apparent steps to reach solutions</li> <li>• Interprets simple, common probabilities such as the chance of precipitation from a weather forecast</li> <li>• Uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>
	D2	<ul style="list-style-type: none"> <li>• Selects and follows appropriate steps to complete tasks</li> <li>• Locates and recognizes functions and commands</li> <li>• Makes low-level inferences to interpret icons and text</li> <li>• Begins to identify sources and evaluate information</li> </ul>
IN2 - SMART Goal Setting	A1.2	<ul style="list-style-type: none"> <li>• Scans text to locate information</li> <li>• Locates multiple pieces of information in simple texts</li> <li>• Makes low-level inferences</li> <li>• Follows the main events of descriptive, narrative and informational texts</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>• Performs limited searches using one or two search criteria</li> <li>• Extracts information from tables and forms</li> <li>• Uses layout to locate information</li> <li>• Makes connections between parts of documents</li> <li>• Makes low-level inferences</li> </ul>
	B1.1	<ul style="list-style-type: none"> <li>• Conveys information on familiar topics</li> <li>• Chooses appropriate language in exchanges with clearly defined purposes</li> <li>• Participates in short, simple exchanges</li> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Repeats or questions to confirm understanding</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
	B2.2	<ul style="list-style-type: none"> <li>Writes texts to explain or describe</li> <li>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li>Begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li> <li>Connects ideas using paragraph structure</li> <li>Uses a limited range of vocabulary and punctuation appropriate to the task</li> <li>Begins to select words and tone appropriate to the task</li> <li>Begins to organize writing to communicate effectively</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>Makes entries using a limited range of vocabulary</li> <li>Follows instructions on documents</li> </ul>
	B4	<ul style="list-style-type: none"> <li>Express oneself creatively, such as writing journal entries, telling a story or creating art</li> </ul>
IN3 - Planning Next Steps	A1.3	<ul style="list-style-type: none"> <li>Identifies the purpose and relevance of texts</li> <li>Skims to get the gist of longer texts</li> <li>Begins to recognize bias and points of view in texts</li> <li>Infers meaning which is not explicit in texts</li> <li>Compares or contrasts information between two or more texts</li> <li>Uses organizational features such as headings, to locate information</li> <li>Follows the main events of descriptive, narrative, informational and persuasive texts</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>Extracts information from tables and forms</li> <li>Uses layout to locate information</li> <li>Makes connections between parts of documents</li> <li>Makes low-level inferences</li> <li>Begins to identify sources and evaluate information</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
	B1.2	<ul style="list-style-type: none"> <li>• Demonstrates some ability to use tone appropriately</li> <li>• Uses strategies to maintain communication such as encouraging responses from others and asking questions</li> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Rephrases to confirm or increase understanding</li> </ul>
	B3.3	<ul style="list-style-type: none"> <li>• Uses layout to determine where to make entries</li> <li>• Makes inferences to decide what, where and how to enter information</li> </ul>
IN4 - Sales Approach to Job Search	A1.2	<ul style="list-style-type: none"> <li>• Makes connections between sentences and between paragraphs in a single text</li> <li>• Scans text to locate information</li> <li>• Locates multiple pieces of information in simple texts</li> <li>• Makes low-level inferences</li> </ul>
	A2.2	<ul style="list-style-type: none"> <li>• Extracts information from tables and forms</li> <li>• Uses layout to locate information</li> <li>• Makes connections between parts of documents</li> <li>• Makes low-level inferences</li> </ul>
	B1.1	<ul style="list-style-type: none"> <li>• Conveys information on familiar topics</li> <li>• Chooses appropriate language in exchanges with clearly defined purposes</li> <li>• Participates in short, simple exchanges</li> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Repeats or questions to confirm understanding</li> </ul>
	B2.2	<ul style="list-style-type: none"> <li>• Writes texts to explain or describe</li> <li>• Conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li>• Begins to sequence writing with some attention to organizing principles (e.g. time, importance)</li> <li>• Uses a limited range of vocabulary and punctuation appropriate to the task</li> <li>• Begins to organize writing to communicate effectively</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>• Uses layout to determine where to make entries</li> <li>• Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>• Makes entries using a limited range of vocabulary</li> <li>• Follows instructions on documents</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
IN5 - Experience and Learning Outcomes	A2.1	<ul style="list-style-type: none"> <li>• Interprets brief text and common symbols</li> <li>• Identifies how lists are organized (e.g. sequential, chronological, alphabetical)</li> </ul>
	B1.1	<ul style="list-style-type: none"> <li>• Chooses appropriate language in exchanges with clearly defined purposes</li> <li>• Participates in short, simple exchanges</li> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Repeats or questions to confirm understanding</li> </ul>
	B2.1	<ul style="list-style-type: none"> <li>• Conveys simple ideas and factual information</li> <li>• Demonstrates a limited understanding of sequence</li> <li>• Uses sentence structure, upper and lower case, and basic punctuation</li> <li>• Uses highly familiar vocabulary</li> </ul>
	B3.2a	<ul style="list-style-type: none"> <li>• Uses layout to determine where to make entries</li> <li>• Begins to make some inferences to decide what information is needed, where and how to enter the information</li> <li>• Makes entries using a limited range of vocabulary</li> <li>• Follows instructions on documents</li> </ul>



## PORTFOLIO COMPLETION – Detailed Rationale for OALCF Skills

OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
Portfolio Completion	A1.3	<ul style="list-style-type: none"> <li>Integrates several pieces of information from texts</li> <li>Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>Identifies the purpose and relevance of texts</li> <li>Begins to recognize bias and points of view in texts</li> <li>Infers meaning which is not explicit in texts</li> <li>Compares or contrasts information between two or more texts</li> <li>Uses organizational features such as headings to locate information</li> <li>Follows the main events of descriptive, narrative, informational and persuasive texts</li> <li>Obtains information from detailed reading</li> <li>Identifies sources, evaluates and integrates information</li> </ul>
	A2.3	<ul style="list-style-type: none"> <li>Performs complex searches using multiple search criteria</li> <li>Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks</li> <li>Integrates several pieces of information from documents</li> <li>Compares or contrasts information between two or more documents</li> <li>Uses layout to locate information</li> <li>Identifies the purpose and relevance of documents</li> <li>Begins to recognize bias in displays, such as graphs</li> <li>Makes inferences and draws conclusions from information displays</li> <li>Identifies sources, evaluates and integrates information</li> </ul>
	B1.3	<ul style="list-style-type: none"> <li>Shows an awareness of factors that affect interactions, such as differences in opinion and ideas, and social, linguistic and cultural differences</li> <li>Participates in lengthier exchanges to problem solve and explore issues</li> <li>Uses strategies to maintain communication such as encouraging responses from others and asking</li> </ul>



OALCF Competency F - Engage with Others is inherent in all aspects of the workshop each day.		
Activity	Literacy rating	Skills and Competencies
		question <ul style="list-style-type: none"> <li>• Speaks or signs clearly in a focused and organized way</li> <li>• Chooses appropriate strategies to check and increase understanding</li> </ul>
	D2	<ul style="list-style-type: none"> <li>• Selects and follows appropriate steps to complete tasks</li> <li>• Locates and recognizes functions and commands</li> <li>• Makes low-level inferences to interpret icons and text</li> <li>• Begins to identify sources and evaluate information</li> </ul>

# COMPETENCY PORTFOLIO DEVELOPMENT

## Facilitator's Guide and Resources























## REFLECTION




### Session Goals

- Setting up expectations for the individuals and the group
- Introductions and agenda
- Starting the group on a good foundation with ground rules, initiating group work and interactive participation early in the session
- Quick test for literacy (Lifelong Learning)
- Enable the clients to identify learning
- Enable the clients to identify skills and abilities
- Enable the clients to understand the difference between knowledge, skills, abilities and competencies
- Initiate discussion for clients to have a basic understand of learning styles

### Materials List (provided electronically and in separate 'Activities' section)

-  **RF-L1 Life Long Learning**
-  **RF 01 STAR Introductions Activity**
-  **RF 02 Personal Characteristics List**
-  **RF 03 Identify Transferable Skills**
-  **RF 04 Evaluating Attributes**
-  **RF 05 Accomplishment Statements**
-  **RF 06 Proud Moments Group Activity**
-  **RF 07 Identify Specific Job Skills**
-  **RF 08 Exceptional Enjoyable Skills**
-  **RF 09 Discover My Meaningful Work**
-  **RF 10 Chronology-Lifeline**
-  **RF 10a Chronology-Lifeline Sample**
-  **RF 11 Daily Activities**
-  **RF 12 Learning from Lifeline**
-  **RF 13 Your Learning Style**
-  **Timeline Excel Template (included in electronic version of this courseware)**
-  **Timeline Word Template (included in electronic version of this courseware)**
-  **Employability Skills 2000+**

*This resource is a good handout as it includes the critical employability skills required of the Canadian Workforce.*

Key:  Hands-on Client Exercise  Article  Electronic File



## Welcome and Introductions-Facilitator

Remember to always credentialize yourself to the group. The participants need know why you are at the front of the room. Disclose the number of years of experience, people that you have helped with career planning, etc.

## Housekeeping

Suggested topics:

- Dates and hours of workshop
- Breaks/lunch
- Washrooms, water, coffee provided, etc.
- What to wear (comfortable/business casual?)
- Fire drill instructions
- Confidentiality
- Parking

## Ice Breakers

Choose one or substitute with an alternative choice.

### Ice Breaker #1-Introduction by Association

(Allow approx. 10 minutes)

Objective:

To aid group members in recalling each other's names.

Procedure:

Tell the participants that they will be asked to introduce themselves to the group by standing up, stating their name and associating their names with some item they would bring on a picnic (or other activity) Examples:

“My name is Mable and I’d bring a table.”

“My name is Dan and I’d drive a van.”

“My name is Fred and I’d bring the bread.”

“My name is Walt and I’d bring the salt.”

“My name is Kay and I’d bring the insect spray.”



## Ice Breaker #2-Name Card Mixer (Allow approx. 15 – 20 minutes)

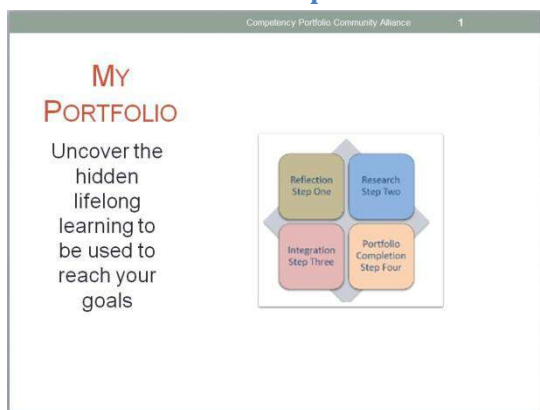
### Objective:

To be used as an initial get-acquainted exercise.

### Procedure:

- As each participant enters the meeting room, present them with a different person's name card and check off both names on your class attendance list.
- Do not give out the extra name cards until after the mixer is over.
- Explain that they should seek the person whose name card they have and interview them so that they can introduce them and tell the others something interesting they found out about that person.

### PPT Slide #1-Workshop Focus



### Workshop Focus

The focus of this workshop is to produce a portfolio. Encourage the clients to strive for an effective presentation. The object is for the client to produce their profile in a professional manner highlighting accomplishments of which they are proud. The intent of the portfolio is to enhance clients' resumes and allow prospective employers to measure their actual results, knowledge and skills acquired through life and work experiences.

**We need to remember that the process can be as important as the end product.** The activities will boost the confidence of clients and they may discover buried characteristics that are valuable and marketable.



## Workshop Format

This format will become the agenda for the workshop. Steps One to Three will be covered in the first three days. Approximate times are indicated for activities. Step Four (Portfolio Completion) delivered in days four and five, will take the format of an assisted lab/work session for clients to work at their own pace.





### PPT Slide #2-Workshop Format

Competency Portfolio Community Alliance 1

## Workshop Format

Step One Reflection	Step Two Research	Step Three Integration	Step Four Portfolio Completion
Identifying Learning	Gathering Documents	Implementing Plan	Reviewing
<ul style="list-style-type: none"> <li>• Learning Chronicle</li> <li>• Essential Skills and Abilities</li> <li>• Learning Style</li> </ul>	<ul style="list-style-type: none"> <li>• Proving Learning</li> <li>• Types of documents and issues in documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Tools for reaching goals</li> <li>• Path to Employment</li> <li>• Learning Outcomes and Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Using a portfolio to communicate</li> </ul>



<p>Step One Reflection</p> 	<p>Step Two Research</p> 	<p>Step Three Integration</p> 	<p>Step Four Portfolio Completion</p> 
<p>Identifying Learning</p>	<p>Gathering Documents</p>	<p>Implementing Plan</p>	<p>Reviewing</p>
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### PPT Slide #3-Reflection Overview

Competency Portfolio Community Alliance 3

**Workshop Format – Step 1**

- Learning Chronicle
- Essential Skills and Abilities
- Learning Style

**REFLECTION:**  
This step is divided into three stages

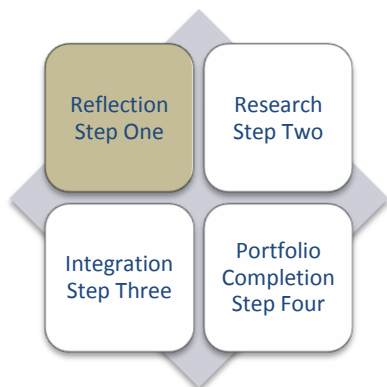
Reflection Step One  
Research Step Two  
Integration Step Three  
Portfolio Completion Step Four

## Step One - Reflection

### Identifying Learning

This step is divided into three stages:

1. Learning Chronicle
2. Essential Skills and Abilities
3. Learning Style



It is important at this stage to get the client to list as many life experiences as possible without concern about whether there is a corresponding learning outcome or whether proof is available. Being less specific at this stage may allow the facilitator to identify learning that otherwise might not have been shared and reduce stress with the client.

In relation to the older client, it is important to highlight classes and training they have attended in the past five years. Educational programs, professional seminars and training completed recently demonstrate a continued interest in learning and help overcome an employer's concern about age and possible inflexibility. In some instances, it also indicates that the client is current in their field. Don't forget workshops on diversity training, sexual harassment, discrimination in the workplace, dealing with difficult people, etc. These are all of value to potential employers.

## COMPETENCY PORTFOLIO DEVELOPMENT

### Facilitator's Guide and Resources



Stage 1 of Reflection is for the client to recall their accomplishments. In subsequent stages, specific skills and abilities will be identified and described in such a way that the prospective employer will understand their relevance. People tend to focus on their most recent position or the last ten years. With these tools they may unearth a past triumph that they had completely forgotten about and be able to better represent themselves. This approach will best portray the advantage of age and prior learning (experience).

The client may only use a small portion of the accomplishments discovered in their resume, but others are useful in building confidence, writing cover letters or acing interviews.

*All Step 1 Reflection activity filenames are preceded with RF*



## Presentation of Sample Portfolio

Demonstrate from the electronic format provided for the facilitator. It would be advantageous to create this as a hard copy sample to allow participants a visual example. Circulate the sample employment portfolio and flip through the electronic version on the white board, highlighting the sections as you go.



## Testing for Literacy Levels

### RF L1 Life Long Learning Activity (Activity Worksheet - Section Six)

(Allow approx. 10 minutes)

*This is a reiteration of the Literacy and Essential Skills Awareness Guide that the client can be asked to complete. If their level of literacy allows for some reading and responding to questions, this exercise may discover areas needing improvement that can be addressed by the practitioner.*

#### PPT Slide #4-Lifelong Learning



Allow time for completion in class. This form is to be handed in. Make photocopies for each client's file and return the completed form to them at the next session. This will enable you to identify any clients that need extra help. If the client is unable to complete the form, action will need to be taken to provide a different method of learning.

- Point out that the way we learned in school might have been influenced by many factors outside our control, but we continue to learn through our life experiences.



## RF 01 STAR Introductions Activity (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

*This format allows the client to use a relaxed introduction (story) format to provide information.*

### PPT Slide #5-STAR Introductions

Competency Portfolio Community Alliance 5

Exercise RF 01

## INTRODUCTIONS

1. Statement of who you are.
2. Why is this statement important?
3. Provide an example that demonstrates what you are saying.
4. Wrap up.

Example:

- I enjoy helping others realize their employment goals.
- I listen to others to hear their employment needs and break down their goals into steps. Then I motivate them to reach towards their goals.
- I have been an employment counsellor for four years and help people realize their goals. I adjust each plan to the individual client.
- I love to help others to realize their existing talents and skills.

### Facilitator's Notes

STAR is a guide that helps learners present information or describe significant events clearly and concisely. This format can be used to respond to questions, such as those posed in a job interview.

The activity helps ensure that people provide sufficient information to tell a story in a structured way. If learners cover the four components of the STAR, they can feel confident that they have answered a question and outlined the key elements of an event or issue.

**S = Statement** Provide a description of an event or issue.

- What happened?
- Where and when did it happen?
- Who was there and what did they do?
- Why is this important?



**T = Tell** Relate this to the Knowledge, Skills and Abilities (KSAs) that you would like to demonstrate.

- What makes this event important?
- Why is this a good example of your learning?
- What tasks/jobs enabled you to develop the KSAs?

**A = Action** Provide some short examples of what you can do.

- Discuss how KSAs were developed.
- What capabilities have you further developed?

**R = Results** Tell how the information you have provided supports the statement that you opened with. This closes the summary very neatly and ties the end to the beginning.

- Link the closing remark to the initial statement.

Facilitators should provide learners time to prepare their responses prior to sharing their STAR presentation with others. This activity can be adapted for various purposes, including introductions, responses to interview questions, etc.

This format is very useful for preparing learners to respond to behavioural interview questions, for example, "Tell me about a time when you experienced a conflict with a co-worker. What did you do? What was the result? How has this experience changed your behaviour for the future?". If learners are preparing for employment interviews, facilitators are encouraged to use the STAR along with practice interview questions.

Facilitators might remind learners to use the STAR each time they present information to others. Through practice, learners will develop greater comfort speaking about events, issues and themselves.

Point out why first impressions are important and how rehearsing a 60 second introduction can help. This is sometimes referred to as the elevator speech (short duration).

Demonstrate for the clients the importance of the introduction.

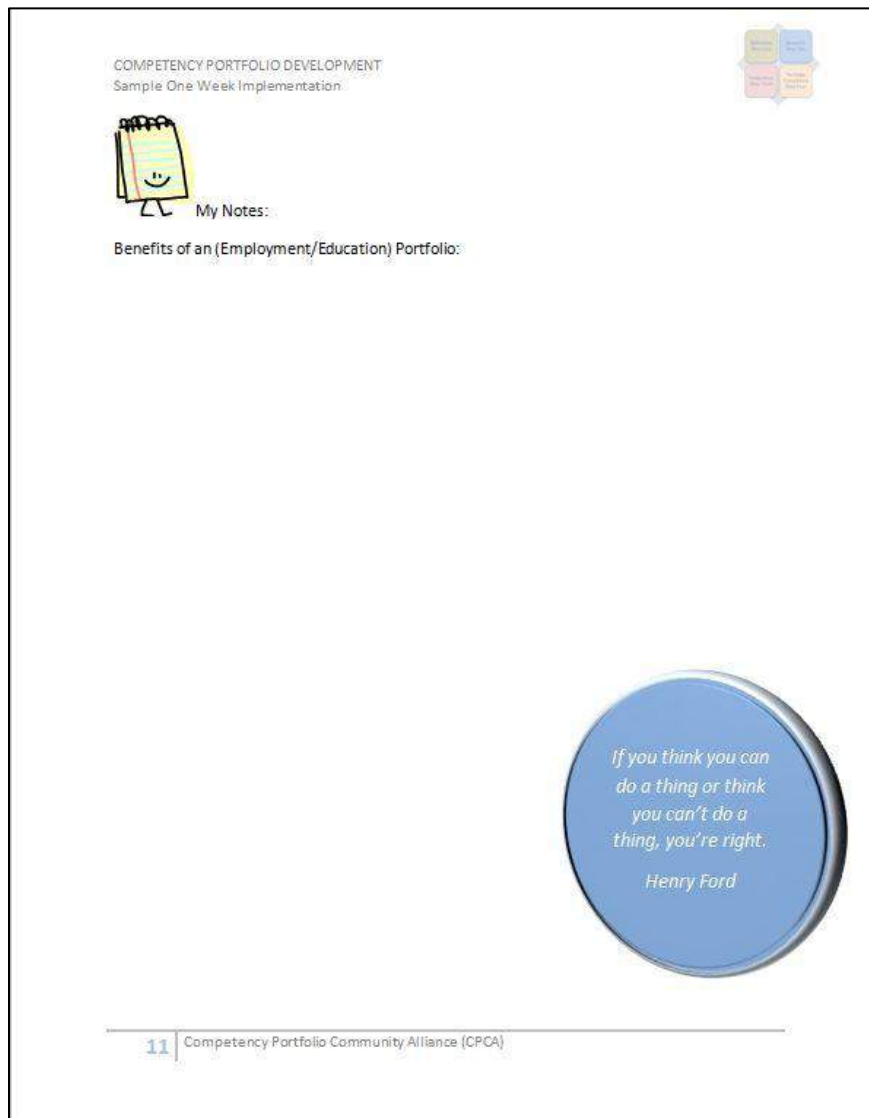
- If you are team training, profile this exercise by each of the trainers giving their 60 second introductions. Be sure to use this opportunity to establish the importance of first impressions but be brief (60 seconds).
- If you are solo training, still use this opportunity to demonstrate a short introduction.



**PPT Slide #6-Benefits of a Portfolio**



Participants have a Notes page in their workbooks for this activity.





## Benefits of an Employment/Education Portfolio

(See timing of Hum Group)

The 'hum group' method is a collective brainstorming which makes it possible to take stock of previous experiences or opinions on a current topic.

### 1. HUM (5 to 10 minutes)

Write ***Discuss the benefits of creating an (Employment, Education) Portfolio*** onto a flipchart or display this discussion statement in a Word file on white board.

Brief the participants to work in sub-groups or use the whole group if it is small.

Have each group produce a list of ideas; prompt those who need help.

### 2. FEEDBACK (5 minutes)

Write on a flipchart one point from each group until you have a list of points covering all main opinions. If another group offers the same point indicate their participation by putting a check mark beside the previously presented point. No further opinions or comments can be presented during this period.

### 3. DISCUSSION (10 to 20 minutes)

From the list of points, mentally select which are the most important.

- Indicate a point and ask who suggested it. Start the discussion by asking, "What made you say this?" or "Can you give me an example?".
- Ask for other examples or points of view. When the point has been explored sufficiently, summarise briefly.

## RF 02 Personal Characteristics List (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

### PPT Slide #7-Personal Characteristics

Competency Portfolio Community Alliance 7

Exercise RF 02

## PERSONAL CHARACTERISTICS

- Hard working
- Work well done
- Creative
- Healthy
- People-oriented
- Attention to detail
- Quick learner
- Conscientious
- Flexible
- Patient
- Original
- Open to new ideas
- Compassionate
- Open-minded
- Analytical
- Dedicated
- Calm
- Innovative
- Sensitive
- Discreet
- Energetic
- Enjoy pressure
- Articulate
- Enthusiastic
- Enjoy challenges
- Get along well with others
- Well-organized
- Thorough
- Resourceful
- Amiable
- Sharp-witted
- Punctual
- Consistent
- Deliberate

### Facilitator's Notes

Advise clients that this listing will not be shared in class; they may feel more secure about their answers. Allow participants to use the rest of class time or to take this exercise home for completion. Doing this exercise at home allows for other people to prompt them.

- List all of the qualities that you can think of that you would use in describing yourself. Remember that this is no time for modesty. Then approach one or more people whom you know personally or through work. Ask them how they would describe you. Don't forget to jot down their thoughts and add their input to your list.
- Try to think about yourself in an analytical way. This is how prospective employers will be viewing you. By sorting out, in advance, the kind of personality approach you will bring to a job situation, you will be in a position to express in letters, your resume and interviews, how you would tackle a job and why you would do well.





- Some of the qualities you might include in your list are (the possibilities are endless):

Hard-working	Energetic
Work well alone	Neat and tidy
Creative	Work well under pressure
Healthy	Articulate
Persevering	Enthusiastic
Attention to detail	Enjoy challenges
Quick learner	Get along well with others
Conscientious	Well-organized
Flexible	Thorough
Patient	Resourceful
Original	Amiable
Open to new ideas	Sharp-witted
Compassionate	Cope well with pressure
Open-minded	Punctual
Analytical	Consistent
Dedicated	People-oriented
Calm	Thick-skinned
Innovative	Firm
Sensitive	Deliberate
Discreet	

PPT Slide #8-Explanation of Terms

Competency Portfolio Community Alliance 8

<p><b>KNOWLEDGE –</b> information, facts, rules, laws, standards, theories and concepts.</p>	<p><b>SKILLS –</b> performance or demonstration of an action.</p>
<p><b>ABILITIES –</b> application of both knowledge and skill to perform and adapt performance.</p>	<p><b>COMPETENCY –</b> in each of these areas, this would be the level at which you can do the skill.</p>

- **Knowledge** – information, facts, rules, laws, standards, theories and concepts.
- **Skills** – performance or demonstration of an action.
- **Abilities** – application of both knowledge and skill to perform and adapt performance.
- **Competency** – in each of these areas, the level at which the skill can be demonstrated to meet a required standard.

This resource handout is provided in the participant's workbook.

The Conference Board of Canada  
Insights You Can Count On

EMPLOYABILITY SKILLS 2000+

**Employability Skills 2000+**

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as part of a team.

Employability Skills 2000+ are the employability skills, attitudes, and behaviours you need to participate and progress in today's dynamic world of work.

The Conference Board makes and encourages students, teachers, parents, employers, labour, community leaders, and governments to use Employability Skills 2000+ as a framework for dialogue and action. Understanding and applying these skills will help you enter, stay in, and progress in the world of work.

**Apply Your Employability Skills at Work**

Employability Skills 2000+ are the critical skills you need in the workplace—whether you are self-employed or working for others. Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

**Apply Your Employability Skills Elsewhere in Your Life**

Employability Skills 2000+ can also be applied beyond the workplace in your daily and personal activities.

**Develop Your Employability Skills**

You can develop your Employability Skills 2000+ at home, at school, at work, and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business, and industry can all play a part in helping you build these skills.

**LOOKING FOR WAYS TO IMPROVE YOUR OWN EMPLOYABILITY SKILLS?**

The Employability Skills Toolkit for the Self-Managing Learner Can Help You! The Employability Skills Toolkit is a suite of practical tools designed to help you:

- know yourself and get feedback;
- identify and reflect on your skills;
- plan skills development activities;
- implement your development plans and practice your skills; and
- document and market your skills for best success.

For more information on the Toolkit or how to work with the Conference Board to produce a customized version of the Toolkit, visit the Conference Board's website.

[www.conferenceboard.ca/employment](http://www.conferenceboard.ca/employment)



## RF 03 Identifying Transferable Skills (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

*A listing of skills that can prompt the client to recognize skills they possess. This exercise can further help the client to prioritize the skills and substantiate the level of skill competency.*

Resource Handout provided to client - Employability Skills 2000+ - The Conference Board of Canada.

### PPT Slide #9-Transferable Skills

Competency Portfolio Community Alliance 9

Exercise RF 03

## TRANSFERABLE SKILLS

- 1) Identify your transferable skills.
- 2) Prioritize your top five.
- 3) Tell a story. When did you use this skill, why, how, where and what were the results?

### Facilitator's Notes

A skill is a developed aptitude or ability (American Heritage Dictionary); something you can do (right now without additional training or direction). Each individual has between 500 - 800 skills, but most people can only state three or four.

#### **Self-Management Skills – Describe:**

- The type of person you are
- What your personality is like
- How well you relate to others
- How well you will fit into a work environment

Common self-management skills are: dependable, reliable and hard working (these are okay but employers feel that these are very basic).



Remember to **show uniqueness**, e.g.: patient, logical, friendly, cost-conscious, mature, trustworthy, ambitious, confident and enthusiastic.

### Transferable Skills

- Can be acquired and used in many different situations, including volunteer work, hobbies, jobs, training and education
- Especially critical when entering the workforce or changing careers
- There are approximately 1500 transferable skills

Common transferable skills include problem solving, listening, communicating, visualizing, reading, writing, measuring (one might use the skill of problem solving when coaching little league baseball, reporting the news or when the car breaks down).

### Job Content Skills

- Can be found in job descriptions; we commonly think of these when describing our jobs
- Special skills required to do the job
- They measure your understanding of the field in which you want to work

Common job content skills include typing/word processing, meeting and greeting customers, filing, processing mail and taking dictation.

#### *Skill – Organization*

*Re-organized the file room in my spare time, over a two month period, containing 5,000 files which reduced the average retrieval time from three minutes to 30 seconds*



## RF 04 Evaluating Attributes (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

Continue with **RF 04 Evaluating Attributes**. This exercise is similar to RF 03 so should not require much explanation. Participants will be becoming familiar with the worksheet style and may continue to work through them at their own pace.

*A listing of attributes that can prompt the client to recognize attributes they possess. This exercise can further help the client to prioritize the top five and substantiate the results of using the attribute. There is no guide for this exercise because directions are provided in the context of the exercise.*

### PPT Slide #10-Evaluating Attributes

Competency Portfolio Community Alliance 10

Exercise RF 04

## EVALUATE YOUR ATTRIBUTES

- 1) Identify your attributes.
- 2) Prioritize your top five.
- 3) Tell a story.
  - A time when I used this attribute...
  - The positive results were...



## RF 05 Accomplishment Statement (Activity Worksheet – Section Six)

(Allow approx. 15 minutes)

Success can have different meanings related to the individual at different times.

Initiate a brainstorming session on the definition of success. This will lead to a variety of answers and a group definition. Be sure to introduce the concept of how 'personal feelings' enter into the definition.

*Another way to have the client tell their story, boost their self-esteem and gather meaningful content for their portfolio or resume. At all levels and in all positions, people do extraordinary things beyond the basic job.*

### Success

To laugh often and love much

To win the respect of intelligent people and the affection of children

To find the best in others

To have accomplished a task

To have played and laughed with enthusiasm and sung with exhilaration

To know that even one life has breathed easier because I lived

This is to have succeeded

Ralph Waldo Emerson

Link for the clients the need for good self-esteem and self-talk to overcome concerns about bragging when relating success stories.



### PPT Slide #11-My Accomplishment



#### Facilitator's Notes

Make a list of job titles. Go back in time and imagine yourself in that position again. Visualize the people, the sights, the sounds and daily routines. Write a brief paragraph that creates a word picture. Remember solving an emergency, dealing with a difficult situation or handling a responsibility.

- What talent or skill did you use?
- What could you do better than your co-workers?
- How did you make a difference for your co-workers or the company/organizations that you were working for?
- Did you receive recognition?
- Can you document the results with dollars, figures or percentages?
- Do your most successful jobs have something in common?
- Did you work on your own or with others?
- Did your responsibility increase or did you know the job well?

Wait Staff – Chain Restaurant

Accomplishment Statement:

**Initiated change** in standard procedure outlined by restaurant chain head office regarding food preparation of new product line. The change was reflected in the **new training manual** and I was recognized as 'Employee of the Month'.



Clients often comment that they were “ just doing their job” and may be reluctant to talk about themselves in such a positive way because they consider it bragging. They need to be reassured that it isn't bragging if it is the truth. Encourage them to tell their truthful story, crediting themselves for their contributions.

Guidelines for Accomplishment Statements:

- Direct to the point, less than twenty (20) words.
- Use action words :
  - Initiated – it was your idea
  - Developed – you prepared a plan for someone else's idea
  - Implemented – you took an idea and plan and made it happen
- Use numbers, percentages and dollar amounts for impact:
  - \$ increase in sales
  - # of departments included
  - # of people trained
  - \$ of budget managed
  - % of accuracy achieved
- Be sure to tell about the results or benefit to your employer.
- Make sure that the statement is detailed enough for the reader to be able to recognize the relevancy to their business/organization. Don't use industry jargon.
- May use bold or underline to highlight important points.

Ask if anyone wants to share their statement and perhaps get more help from the class to think of good action words for the statement.

## RF 06 Proud Moments Group Activity (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

At this point, each of the clients should have some events that they could share with the larger group.

- Separating into groups of two or three will work well for this exercise.
- Give people a few moments to think and then ask for a volunteer to begin. Each person in the group should take a turn being the story teller.
- The members of the group will need a copy of **RF 06 Proud Moments Group Activity** sheet to record each story teller's skills and abilities identified during the telling of their proud moment.
- The group members can then give the completed worksheets to the story teller.
- The group should continue with another round of storytelling with other group members recording what they hear until no one else wishes to volunteer.

### PPT Slide #12-Proud Moments Group Activity



Competency Portfolio Community Alliance 12

Exercise RF 06

**I DID IT!**

Tell a story of a time when you were proud of something you did.



### Facilitator Notes

#### Individual Client Activity:

Ask the client to tell you a story about a time when they were proud of themselves or they accomplished something special. The story does not necessarily need to be job related. This activity can not only identify skills, but can build confidence with the client.



While the client is telling their story, write down the skills that are demonstrated.

#### Group Activity:

Hand out the number of sheets for this activity equal to the number of participants. As an individual tells their story, ask the group to identify skills. People in the group may be astonished by the results.

## RF 07 Identify Specific Job Skills (Activity Worksheet – Section Six)

(Allow approx. 15 minutes)

### Introduction to the National Occupational Code (NOC)

Take the class participants to the NOC website and demonstrate its use. Allow them to surf this site for their past occupations or ones that they wish to apply for.

*This exercise looks at three specific jobs that the client has previously done or that the client is interested in applying for. The skills required are identified and then the client and the facilitator can determine whether those skills are transferable to another position. There is no guide for this exercise because directions are provided in the context of the exercise.*

### PPT Slide #13-Specific Job Skills





## RF 08 Exceptional Enjoyable Skills (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

Initiate class discussion related to our ability to do things that we like to do and our struggle to accomplish tasks that we dislike. Let them know that this is common for everyone. The facilitator could profile this exercise on the flip chart using a personal example.

*This exercise uses the assumption that we are usually good at things we enjoy doing and not as accomplished when doing distasteful tasks. The exercise identifies prominent skills. There is no guide for this exercise because directions are provided in the context of the exercise.*

### PPT Slide #14-Exceptional Enjoyable Skills

Competency Portfolio Community Alliance 14

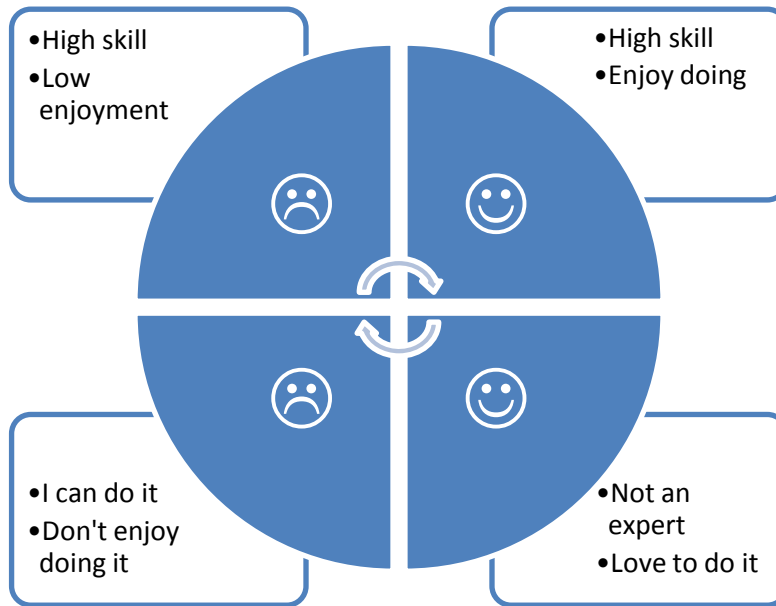
Exercise RF 08

# EXCEPTIONAL ENJOYABLE SKILLS

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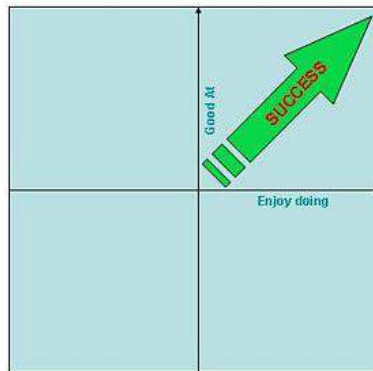
The assumption is that we are usually good at things we enjoy doing and not as accomplished when doing distasteful tasks.

**Facilitator's Notes**






- At the top left is high skill "Good At" with low enjoyment "Enjoy Doing". This is often where we've developed a high level of skill to deal with a task that's unavoidable but we don't want to do any more than is strictly necessary. People who don't manage their careers well often end up here because their organizations tend to keep people in jobs they do well. Think about a Finance Assistant who ends up as an unwilling Credit Controller because he was successful at getting bills paid.
- The lower left is where too many people find themselves job wise; doing something they don't enjoy, nor are they particularly good at. This is where necessity and stress can come head-to-head, causing regular sick-leave.
- The lower right is where enjoyment is high but skill is low. Examples are the person who enjoys amateur dramatics, the spare-time painter or the average DIYer.
- The square at the top right is where the scales of "Good At" and "Enjoy Doing" are. This is where we all would like to be. Success usually springs from enjoying and being good at something.
- To complete this activity don't start with a job title. Instead, start with the ingredients of a successful role you have had in the past, based on your honest appraisal of what you enjoy and want to do, plus an objective view of what you are good at and can replicate.



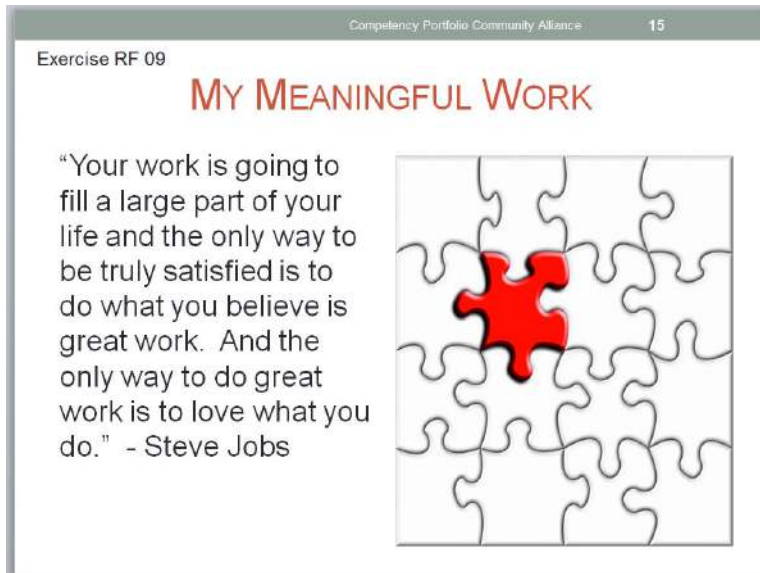
<http://www.your-career-change.com/Analyse-your-skills.html>

## RF 09 Discover My Meaningful Work (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

*Following the previous assumption of accomplishment through working as something we enjoy, this exercise further identifies work that would be considered meaningful and that may lead to looking at new opportunities. Further education may be required to advance.*

### PPT Slide # 15-My Meaningful Work

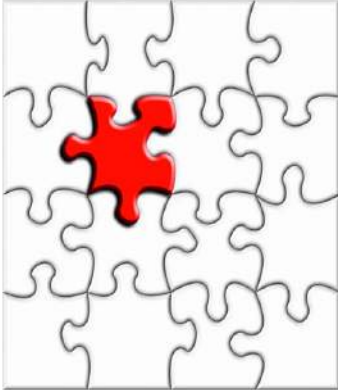


Competency Portfolio Community Alliance 15

Exercise RF 09

## MY MEANINGFUL WORK

“Your work is going to fill a large part of your life and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.” - Steve Jobs



### Facilitator's Notes

Skills are important but building them on talents is the way to really get results.

Ensure that the client takes time with this activity and reflects between each step.

The website [www.sokanu.com](http://www.sokanu.com) has a great exercise to identify the ideal career. It is required that the client sign up to participate but is otherwise free. This task takes some time to complete but it is very non-threatening and enjoyable with great photos of examples as prompts.



## Discovering my Meaningful Work:

### Step 1 – List of Skills and Talents

Things I'm naturally good at	Things I have become good at through repetitive effort	Skills I have learned at prior jobs	Things I learned at school, through courses	Things I enjoy doing in my spare time
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

**Step 2** – Underline the items on the lists that you believe are marketable.

**Step 3** – Highlight the ones you use on a regular basis, whether in your work or personal time.

**Step 4** – If any of the skills on your list are not things you truly ENJOY doing, cross them off the list and do not consider them as career candidates. That doesn't mean you'll never use those skills, just that they won't be your main focus. A good example might be bookkeeping or accounting skills that you use in your day job. You may be good with numbers but if working with them doesn't thrill you and move you, you should simply consider it an additional tool that can help with your work.

### Step 5 – Opportunities for improvement

Transfer items that highlighted	How can I enhance or expand that skill/talent?
Things I have always wanted to do but haven't	Are there classes or courses related to these things? Could they lead to job opportunities?



## RF 10 Chronology – Lifeline Activity (Activity Worksheet – Section Six)

(Allow approx. 30 – 45 minutes)

*This exercise can cover a timeline from age 16 to present. The list should be developed without judgement. Skills and Activities – Learning Outcomes will be identified in a later exercise.*

### PPT Slide #16-Chronology Lifeline

Date	Event
1966	Graduated High School
1970	Married
1983	Opened my own business Provided bookkeeping service but also trained people to use computerized accounting software
?	Completed 3 year course – Teacher/ Trainer of Adult Learners
1998	Women & Rural Economic Development (WRED) Regional Development Manager Helping women start their own business - training
2000	Graduated –(University of Guelph) Advance Agricultural Leadership Program – 18 month executive training
2001	Founded non-profit organization – Executive Director
2012	Non-profit organization closed due to loss of funding
2013	Opened own business

### Facilitator's Notes

When we say, “yesterday”, “last Monday”, “last month” or “last year”, we are giving time some order. We are making a chronology. A timeline is one way of showing a chronology (putting time in order). Allow time for clients to list life’s events and then have them put the time (year) beside each event. They may keep adding events as they remember, so this should be done in a draft format, leaving space between entries for later additions.

If the client has computer skills, they may then produce their timeline in either the Word or Excel format, using whichever program they are most familiar with.

Move around the room to be sure that each client has some events and activities written on their listing. Work individually with clients, assisting them with prompts if necessary.

Initiate discussion with the general group to identify learning from the life events and daily activities that they have listed. Ask clients to share events and activities, and use the group to identify the related learning. This will probably prompt clients to add even more events and activities to their individual listings.



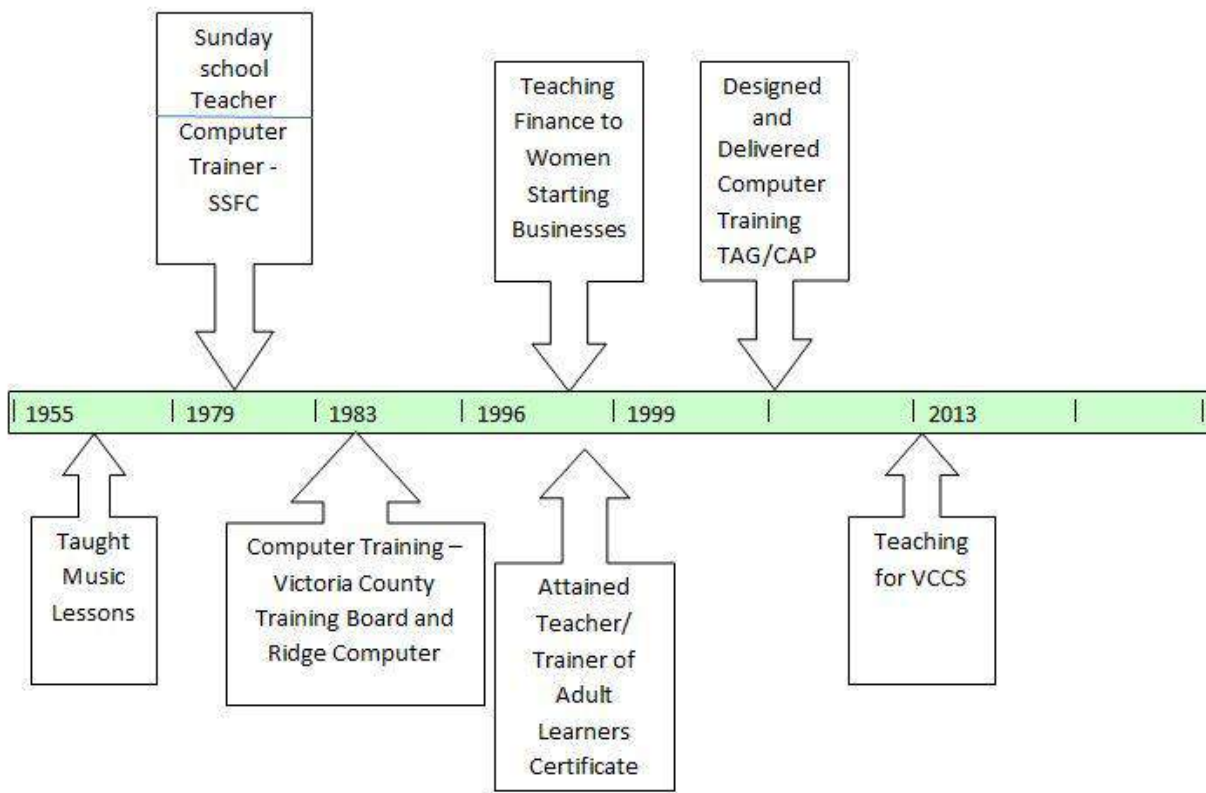
**RF 10 Chronology Lifeline** is expected to be a more detailed long version of your events. Templates allowing the client to work in either Word or Excel will allow them to create a visual version of events and it is best to choose a theme (training skills, office skills, etc.,) to display in this visual version.

### Visual Version of Chronology Lifeline

Both the Word and Excel templates are available in your electronic files and the instructions are part of the template. You may also refer to **RF Life Timeline Templates (Word & Excel)**.

*This one page document outlines the use of the template files which assist in developing the Life Timeline. The client can choose to use either the Word or Excel software application, whichever is most comfortable.*

### Example of Development of Teaching Skills Lifeline





## RF 11 Daily Activities (Activity Worksheet – Section Six)

(Allow approx. 15 minutes)

The next exercise will narrow the focus to the client's most recent job or their home routines.

*This exercise works well for clients who have difficulty with a full life chronicle. Sometimes listing their activities from only their last employment will start to highlight their skills and abilities.*

### PPT Slide #17-Daily Activities

Competency Portfolio Community Alliance 17

Exercise RF 11

## DAILY ACTIVITIES

---

We often take this learning for granted because it is easy or part of a 'routine'.  
Look for knowledge, skills and abilities that might otherwise be overlooked.  
How do you do your job better than others?

### Facilitator's Notes

Everyday activities provide many opportunities for learning. People often take this learning for granted because many daily activities are either easy for them or just part of their 'routine'. By reflecting on their daily activities, learners can gain a deeper understanding of the tasks involved, which will reveal knowledge, skills and abilities (KSAs) that might otherwise be overlooked.

Identifying the KSAs from daily activities is like digging for gold. First, learners identify the spot where they wish to dig (e.g., key daily activities). As they dig, they begin to uncover some general tasks involved in the activity. They may need to expand or adjust where they dig as the process unfolds. Learners need to keep track of where they are digging to ensure that they uncover the full range of tasks involved in the activity. Finally, they sift through everything to find the KSA nuggets that best represent their learning. This sifting also involves organizing the KSAs and presenting them in a meaningful way.



For example, food and beverage servers may not consider all of the various activities that they do in a day as comprising a rich set of tasks. However, if they look at the various activities involved in serving customers, they can begin to see the broad scope of abilities. Through the first level of digging, servers may identify their jobs, including various activities, such as:

- greet customers
- present menus
- make recommendations and answer questions about food and beverages
- take orders and any special requests to the kitchen staff
- serve the food and beverages to the customers
- provide an accurate bill to customers and accept payment

Digging deeper on any of these activities will help reveal that each one involves various tasks. For example, in making recommendations and answering questions, additional tasks could emerge, including:

- provide detailed descriptions of meal preparation processes and ingredients
- identify safe selections for individuals with food allergies
- communicate to resolve conflict with customers who are dissatisfied with their meals and identify solutions

Learners may also perform these tasks to different levels of mastery and responsibility. For example, a food server may hold the authority to offer compensation to dissatisfied customers without (or only with) management approval. This extra detail can provide useful information for the learner and potential employers to outline opportunities for further development.

Saskatchewan Learning (2005)  
*A Journey of Self-Discovery: Facilitator's Guide to Reflection and Portfolio Development*, Regina, Saskatchewan, Canada



## RF 12 Learning from Lifeline (Activity Worksheet – Section Six)

(Allow approx. 30 – 45 minutes)

At this point, participants have several listings of Knowledge, Skills, Abilities and Competencies and know the distinction between these terms. Using this accumulated information, they can complete this activity.

*The client and facilitator can choose specific Life Experiences discovered earlier and use this activity to identify skills and determine the level of competency that can be demonstrated.*

### PPT Slide #18-Learning from Life Timeline

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Exercise RF 12

## LEARNING FROM LIFE TIMELINE

- Choose a life experience that you identified earlier
- Identify the knowledge, skills and abilities required by this experience
- Determine the level of competency required

**PPT Slide #19-Reminder of Definitions**

Competency Portfolio Community Alliance 8



<b>KNOWLEDGE –</b> information, facts, rules, laws, standards, theories and concepts.	<b>SKILLS –</b> performance or demonstration of an action.
<b>ABILITIES –</b> application of both knowledge and skill to perform and adapt performance.	<b>COMPETENCY –</b> in each of these areas, this would be the level at which you can do the skill.

## RF 13 My Learning Style (Activity Worksheet – Section Six)

(Allow approx. 15 minutes to answer quiz)

Initiate discussion about learning styles emphasizing that no one style is better than others.

### PPT Slide #20-My Learning Style



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Exercise RF 13

## MY LEARNING STYLE

 **VISUAL LEARNER**

- Benefits from illustrations and presentations

 **AUDITORY LEARNER**

- Acquire knowledge by reading aloud or listening to lectures

 **KINESTHETIC LEARNER**

- Learns by doing and needs to be active

### Facilitator's Notes

The following website [www.usd.edu/trio/tut/ts/style.html](http://www.usd.edu/trio/tut/ts/style.html) at the University of South Dakota has a quick quiz to identify the client's learning style and to help them understand the differences between Auditory, Visual and Kinesthetic learners.

The **David A. Kolb** styles model is based on the Experiential Learning Theory, as explained in his book *Experiential Learning*. The ELT model outlines two related approaches toward grasping experience: **Concrete Experience** and **Abstract Conceptualization**, as well as two related approaches toward transforming experience: **Reflective Observation** and **Active Experimentation**. According to Kolb's model, the ideal learning process engages all four of these modes in response to situational demands. These learning styles are as follows:

1. **Converger**: good at making practical applications of ideas and using deductive reasoning to solve problems.
2. **Diverger**: imaginative and are good at coming up with ideas and seeing things from different perspectives.
3. **Assimilator**: are capable of creating theoretical models by means of inductive reasoning
4. **Accommodator**: good at actively engaging with the world and actually doing things instead of merely reading about and studying them.



Peter Honey and Alan Mumford adapted **Kolb's model**, renaming the stages to accord with managerial experiences of decision making/problem solving, as:

1. Having an experience
2. Reviewing the experience
3. Concluding from the experience
4. Planning the next steps

One of the most common and widely-used categorizations of the various types of learning styles is **Neil Fleming's VARK model (sometimes VAK)**:

1. **Visual Learners:** having a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.)
2. **Auditory learners:** learn through listening (lectures, discussions, tapes, etc.)
3. **Reading-writing preference learners**
4. **Kinesthetic learners or tactile learners:** prefer to learn via experience; moving, touching and doing (active exploration of the world, science projects, experiments, etc.)

Thinking about learning in this way allows facilitators to prepare classes that address each of these areas. Clients can also use these models to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.



## Six Assumptions Related to Motivation of Adult Learning

Knowles' theory

1. Adults need to know the reason for learning something (need to know). People are more receptive to learning if they understand why they are learning it and how they can apply it to their lives. How will it benefit them? Will it make their lives easier? Use real life examples when demonstrating.
2. Experience (including error) provides the basis for learning activities (foundation).
3. Adults need to be responsible for their decisions on education involvement in the planning and evaluation of their instruction (self-concept).
4. Adults are most interested in learning subjects having immediate relevance to their work and/or their personal life (readiness).
5. Adult learning is problem centered rather than content orientated (orientation).
6. Adults respond better to internal versus external motivators (motivation).

### **Make it fun and interactive**

Keep participants engaged through a variety of activities. People have difficulty listening to someone else talk for hours at a time.

### **Keep an Open Mind**

You often learn something new each time you teach. Keep the two-way flow of information lively. Enjoy it, learn from it and make the most of your workshop.



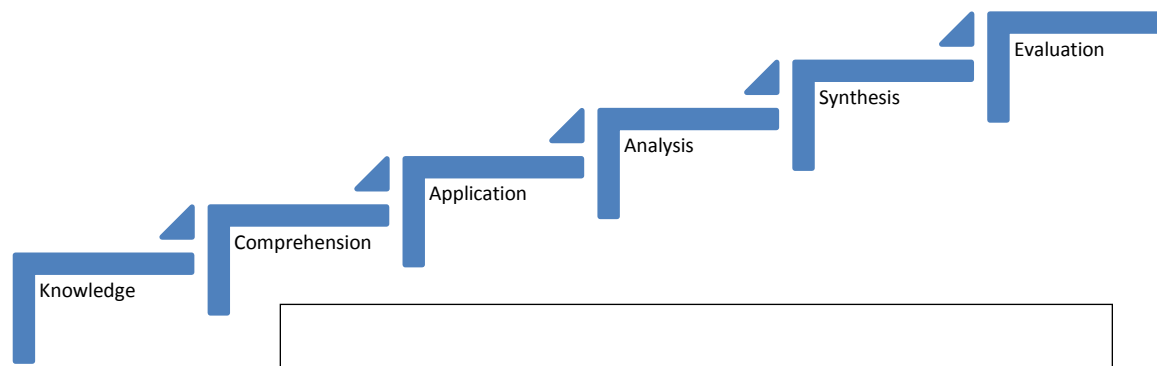
## How do Knowledge, Skills and Abilities relate to Bloom's Taxonomy?

An important ability for a teacher is to define and phrase outcomes so that students work at appropriate cognitive levels as they progress toward the intended course learning outcomes. A relatively simple way to do this is to ensure that instructors articulate their expectations of students from basic comprehension to skill development to sophisticated complex thinking involving attitudes, values and judgments.

In the 1950's, **Benjamin Bloom** led a committee in identifying the various demand levels for the cognitive domain. His committee created a taxonomy (classification framework) which has become well known in education and has been used for the past 50 years. The committee identified six levels that demanded progressively higher levels of processing. From lowest to highest complexity, the six levels are: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Studying the taxonomy hierarchy, it is clear that the cognitive demand of "state," "list" and "pronounce" verbs associated with Bloom's Knowledge level, differ markedly from "integrate" and "assess", verbs characteristic of the Analysis, Synthesis and Evaluation levels.

Corresponding to Bloom's cognitive taxonomy are the three domains of Learning, Knowledge, Skills and Abilities. This relationship is depicted in the following chart of appropriate action verbs for each cognitive level.

**Use the following chart to locate your outcomes on Bloom's cognitive taxonomy. The level of demand on students' abilities increases as the chart moves from knowledge (lowest demand) up to evaluation (highest demand).**





<b>Knowledge, Skills and Abilities domains related to Blooms Cognitive Taxonomy</b>					
<b>Knowledge →</b>		<b>Comprehension →</b>		<b>Application →</b>	
cite	state	convert	represent	apply	predict
define	tell	depict	restate	classify	prepare
depict	translate	discuss	review	compute	present
give examples	vary	describe	reword	demonstrate	relate
identify	underline	discover	substitute	direct	schedule
label		express	summarize	discover	shop
list		explain	tell	dramatize	show
locate		give examples	illustrate	employ	sketch
match		give main idea	locate	evidence	solve
name		identify	manage	illustrate	use
pronounce		interpret	tell why	imitate	utilize
quote		paraphrase	translate	interpret	
recall		recognize	vary	manifest	
recite		relate		manage	
record		rephrase		observe	
reproduce		represent		operate	
state		restate		practice	
<b>Analysis →</b>		<b>Synthesis →</b>		<b>Evaluation</b>	
analyze	dissect	adapt	invent	appraise	
appraise	divide	arrange	manage	assess	
ascertain	examine	assemble	modify	compare	
associate	experiment	collect	organize	conclude	
calculate	find	compose	originate	contrast	
categorize	infer	combine	plan	criticize	
compare	inspect	compile	pose	critique	
conclude	inventory	conceive	prepare	deduce	
contrast	manage	construct	project	estimate	
criticize	outline	create	propose	evaluate	
debate	point out	design	rearrange	judge	
designate	question	develop	revise	rate	
determine	reduce	devise	rewrite	revise	
diagnose	relate	expand	set-up	score	
diagram	separate	extend	synthesize	weigh	
differentiate	solve	formulate	theorize		
discriminate	test	generalize	write		
distinguish		integrate			



## Participative Training

An effective participative course makes it compulsory, not optional, for the participants **to think** during the course.

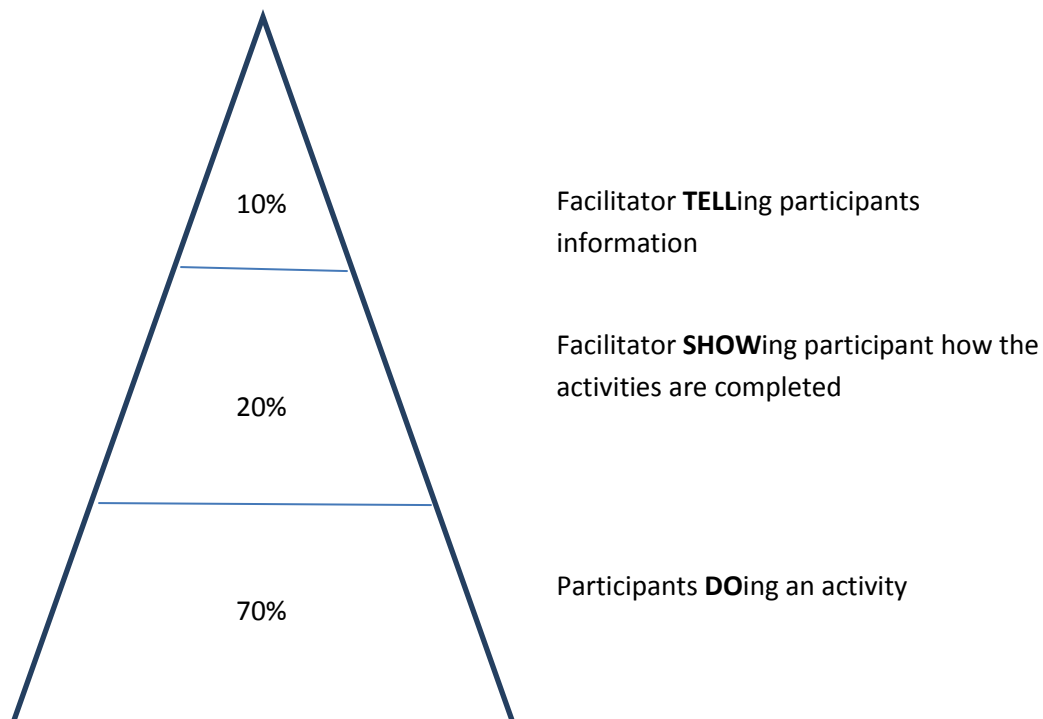
This guide is directed at facilitators who create a stimulating learning environment, rather than participating in training as instructors or lecturers. The agenda is determined by the needs of the participants, not the wishes of the facilitator.

### Significance of Participation in Learner Retention

Learners Retention	
10%	Of what they <b>read</b>
20%	Of what they <b>hear</b>
30%	Of what they <b>see</b>
50%	Of what they <b>see and hear</b>
70%	Of what they <b>say</b> as they talk
90%	Of what they <b>say</b> as they <b>do</b> a thing!

### Facilitator's Time Use Guideline

When working through the activities in this guide, try to divide the time as follows:












## RESEARCH

### Session Goals

- **Research** – proof of learning
- Introduce the requirement for proof of learning. Discuss the variety of ways to provide verification.

### Materials List (provided electronically and in separate 'Activities' section)

-  **Facilitator's Research Checklist**
-  **RE1 Prove It Process**
-  **RE2 Proving Learning**

Key:  Hands-on Client Exercise    Article    Facilitator's Checklist    Electronic File

### PPT Slide #21-Research Overview

Competency Portfolio Community Alliance 21

Workshop  
Format-Step 2

This step is  
to **prove**  
your  
knowledge  
and ability

RESEARCH:  
This step is critical to the  
success of your portfolio





## Step Two - Research

### Description and Purpose of Research and Document Gathering

Critical to the success of a Competency Portfolio is the ability to prove one's knowledge and ability.

Research includes proof of learning, verification and documentation. A checklist will aid in this process. Use this checklist to prompt the client to reflect and then research documentation that verifies this learning.

*All Step 2 Research activity filenames are preceded with RE*

### PPT Side #22-How Can I Prove That I Can Do That

Competency Portfolio Community Alliance 22

## RESEARCH

### HOW CAN I PROVE THAT I CAN DO THAT?

- Reference letters
- Past job descriptions
- Evaluations/Assessments
- Letter acknowledging a volunteer position
- Letter of verification

Introduce the requirement for proof of learning. Discuss the variety of ways to provide verification.

### Facilitator's Research Checklist

*Completing this checklist with the client will help them to identify various documents that can be used as proof of learning.*



## RE1 Prove It Process (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

### Facilitator's Notes

Give concrete examples when using this skill. This creates a mental picture for the employer. Employers hire people they can envision doing the job.

1. Choose a skill.
2. Put it in a story (when did you do it, why, how, where, etc.).
3. Give numbers, quantities, time frames (makes it believable; helps employer see you in that job). How long did you do it? What was the size of the budget? What quota did you meet or surpass?
4. State positive results (“what happened” as a result of using this skill).
5. Relate the skill to the job.

## RE2 Proving Learning (Activity Worksheet – Section Six)

(Allow approx. 15 minutes)

*This is an organizational activity that can assist the client in listing pieces of proof that he/she needs to locate for their competency portfolio.*

Allow participants to use the rest of class time or have them take this exercise home for completion. Move around the room to individually assist clients to identify items that they can use for proof of learning.

# COMPETENCY PORTFOLIO DEVELOPMENT

## Facilitator's Guide and Resources















## INTEGRATION

### Session Goals

- Review
- **Integration** – Goal Setting
- Enable the client to recognize that a balanced life style reduces stress
- Enable the client to know what makes goals SMART
- Enable the client to begin to identify and clarify personal and career goals
- Enable the client to begin an action plan, identifying next steps
- Introduce a different way of looking at job search. For example, a sales approach depicts the client as a product needed by the employer
- Enable the client to finalize previous work by producing a document highlighting experience and learning outcomes

### Materials List (provided electronically and in separate 'Activities' section)

-  **Facilitator's Integration Checklist**
-  **IN1 Life Balance Wheel**
-  **IN2 SMART Goal Setting**
-  **IN3 Planning Next Steps**
-  **IN4 Sales Approach to Job Search**
-  **IN5 Experience and Learning Outcomes**

Key:  Hands-on Client Exercise  Article  Facilitator's Checklist  Electronic File



### PPT Slide #23-Integration Overview

Competency Portfolio Community Alliance 23

**Workshop Format-Step 3**  
Putting it all together.

Goal setting, resume, cover letter, documentation.

**INTEGRATION:**  
Gathering and putting together of information

Reflection Step One

Research Step Two

Integration Step Three

Portfolio Completion Step Four

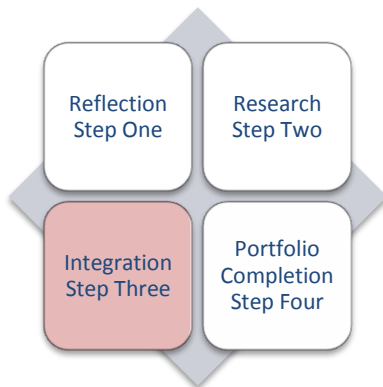
### Step Three – Integration

#### Description and Purpose of Integration and Goals

Integration is the section of the framework in which the practitioner has the greatest expertise. Most employment service providers will have developed effective techniques for assisting the client in updating job search tools and other activities that will result in employment.

Development consists of goal setting, resume writing, cover letter writing, job search strategies, Labour Market research and interview techniques.

*All Step 3 Integration activity filenames are preceded with IN*





## Brief Review

Remind people that it is their choice to share. Allow a bit of time at the beginning of class for participants to comment on their work thus far.

- Did anyone add to or create a new accomplishment statement?
- Did anyone identify an occupation that they are interested in?

The 'buzz group' method is a collective brainstorming which makes it possible to take stock of previous experiences or opinions on a current topic.

There are two phases:

- Buzz (10 minutes)
- Discussion (20 minutes)

### Buzz

1. Write ***"List reasons for setting goals"*** on a flipchart or white board.
2. Brief the group to work in threes; if possible, they should not have to change seat positions.
3. Ensure that one person in each group write the list on a sheet of flipchart paper provided.
4. Carefully prompt individual groups who need help by restating the activity.
5. Allow this step to continue for up to 10 minutes or until the 'buzz' stops.
6. Hang all the newsprint lists together at the front of the training room.

### Discussion

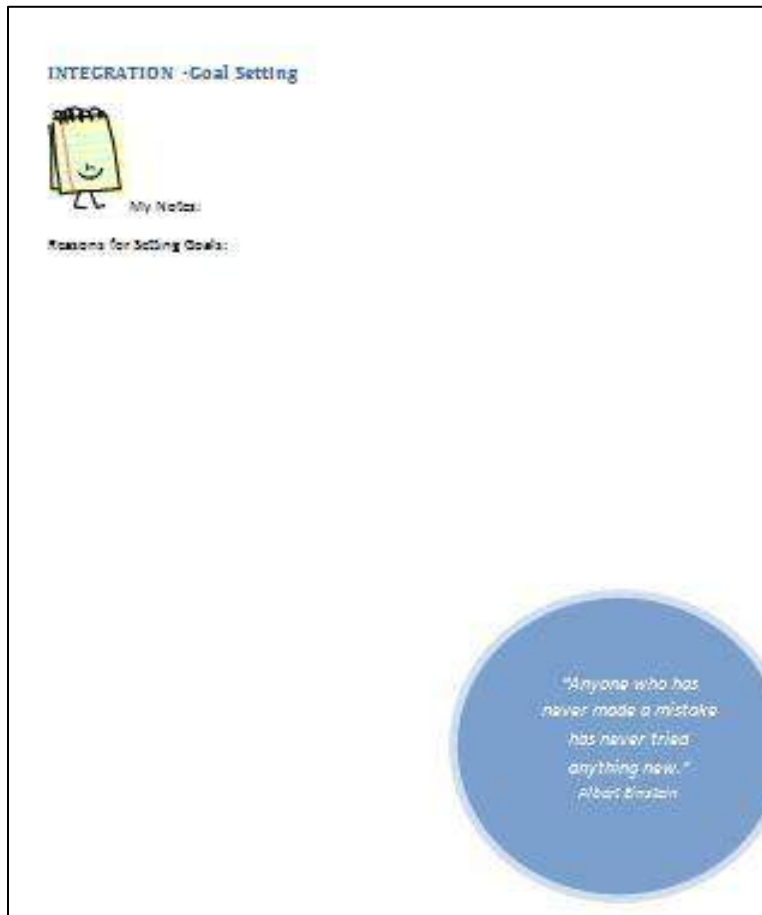
1. Ask everyone to scan the lists of all the pages.
2. Ask what words are common to all lists.
  - a. When a word is suggested, highlight where it is written on each list and request that someone volunteer to explain that item.
  - b. Invite opinions from other groups until the item has been explored sufficiently, usually after three have commented.
3. Repeat number two and invite comments of the next item.
4. When the discussion phase is well established, you can pick on particular items on any list and request explanation.
5. Ensure that every group of three has the chance to explain something.
6. Control who speaks by nominating each contributor.
7. At the end of the discussion, summarize briefly and make a positive link that leads into Goal Setting.



## Top Seven Reasons to Set Goals

7. Define long term vision
6. Provide short term motivation
5. Focus on what is important and avoid distractions
4. Help to organize time and resources
3. Highlight your progress
2. Measure and take pride on your achievements as goals are attained
1. Raise your self-confidence when you recognize that your skills and competencies allow you to achieve your goals

This sheet is included in the participant's handouts, in order that they can record this activity for future reference.



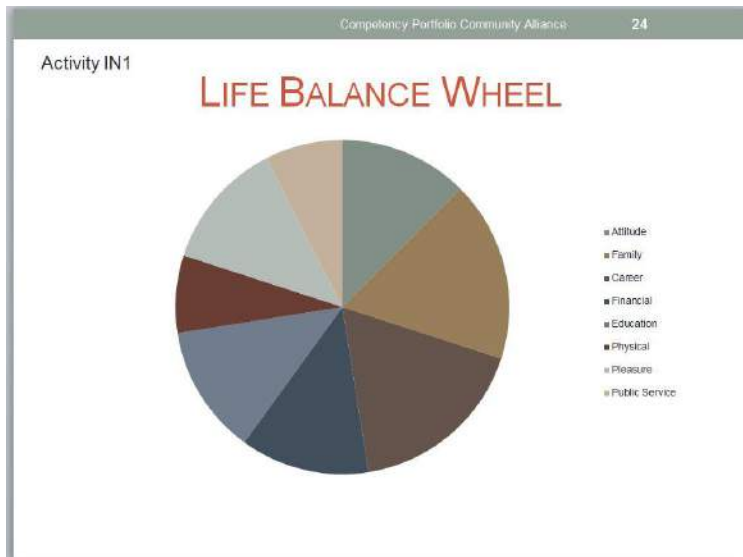
## IN1 Life Balance Wheel (Activity Worksheet – Section Six)

(Allow approx. 10 – 15 minutes)

Introduce the seven areas of Life Balance that require separate but complementary goals. For instance, your 'Education Goal' may need to be achieved in order to accomplish your 'Financial Goal'.

*This file uses an excel chart file. It is set up so that the client can give weighted points to each segment of the Life Wheel, changing the default settings. The total of the segments must always equal 100. It allows the client to do some (w)holistic reflection, getting a visual representation of any areas of their life that may need attention.*

### PPT Slide #24-Life Balance Wheel

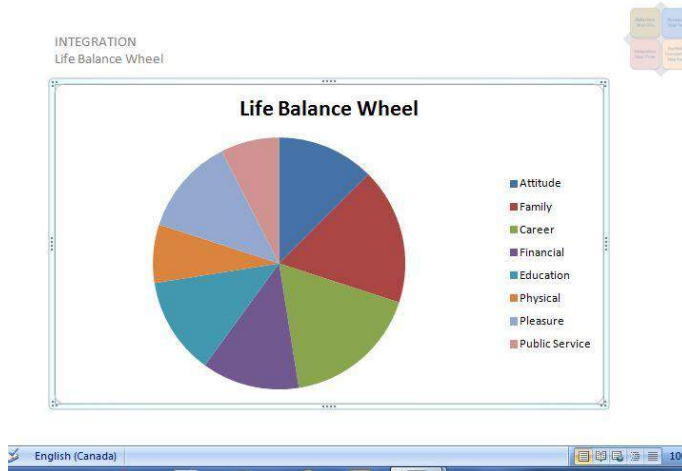
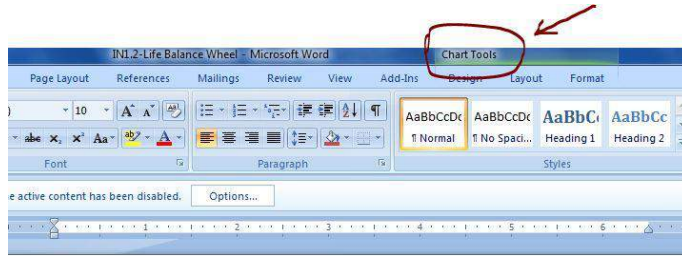


### Facilitator's Notes

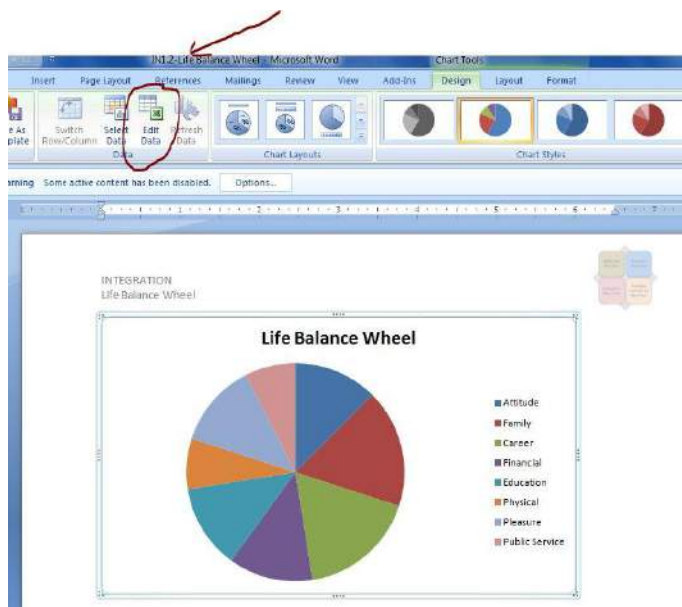
#### Directions for using the Life Balance Wheel:

- Open the IN1 Life Balance Wheel file
- Click into the box surrounding the coloured Wheel. Note that a tab appears above the ribbon menu 'Chart Tools'

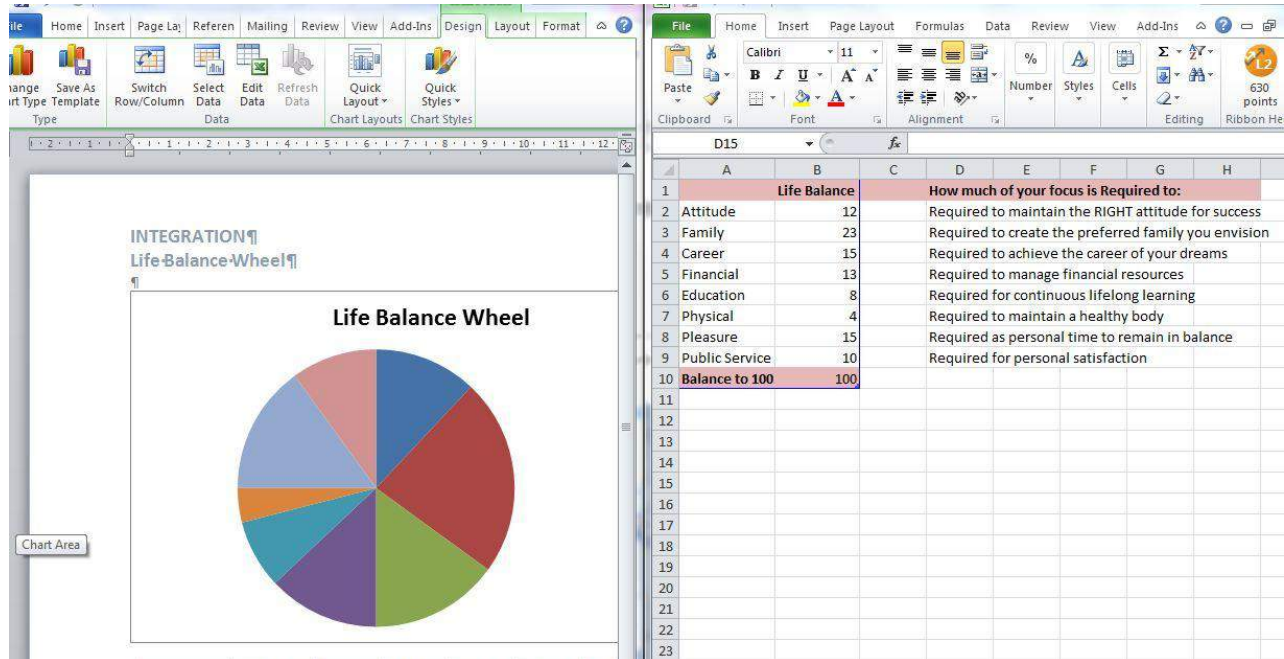
# COMPETENCY PORTFOLIO DEVELOPMENT Facilitator's Guide and Resources



- Click on 'Chart Tools' and choose 'Edit Data'



- An additional Excel spreadsheet window will appear on top of the Wheel Chart, which will allow the client to change the sample values associated to each life balance feature. The total should always be “100 points”.



The Life Balance Wheel can establish the areas needing attention and identify ‘big picture’ goals. Then other activities, such as (IN3 SMART goal setting) or (IN2 Planning next steps), can assist to break the goals into manageable, realistic targets.

Clients who have recently lost a job or are considering a change of career, often feel adrift in the world. They may feel that they work hard and don’t seem to get ahead. This shift in their life path might present a good opportunity to think about what they want out of life and identify some areas where changes would be beneficial.

It is impossible to help someone with career changes without taking into regard their whole life picture. Goal setting will allow them to visualize their ideal future and be motivated to work toward that reality.



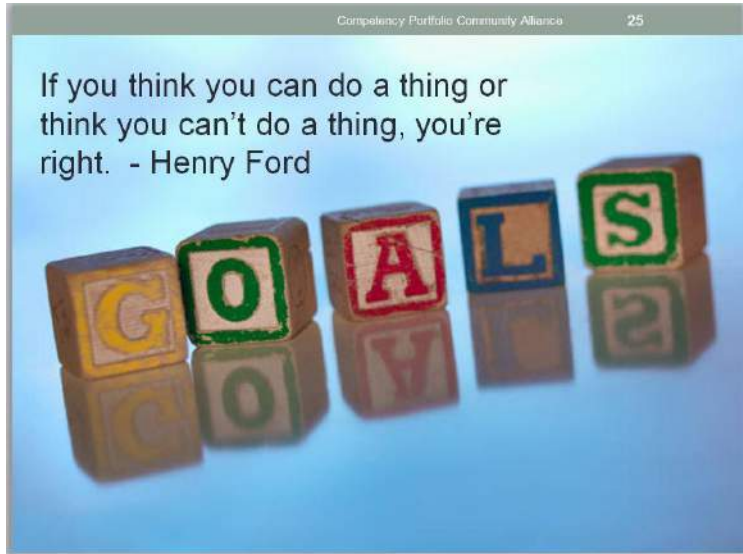
The Life Balance Wheel (file IN1 Life Balance Wheel) can help to identify the areas where goals for change could be beneficial. The following important areas are the features of the Life Balance Wheel. Targeted questions may prompt the client to think of specific goals related to each feature.

<b>Life Balance Wheel - Segments</b>	
<b>Career</b>	What do you want to achieve?
<b>Financial</b>	What do you have to do to achieve the level of income that you want?
<b>Education</b>	Do you need to have more education to achieve the previous goals?
<b>Family</b>	Are there any changes that need to be made to improve your interaction with other family members? What does your preferred family vision look like?
<b>Attitude</b>	Do you think that there are behavioural or thought process changes that could improve your chances for success?
<b>Physical</b>	Are there changes that need to be made in order ensure that your health will allow you to work and enjoy your balanced life?
<b>Pleasure</b>	Is there enough time in your life for you?
<b>Public Service</b>	Do you want to give back to your community and/or make the world a better place?

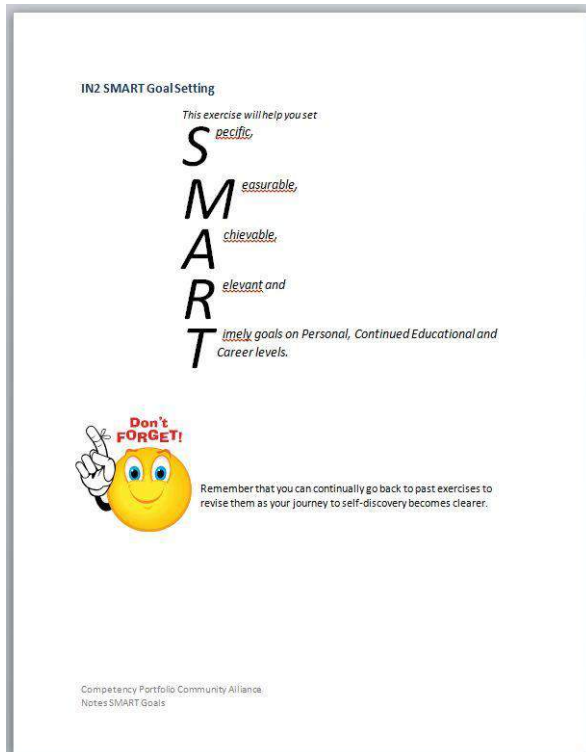
## IN2 SMART Goal Setting (Activity Worksheet – Section Six)

(Allow approx. 20 minutes)

### PPT Slide #25-Goal Setting



This sheet is included in the participant's workbook as a reminder to create SMART goals.





Move to **IN2 SMART Goal Setting** and take some time to discuss the SMART approach to goal setting.

*This exercise will help the client to set Specific, Measurable, Achievable, Relevant and Timely goals. There is no guide for this exercise because directions are provided in the context of the exercise.*

### PPT Slide #26 & 27-SMART Goals

	Long term	One year	This month
Personal			
Academic			
Career			

Starting with the 'big picture' or life goals, progress to identifying the next five years, next year, next month, next week and today. This process will create an action plan which can help to motivate a 'stuck' client.

Allow participants time to write at least one Personal, Academic and Career Goal, placing it in the appropriate box (Long Term, One year, This Month)

- Ask the participants to take one of these goals and draw a picture or write a detailed description (story in present tense)

Story example: "I am sitting in my new office. The walls are freshly painted a warm mauve colour with my newly acquired Microsoft Certified Trainer certificate hanging beside the window where I can see it from my updated, super-fast computer."

Remind participants that they can continually revisit past exercises to revise them as their journey to self-discovery becomes clearer.



## IN3 Planning Next Steps (Activity Worksheet – Section Six)

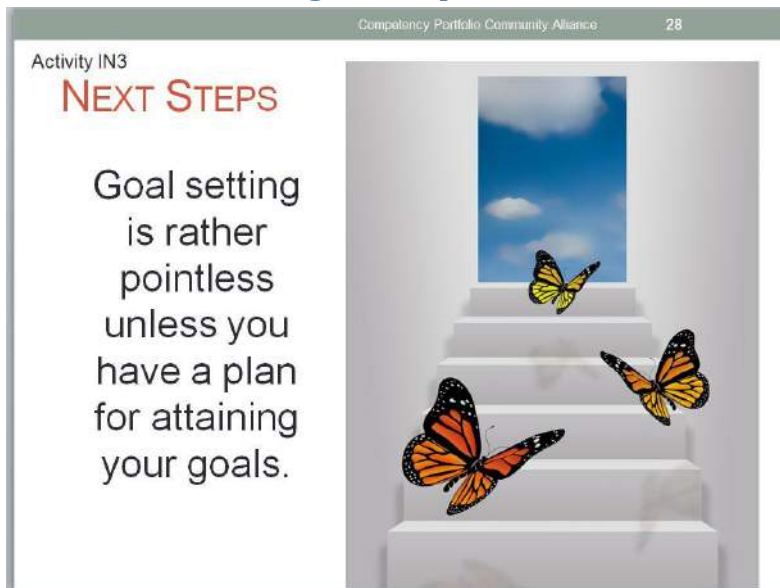
(Allow approx. 25 – 30 minutes)

Allow class time for the participants to start this worksheet. This is a good time for participants to look back on the program and summarize what they have learned. They have set goals for future personal and career development. They have short term goals, with long term goals in mind, and have seen the value of life-long learning.

*Goal setting is rather pointless unless you have a plan for attaining them. This worksheet will help.*

- Review documents that prove learning.

### PPT Slide #28-Planning Next Steps



## IN4 Sales Approach to Job Search (Activity Worksheet - Section Six)

(Allow approx. 15 minutes)

*This exercise can be especially helpful to clients who have a retail background and can relate to this approach.*

### PPT Slide #29-Sales Approach to Job Search

Competency Portfolio Community Alliance 29

Activity IN4

## SALES APPROACH TO JOB SEARCH



**The Product/Package**  
What do you have to offer?



**The Market**  
Who needs what you have to offer?



**The Customer**  
What can you do for them?



### Facilitator's Notes

#### **The Product:**

Where do you excel?

What energizes you and makes you feel the most productive?

What do you really care about?

Can you convincingly articulate what you can do? Your age may give you an advantage because you can talk about accomplishments.

*The client needs a campaign plan, a marketing campaign with them as the product. They need to take time to prepare. The questions in this exercise will help.*

#### **The Market:**

Who needs your product?

What are the benefits that they might not be aware of?

Have you researched the market?

Can you provide proof of your accomplishments; case studies, statistics, testimonials, copies of work produced?

*The client needs to know the market. Working in the same company/industry for twenty to thirty years could result in them not being aware of other opportunities. Self-assessment and research will help.*

#### **The Customer:**

Who is your ideal customer and why?

What can you do for them?

What is your customer's market niche and competitive advantage?

Is there something they are missing in their competitive analysis that you can provide?

*The client needs to recognize their unique skills and identify situations in the prospective employer's operation where they can be used consistently. Furthermore, they need to be able to articulate those advantages once they are identified.*



## IN5 Experience and Learning Outcomes (Activity Worksheet – Section Six)

(Allow approx. 20-30 minutes. This activity converts well directly to portfolio)

What can you do and at what level is the skill?

This activity will become an important piece of the published portfolio.

*This document brings together the competencies that will be discovered through this process and makes an excellent enhancement to the traditional resume file.*

### PPT Slide #30-Learning Outcome

Activity IN5

DESCRIPTION OF EXPERIENCE	LEARNING OUTCOME
Using bookkeeping software	I gained an in-depth knowledge of Accounting Software and an understanding of processes for several types of businesses

Use active verbs such as – able to, predict, formulate, plan, select, communicate, describe, evaluate, etc.

### Facilitator's Notes

Good learning outcomes will focus on what the client knows and/or is able to do because of a past experience and must indicate how that knowledge or skill will be demonstrated.

There can be multiple learning outcomes and a range of levels of learning, as described by Bloom's Taxonomy. These learning outcomes will be expressed by using active verbs such as able to, predict, formulate, plan, select, communicate, describe, evaluate, etc.

Move around the room to individually assist clients to identify knowledge, skills and abilities that they have gained from previous work and/or volunteer experiences.

Inform participants that the next day will be a session to complete the portfolio. Trainers will assist with structure and editing of documents. Clients need to be sure to bring to class all of their files and supporting data.

Participants that have already completed their portfolio and have had it reviewed by a trainer can continue with on-line job search for the first part of day four and then join in the discussion which will follow the working/editing session.



## Important Reminder

**The next session will be to complete the portfolio. As a facilitator, you will assist with editing of documents. Remind the participants to bring to class all of their files and supporting data. If they have already completed their portfolio, they can have it reviewed.**



# COMPETENCY PORTFOLIO DEVELOPMENT

## Facilitator's Guide and Resources









## PORTFOLIO COMPLETION

### Session Goals

- Review
- This final delivery section become a lab type of setting allowing the facilitators to work with individuals on exercises that they have found difficult
- Each client will have their turn to have their work edited and have the undivided attention of the facilitator
- Enable the client to see the results of their work in an attractive, visual format
- Enable the client to appreciate the value of the employment portfolio and value its' usefulness
- Client evaluation of this workshop will assist the developer to make revisions
- **Portfolio Completion** - The client will produce an employment portfolio that can be continually updated as required

### Materials List (provided electronically and in separate 'Activities' section)

-  **Facilitator's Completion Checklist**
-  **Course Evaluation**

Key:  Hands-on Client Exercise  Article  Facilitator's Checklist  Electronic File



## PPT Slide #31-Completion

Competency Portfolio Community Alliance 31

**Workshop Format-Step 4**

Take time to feel proud of the professional history you have created

**COMPLETION:**  
Review and publish your portfolio

Reflection Step One    Research Step Two  
Integration Step Three    Portfolio Completion Step Four

### Step Four-Portfolio Completion

#### Description and Purpose of Portfolio Completion

As the last part of the process, this is the opportunity to review each of the steps:

*Reflection*

*Research*

*Integration*



Creating your portfolio to enhance your resume is the summation of the entire self-assessment process. It isn't easy or quick. The client needs to take adequate time to feel proud of the professional history that they have created.

Clients should be able to clearly articulate and prove their skills and abilities through the continued use of the portfolio.

*All Step 4 Portfolio Completion activities filenames are preceded with PC*



## Gathering and Editing Documents

(Resume, cover letters and other documents that will prove skills and abilities)

- Title a flip chart page – ***Edit My Work***
- Invite people to sign up for an editing session. This will allow facilitators to continue through the sign up list and clients can see when their turn is coming.
- Clients who have already been seen can re-add their name to the bottom of the list if they wish.

## Declaration of Authenticity

The client's 'Declaration of Authenticity' and 'Statement of Confidentiality' (form included electronically and in the client workbook) should be added to the completed portfolio.

## Publishing 'Completed' Portfolio

Encourage every participant to print (publish) the sections that they are working on, even if their portfolio is not 'completed'. This will give them a sense of accomplishment and encourage them to push forward to completion.

## Discussion of Ways to Use Portfolio

- What benefits were there in working through the exercises in the past three days?
- How do you intend to use the Employment Portfolio?  
(Add more suggestions as discussion proceeds)

## Course Evaluation

Provide one of the participants with a brown envelope. Ask them to collect the course evaluations and seal the envelope. Participants can choose whether they wish to identify themselves by signing the evaluation.



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# COMPETENCY PORTFOLIO DEVELOPMENT

## Facilitator's Guide and Resources





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## Quotes That Will Change the Way You Think

The past is your lesson. The present is your engine. The future is your motivation.

Talk is cheap but action is priceless.

A clear reflection can't be seen in boiling water; same is true with a tense mind.

The difference between stumbling blocks and stepping stones is how you use them.

Growth and change may be painful sometimes but nothing in life is as painful as staying where you don't belong.

Stop wishing for it and start working for it.

**WHY NOT?** That's precisely the question you should be asking – why the heck not? Why not me? Why not now?

Never stress over things you can't change. The past is long gone. Let it go... it's not worth your attention and frustration.

Success is a mindset. If you want to be successful, start thinking of yourself as a success.

You don't drown by falling in water. You drown by staying there.

If it was easy, then it wouldn't be worth it. Pursue your dreams.

No matter how impossible or unimaginable something may seem right now, if it is meant to be, it will be.

The so-called 'failure' is often just a successful learning experience.

When you want it, go get it. No one can truly stop you, except you.

A thousand disappointments in the past cannot equal the power of one positive action right now. Go ahead and go for it!

No matter how many mistakes you make or how slow your progress, you are still way ahead of everyone who isn't trying.

Life is 10% of what happens to you and 90% of how you react to it.

If you don't like something, change it. If you can't change it, change the way you think about it.

You can't start the next chapter of your life if you keep re-reading your last one.

Stop making excuses for why you can't get it done and start focusing on all the reasons why you must make it happen.

Don't over-think it. Just let go and take a step forward.

If you really want to do something, you'll find a way. If you don't, you'll find an excuse.

When you stop chasing the wrong things, you give the right things a chance to catch you.

You will miss 100% of the shots you don't take.

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## Quotes That Will Change the Way You Think

Don't let others crush your dreams. Do, just once, what they say you can't do and you will never pay attention to their limitations again.

Don't be afraid to start over. It's a brand new opportunity to rebuild what you truly want.

Don't confuse where you are with where you are headed. Just because it's raining now doesn't mean you aren't headed for sunshine.

Sometimes exactly what you're looking for comes when you're not looking at all.

Accept what is, let go of what was and have faith in what could be.

It is not who you are that holds you back, it is who you think you are not.

Good things come to those who work for them.

If you don't do everything until you're 100% sure it's right, you'll likely never do anything.

Yesterday you said, 'tomorrow'. There are only so many 'todays'.

Nothing is more fun than doing what people say you can't do.

Don't be afraid of change. You may lose something good but you may also gain something great.

We are judged by what we finish, not by what we start.

The best way to move forward is to let go of the things that are holding you back.

What matters most in life is what you choose to do from here.

You can not grow unless you are willing to change. You will never improve yourself if you cling to what used to be.

DO IT today and be thankful tomorrow.

We are what we think. With our thoughts we make the world. Sooner or later, those who win are those who think they can.

We can't get much done in life if you only work on the days when you feel like it.

Don't let the past hold you hostage. Learn from it, let go and move on.

When the right things aren't adding up in your life, start subtracting the wrong things.

Go after your dream, no matter how unattainable others tell you it is. What's impossible to them may not be impossible for you.

If you can't stop thinking about it, don't stop working on it.

Go confidently in the direction of your dreams. Put in the effort and live the life you've imagined!

**Inspiration** - These quotes can be cut up into strips to be pulled from a jar as the 'Quote of the Day' or provided to the clients as a handout.