



July 1, 2023

Dear Job Seekers,

VANTAGE is excited to be serving you in Indiana. For those individuals not currently assigned to a training site, we will be allowing at-home training packets to be completed, while a new training opportunity is found for you. However, after October 1, 2023 any individual without a training site will be placed on an unpaid leave of absence.

Training materials will be posted to our website at [www.vantageaging.org/indiana](http://www.vantageaging.org/indiana) for each pay.

Below are the assignments for July 1<sup>st</sup> -7<sup>th</sup>. At the end of each pay period, you will need to send the completed worksheets as well as a completed training timesheet with the actual hours you worked on the packet (up to 20), either by fax to 330-535-2253 or by email to [payroll@vantageaging.org](mailto:payroll@vantageaging.org). your first timesheet and packet is due by Monday July, 10<sup>th</sup> at 5:00 pm.

If you have any questions please call Dustin Henthorne 330-253-4597 ext. 352

### **Training – Week 7/1/23 to 7/7/23**

- Assignment 1: **EMPLOYABILITY SKILLS 2000+ HANDOUT**  
**EMPLOYABILITY SKILLS: FUNDAMENTAL SKILLS WORKSHEET (#1)** **EMPLOYABILITY SKILLS: FUNDAMENTAL SKILLS REFLECTION WORKSHEET (#2)**
- Assignment 2: **PERSONAL MANAGEMENT SKILLS WORKSHEET (#1)**  
**THE POWER OF ATTITUDE WORKSHEET (#2)**
- Assignment 3: **ELEMENTS OF TEAMWORK – AN INVENTORY OF SKILLS WORKSHEET (#1)** **TEAMWORK ON THE JOB SCENARIO WORKSHEET (#2)**  
**TEAMWORK QUOTES WORKSHEET (#3)**
- Assignment 4: **EMPLOYABILITY SKILLS SURVEY WORKSHEET (#1)**

Sincerely,

**VANTAGE AGING SCSEP TEAM**



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 invites 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.

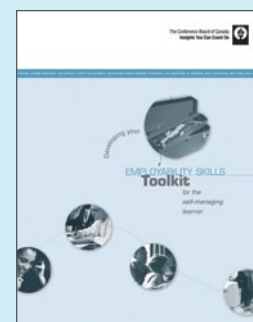
## LOOKING FOR WAYS TO IMPROVE YOUR OWN EMPLOYABILITY SKILLS?

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 practise 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/topics/education](http://www.conferenceboard.ca/topics/education)





# Employability Skills 2000+

## Employability Skills 2000+

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

These skills can also be applied and used beyond the workplace in a range of daily activities.



### Fundamental Skills

The skills needed as a basis for further development

You will be better prepared to progress in the world of work when you can:

#### COMMUNICATE

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

#### MANAGE INFORMATION

- locate, gather, and organize information using appropriate technology and information systems
- access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

#### USE NUMBERS

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools, and technology
- make estimates and verify calculations

#### THINK AND SOLVE PROBLEMS

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement



## Personal Management Skills

The personal skills, attitudes, and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

### DEMONSTRATE POSITIVE ATTITUDES AND BEHAVIOURS

- feel good about yourself and be confident
- deal with people, problems, and situations with honesty, integrity, and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative, and effort

### BE RESPONSIBLE

- set goals and priorities balancing work and personal life
- plan and manage time, money, and other resources to achieve goals
- assess, weigh, and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

### BE ADAPTABLE

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

### LEARN CONTINUOUSLY

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

### WORK SAFELY

- be aware of personal and group health and safety practices and procedures, and act in accordance with them



## Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project, or team when you can:

### WORK WITH OTHERS

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- recognize and respect people's diversity, individual differences, and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

### PARTICIPATE IN PROJECTS AND TASKS

- plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise, and implement
- work to agreed-upon quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

## Founding Partners

Employability Skills 2000+ was developed by members of The Conference Board of Canada's Employability Skills Forum and the Business and Education Forum on Science, Technology and Mathematics.

AIESEC Canada Inc.  
Alberta Human Resources  
and Employment  
Alberta Learning  
Association of Colleges of Applied  
Arts and Technology of Ontario  
Association of Canadian  
Community Colleges  
Automotive Parts Manufacturers'  
Association  
Bank of Montreal  
Bow Valley College  
British Columbia Centre for  
Applied Academics  
British Columbia Ministry of Education  
Canada Post Corporation  
Canadian Forces Recruiting  
Services Headquarters  
Canadian Labour Force  
Development Board  
Canadian Microelectronics Corporation  
CAREERS: The Next  
Generation Foundation  
Central Nova Industry Education Council  
Conseil des écoles catholiques de  
langue française du Centre-Est —  
Ontario

CORCAN—Correctional Service Canada  
Crain-Drummond Inc.  
Dufferin-Peel Catholic District School  
Board—Ontario  
Durham District School Board—Ontario  
Elza Seregelyi and Associates, Inc.  
Hewlett-Packard (Canada) Ltd.  
Human Resources Development Canada  
Imperial Oil Limited  
Imperial Oil National Centre for  
Mathematics, Science and  
Technology Education  
Industry Canada  
Investors Group Inc.  
J.D. Irving, Limited  
Keyano College  
Let's Talk Science  
McGraw-Hill Ryerson Limited  
Merck Frosst Canada & Co.  
Mount Royal College  
New Brunswick Department of Education  
Nortel Networks  
Ontario Ministry of Education  
Ottawa Centre for Research  
and Innovation  
Peace River South—School District  
No. 59—British Columbia

Peel District School Board—Ontario  
Royal Bank of Canada  
Saskatchewan Institute of Applied  
Science and Technology  
Seneca College of Applied Arts  
and Technology  
Shad International  
Skills Canada—Ontario  
Southwest Regional School Board—  
Nova Scotia  
Statistics Canada  
Syncrude Canada Ltd.  
Software Human Resource Council Inc.  
Toronto District School Board—Ontario  
TransAlta Corporation  
Treasury Board of Canada Secretariat  
York University



## ASSIGNMENT 1: EMPLOYABILITY SKILLS: FUNDAMENTAL SKILLS WORKSHEET (1)

Please read Employability for Skills 2000+ before completing this worksheet. The four Fundamental Skills needed for employment are also skills we use in our daily life. Provide 3 specific examples that demonstrate how you use these skills in your Host Agency Assignment and in your Daily Life.

| Host Agency Assignment  | Daily Life  |
|---|---|
| <b>Communication:</b><br><i>Example: Answer phone caller questions and refer to a staff person who can further assist the caller.</i> | <b>Communication</b><br><i>Example: Coordinate with family members to make seating reservations at a restaurant for a birthday celebration.</i> |
| 1.  | 1.  |
| 2.  | 2.  |
| 3.  | 3.  |
| <b>Managing Information</b>   | <b>Managing Information</b>   |
| 1.  | 1.  |
| 2.  | 2.  |
| 3.  | 3.  |
| <b>Use Numbers</b>  | <b>Use Numbers</b>  |
| 1.  | 1.  |
| 2.  | 2.  |
| 3.  | 3.  |
| <b>Think and Solve Problems</b>   | <b>Think and Solve Problems</b>   |
| 1.  | 1.  |
| 2.  | 2.  |
| 3.  | 3.  |

## ASSIGNMENT 1: EMPLOYABILITY SKILLS: FUNDAMENTAL SKILLS REFLECTION WORKSHEET (2)

1. Which skills do you use more often in your Daily Life?
2. Which skills do you use more often in your Host Agency Assignment?
3. Is there is a significant difference between the two? If so, does that difference have a negative impact on you in your job search? (i.e. There is a computer at the Host Agency, but not at home.)
4. Have you ever received feedback from a colleague, supervisor, or trusted friend on any of the 4 Fundamental Skills? What was the feedback?
5. In your opinion, which skills are the most often required in the jobs you have applied for or necessary to be prepared for your ideal job?
6. List 3 things you can request from your Project Director and Host Site Supervisor to get more opportunities to develop and practice the skills you will need get the job you want? Not sure what you need? Just Ask!!

| What can your Project Director do for you? | What can your Supervisor do for you? |
|--|--------------------------------------|
|  |                                      |
|  |                                      |
|  |                                      |

## ASSIGNMENT 2: PERSONAL MANAGEMENT SKILLS WORKSHEET (1)<sup>1</sup>

Before completing this Reflection Exercise, please refer to the Personal Management Skills section from the Conference Board of Canada's *Employability Skills* handout. The following assignment will help to better identify and recognize the importance of personal management traits in the workplace.

### POSITIVE BEHAVIORS AND ATTITUDES:

**Employees who do their best to be courteous and friendly to their coworkers, managers and customers make office life much more pleasant. They brighten the office and maintain a good work atmosphere.**

#### Activity:

Ask the opinion of 2 or more friends/family members on how a co-worker's behavior has influenced the work environment. Feel free to use both positive and negative examples.

1. What were the qualities of the co-worker's behavior that impacted the "mood" of the office or workplace?
2. How did it influence them while at work during the day/week?
3. How about You? Give a positive and negative example of your own experiences. How did you manage working with a negative co-worker? How have you contributed to make the workplace a more positive place for your colleagues?

### BE RESPONSIBLE:

**Personal responsibility is the level of commitment one is willing to make in setting and achieving clear goals and taking responsibility for one's actions, words, and performance at work. They are in full control of themselves-they take credit for successes and take responsibility for their failures.**

#### Activity:

Give a recent example of a time you were given responsibility to complete a task or project.

1. Who asked you to lead handle the task? Were other people impacted by you successfully completing the task (customers, supervisors, and partners)?
2. How did it go? Were there any complications you didn't expect? How did you manage unexpected surprises?
3. What feedback did you get from your colleagues or supervisor?

---

<sup>1</sup> A series of sources were used to develop this worksheet including: [Conover.com](http://Conover.com); [Open Sourced Workplace](http://Open Sourced Workplace); [Skills you Need](http://Skills you Need); [eSafety](http://eSafety)



**BE ADAPTABLE:**

An adaptable employee is an individual that can implement multiple tasks, establish priorities, and make attitudinal adjustments to new situations. They are open to new ideas and innovations, they can work independently or in groups, they learn from mistakes, and they accept constructive feedback to help them grow in their professional role.

**Activity:**

Imagine your closest friend asks your advice on how to handle a troubling situation at work. Their company is introducing a series of new procedures to the department and a new supervisor has been hired too.

1. Your friend thinks the best strategy is to be “invisible”-avoid the new boss, don’t talk in meetings, and definitely don’t ask any questions. What do you think of your friend’s strategy?
2. How do you think your friend’s strategy will work for him/her? Will it be beneficial?
3. What advice would you give?

**LEARN CONTINUOUSLY:**

Knowledge can be acquired and skill-sets developed anywhere – learning is unavoidable and happens all the time. Lifelong learners are motivated to learn and develop because they want to: it is a deliberate and voluntary act. Continuous learning is about creating and maintaining a positive attitude to learning both for personal and professional development.

**Activity:**

SCSEP participants learn continuously at their host agencies and take on new roles and responsibilities regularly.

1. Give 3 examples where you took deliberate action to learn new skills that would benefit you at your Host Agency and beyond.
2. How will it help you get the job you want?
3. What new learning are you pursuing now?

**WORK SAFELY:**

The safest work environments occur when individuals, at all levels of the organization, work together to communicate and adhere to the safety standards set in place. The only way to stop unsafe conditions from happening is to report them to supervisors as soon as you notice them and help be part of the solution.

**Activity:**

Give 2 examples where you contributed to making a public place safer by saying something to a manager or supervisor in charge.

## ASSIGNMENT 2: THE POWER OF ATTITUDE WORKSHEET (2)<sup>1</sup>

Attitude is the way we think, feel, and act. In the world of work, employers not only look at your ability to apply your technical skills and knowledge on the job, they also look at your attitude at work. Many times your values help to determine your attitude toward work. Powerful attitudes that have powerful influences are:

- **Pride** - "Pride" is taken to mean self-dignity. Pride prevents you from doing just enough to get by. If you know everything you do at work has your name and signature on it, then you will give it your best shot and nothing less.
- **Passion** - Just a simple plain 'interest' in any work or career you choose isn't enough. However, enthusiasm for all things worth doing will pull you through the bigger challenges at work.
- **Belief** - In order to generate that passion, it is important to believe. Believe in your personal power and responsibility to create your own successes. Believe that nothing is impossible and mistakes are part of learning. And know that you can achieve all that you set out to do for yourself. Believing in yourself is a Super Power!

Read the following quotes from famous people and explain how it relates to the Power of Attitude:

**Abraham Lincoln** – I don't like that man. I must get to know him better.

**Zig Ziglar** – It is your attitude, not your aptitude that determines your altitude.

**Author unknown** – Your attitudes and the choices you make today will be your life tomorrow, build it wisely.

**Lou Holtz** – Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.

**Helen Keller** – When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.

**Mary Engelbreit** – If you don't like something change it; if you can't change it, change the way you think about it.

**Dr. Viktor E. Frankl** – I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. We are in charge of our attitudes.

---

<sup>1</sup> Adapted from Florida Dept. of Education Educators Toolkit: Workforce Skills Lesson 14 <http://www.fldoe.org/core/fileparse.php/7531/urlt/attitude-counts.pdf>

## TAKE THE ATTITUDE QUIZ

The following fourteen attitude traits are important to your ability to work. A high rating will help you win the approval of your co-workers and the applause of your boss. How do you measure up?

Rate yourself on the traits listed below with five being the highest rating and a one being the lowest rating.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Good grooming                           | 1 | 2 | 3 | 4 | 5 |
| Following Directions                    | 1 | 2 | 3 | 4 | 5 |
| Tactful                                 | 1 | 2 | 3 | 4 | 5 |
| Courteous                               | 1 | 2 | 3 | 4 | 5 |
| Organized                               | 1 | 2 | 3 | 4 | 5 |
| Enthusiastic                            | 1 | 2 | 3 | 4 | 5 |
| Dependable                              | 1 | 2 | 3 | 4 | 5 |
| Cooperative                             | 1 | 2 | 3 | 4 | 5 |
| Dedicated                               | 1 | 2 | 3 | 4 | 5 |
| Willing to try new ways of doing things | 1 | 2 | 3 | 4 | 5 |
| Helpful                                 | 1 | 2 | 3 | 4 | 5 |
| Ambitious                               | 1 | 2 | 3 | 4 | 5 |
| Showing initiative                      | 1 | 2 | 3 | 4 | 5 |
| Accept constructive criticism           | 1 | 2 | 3 | 4 | 5 |

**TOTAL SCORE** \_\_\_\_\_

Total all circled numbers and place the figure in the space provided for your total score.

### **TOTAL SCORE**

01-20  
21-34  
35-48  
49-62  
63-70

### **ATTITUDE QUOTIENT**

You'll last one day  
Remain on probation  
Shows potential  
Sure to please  
Prepare for promotion

### ASSIGNMENT 3: ELEMENTS OF TEAMWORK – AN INVENTORY OF SKILLS WORKSHEET (1)<sup>1</sup>

**Please read Employability for Skills 2000+ prior to completing this worksheet.** Part of being a good team member is learning how to understand your personal strengths (what you have to offer) AND where you might need to draw assistance from others. Circle your level of confidence in each skill (HONESTLY) – and then devise a plan for how you can improve some of the areas you think might need a “jump start.”

**SKILL #1: RELIABLE:** You can be counted on to get the job done.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #2: EFFECTIVE COMMUNICATOR:** You express your thoughts and ideas clearly and directly, with respect for others.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #3: ACTIVE LISTENER:** You listen to and respect different points of view. Others can offer you constructive feedback - and you don't get upset or defensive.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #4: PARTICIPATES:** You are prepared - and get involved in team activities. You are regular contributor.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #5: SHARES OPENLY AND WILLINGLY:** You are willing to share information, experience, and knowledge with the group.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #6: COOPERATIVE:** You work with other members of the team to accomplish the job - no matter what.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #7: FLEXIBLE:** You adapt easily when the team changes direction or you're asked to try something new.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #8: COMMITTED:** You are responsible and dedicated. You always give your best effort!

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #9: PROBLEM SOLVER:** You focus on solutions. You are good about not going out of your way to find fault in others.

*Not so confident*

*Sort of Confident*

*Really confident*

**SKILL #10: RESPECTFUL:** You treat other team members with courtesy and consideration - all of the time.

*Not so confident*

*Sort of Confident*

*Really confident*

---

<sup>1</sup> [U.S. Department of Labor Managing Soft Skills for Workplace Success pg 63-65](#)

## CONSIDER YOUR ANSWERS

### Did you have mostly “not so confident” checked off?

If so, you are still developing your confidence as a team player. It might be helpful to reach out to someone you know and trust to help you focus on developing a plan for working on some of the skills in which you would like to be more confident. Don't be afraid to ask for help. Asking for help when you need it is another great skill of a productive team player.

### Did you have mostly “sort of confident” checked off?

If so, you are pretty confident in your teamwork skills – but could probably use a little extra development in a few areas. Invite someone you know and trust, to work with you on the areas you would like to improve. Most people would be really happy to help you!

### Did you have mostly “really confident” checked off?

If so, you are truly confident in your ability to be a good team player. That's great! Figure out an area or two where you would like to continue to see improvement (since we should always be striving to be the best we can be) and develop a plan for how to further grow those skills. Also try to offer support to someone you know who might be struggling with building his or her own level of teamwork confidence.

## NOW CONSIDER YOUR TEAMWORK SKILLS CONFIDENCE LEVELS:

I am most proud of my ability to:

---

I want to improve my ability to:

---

I will reach out to some of these people for guidance:

---

## **ASSIGNMENT 3: TEAMWORK ON THE JOB SCENARIO WORKSHEET (2)<sup>1</sup>**

### **SCENARIO:**

Shawn works in a library. She and three other co-workers have been tasked to work together on a project. Shawn turns in the completed product, but she completed it without input or help from the others. Shawn said it was really tough to find time to meet together. She did text the others (asking about working together), but got no responses.

Her supervisor, Nathaniel, knows that she is a promising young librarian who wants to advance to a leadership position. Nathaniel also believes that Shawn has the potential to be a good leader, but feels she is impatient when it comes to working with others.

### **WHAT DO YOU THINK?**

- What did Shawn do well?
- What could she have done differently?
- How might she handle herself in the future?
- How should Nathaniel handle this situation?
- Consider the fact that he probably wants to help Shawn to improve and not necessarily punish her.

---

<sup>1</sup> [U.S. Dept. of Labor Mastering Soft Skills for Workplace Success pg. 74](#)

### ASSIGNMENT 3: TEAMWORK QUOTES WORKSHEET (3)<sup>1</sup>

Take a moment to review statements about teamwork made by familiar names throughout history. Pick three statements that ring true for you and share why they stood out from the others.

What quotes did you pick? What made the statements stand out to you?

*“Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.”* - Vince Lombardi (football coach)

*“Coming together is a beginning. Keeping together is progress. Working together is success.”*  
-Henry Ford (pioneer of the assembly-line production method)

*“There is no such thing as a self-made man. You will reach your goals only with the help of others.”* - George Shinn (former owner of Charlotte, now New Orleans, Hornets basketball team)

*“It is amazing what can be accomplished when nobody cares about who gets the credit.”*  
-Robert Yates (politician in the 1700s)

*“Teamwork divides the task and multiplies the success.”* - Author Unknown

*“I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion.”* - Mia Hamm (retired American soccer player)

*“Respect your fellow human being, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help one another achieve it.”*  
-Bill Bradley (American hall of fame basketball player, Rhodes scholar and former three-term Democratic U.S. Senator from New Jersey)

*“Talent wins games, but teamwork and intelligence wins championships.”*  
-Michael Jordan (former American basketball player, businessman and majority owner of the Charlotte Bobcats)

*“Alone we can do so little; together we can do so much.”*  
-Helen Keller (American author, political activist, lecturer, and the first deafblind person to earn a Bachelor of Arts degree.)

*“The strength of the team is each individual member...the strength of each member is the team.”*  
-Phil Jackson (widely considered one of the greatest coaches in the history of the NBA)

*“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.”* - Mattie Stepanek (advocate on behalf of peace, people with disabilities, and children with life-threatening conditions who died one month before his 14th birthday)

*“Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.”* - Oprah Winfrey (American television host, actress, producer, and philanthropist)

*“Finding good players is easy. Getting them to play as a team is another story.”* - Casey Stengel (baseball Hall of Famer)

---

<sup>1</sup> U.S. Dept. of Labor Mastering Soft Skills for Workplace Success pg. 60

## ASSIGNMENT 4: EMPLOYABILITY SKILLS SURVEY WORKSHEET (1)

This Employability Skills Survey lists the skills and talents that employers value. Read the list and assess where you are now. Mark each box that best describes your level of skill. Note your best skills and those skills you need to improve at the bottom of the survey. Where relevant, include some of your best skills in your resume. Identify the skills that you need to improve and think of ways to practice these skills at your Host Agency or through training. Talk to your Host Agency Supervisor and Project Director—they can help!!

(1=needs work; 2=can do OK; 3=pretty good at this; 4=very able)

| BASIC SKILLS   |  |  |  |  |
|--|--|--|--|--|
| <i>You can read, write, speak and listen well. You know your arithmetic.</i> |  |  |  |  |
|  | 1<br>Needs Work  | 2<br>Can Do Ok   | 3<br>Pretty Good at This   | 4<br>Very Able   |
| <b>Speak</b>   | <input type="checkbox"/> Speak clearly so others can hear. Respect others with my words.                           | <input type="checkbox"/> Speak clearly and use words that are right for the time and place.                      | <input type="checkbox"/> Discuss complex ideas in an organized and brief way.  | <input type="checkbox"/> Present to a group and use well-organized format, the right words and clear speech. |
| <b>Listen</b>  | <input type="checkbox"/> Develop listening skills; working to make eye contact and make sure others understand me. | <input type="checkbox"/> Listen carefully; make eye contact; repeat instructions to make sure that I understand. | <input type="checkbox"/> Listen carefully and show that I understand by answering questions well.                    | <input type="checkbox"/> Keep complex information in my mind over time and apply it to relevant situations.  |
| <b>Read</b>  | <input type="checkbox"/> Read written directions and company materials with assistance.                            | <input type="checkbox"/> Read written directions and company materials on my own.                                | <input type="checkbox"/> Read and understand written technical materials on my own; ask questions where appropriate. | <input type="checkbox"/> Read difficult materials and do the tasks that go with it on my own.                |
| <b>Write</b>   | <input type="checkbox"/> Learning to write clearly with correct grammar.   | <input type="checkbox"/> Write information in a clear, logical, legible and correct manner.                      | <input type="checkbox"/> Write clearly using relevant terminology.   | <input type="checkbox"/> Write and develop memos, reports, newsletters and other important documents.        |
| <b>Math</b>  | <input type="checkbox"/> Able to perform basic math with help.   | <input type="checkbox"/> Able to perform basic math on my own.   | <input type="checkbox"/> Interpret and apply math and use tables, graphs, diagrams, and charts as needed.            | <input type="checkbox"/> Present math explanations using tables, graphs, diagrams, or charts.                |

<sup>1</sup> SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the work-place. Survey adapted from a New Ways to Work Survey created for Kansas City School.



# Employability Skills Survey

## THINKING SKILLS

*You can think creatively. You can make decisions and solve problems. You know how to learn.*

|  | 1<br>Needs Work   | 2<br>Can Do OK   | 3<br>Pretty Good at This  | 4<br>Very Able  |
|--|---|--|---|---|
| Combine Ideas or Information in new ways | <input type="checkbox"/> Put thoughts together with help from supervisor. | <input type="checkbox"/> Put thoughts together with help from my supervisor once in a while. | <input type="checkbox"/> Put thoughts together on my own.   | <input type="checkbox"/> Make judgments about ideas. Think about abstract ideas.          |
| Make Decisions                           | <input type="checkbox"/> Make decisions with help from a supervisor.      | <input type="checkbox"/> Make decisions with help from supervisor sometimes.                 | <input type="checkbox"/> Make decisions on my own.  | <input type="checkbox"/> Make multiple decisions, weigh risks and benefits.               |
| Identify and Solve Problems              | <input type="checkbox"/> Identify problems with help from a supervisor.   | <input type="checkbox"/> Identify and solve problems on my own.                              | <input type="checkbox"/> Explore cause of problems and options with others when solving problems. | <input type="checkbox"/> Be a leader when finding creative solutions to complex problems. |

## FOUNDATION SKILL: Personal Qualities

*You can take personal responsibility. You think highly of yourself. You are also honest.*

|                                | 1<br>Needs Work   | 2<br>Can Do OK  | 3<br>Pretty Good at This   | 4<br>Very Able   |
|--------------------------------|---|---|--|--|
| Attendance and Appearance      | <input type="checkbox"/> Have good attendance, be on time and dress the appropriate way with some help. | <input type="checkbox"/> Have very good attendance and appearance without help from others. Be on time. | <input type="checkbox"/> Have excellent attendance and dress; attend work events.                                  | <input type="checkbox"/> Represent my company at meetings and events. Have excellent attendance and dress. |
| Manage Myself                  | <input type="checkbox"/> Complete tasks and projects assigned by supervisor with help.                  | <input type="checkbox"/> Complete tasks and projects assigned by supervisor.                            | <input type="checkbox"/> Start and complete projects on my own.  | <input type="checkbox"/> Deliver high-quality work products when due.                                      |
| Accept Direction and Criticism | <input type="checkbox"/> Learning to accept directions.   | <input type="checkbox"/> Accept direction with a positive attitude.                                     | <input type="checkbox"/> Accept criticism with a positive attitude.  | <input type="checkbox"/> Accept and apply criticism to improve my work.                                    |
| Honest and Trustworthy         | <input type="checkbox"/> Keep private information to myself with help.                                  | <input type="checkbox"/> Keep private information to myself without help.                               | <input type="checkbox"/> Can be trusted. Show honesty and understand why certain information must be kept private. | <input type="checkbox"/> Model good decisions about private information and with respect to others.        |

# Employability Skills Survey

## COMPETENCY: Resource Management

*Time, money and materials are resources. You can manage them well.*

|               | 1<br>Needs Work   | 2<br>Can do OK  | 3<br>Pretty Good at This   | 4<br>Very Able   |
|---------------|---|---|--|--|
| Manage Time   | <input type="checkbox"/> Meet assigned deadlines with help. | <input type="checkbox"/> Meet assigned deadlines on my own. | <input type="checkbox"/> Set my own priorities and deadlines.        | <input type="checkbox"/> Manage multiple tasks and projects. |
| Manages Money | <input type="checkbox"/> Manage a budget with help.         | <input type="checkbox"/> Manage a budget on my own.         | <input type="checkbox"/> Help establish a budget and work within it. | <input type="checkbox"/> Set up and manage a budget.         |

## COMPETENCY: Interpersonal Skills

*You can talk with other, fix problems between people, and manage others well.*

|   | 1<br>Needs Work   | 2<br>Can do OK  | 3<br>Pretty Good at This   | 4<br>Very Able  |
|---|---|---|--|---|
| Interact with Others                      | <input type="checkbox"/> Can talk with others. Can talk in a conversation or at work with help.               | <input type="checkbox"/> Easy to talk with others.  | <input type="checkbox"/> Start conversation with others. Sometimes work on teams. Talk in front of others with ease. | <input type="checkbox"/> Lead teams to complete projects well and on time.                                  |
| Interact with People Who May Be Difficult | <input type="checkbox"/> Know how and when to ask for help when dealing with difficult people and situations. | <input type="checkbox"/> Can deal with difficult people and situations.                                 | <input type="checkbox"/> Can fix problems with difficult people on my own if needed.                                 | <input type="checkbox"/> Prevent problematic situations from developing when working with difficult people. |
| Respect People's Differences              | <input type="checkbox"/> Understand that people are different and the benefits of this.                       | <input type="checkbox"/> Understand the differences and similarities among people and appreciate these. | <input type="checkbox"/> Show that you are good at working with all sorts of people.                                 | <input type="checkbox"/> Look for opportunities to work with people different from myself.                  |

## COMPETENCY: Information Management

*You can find, interpret and communicate information. You can organize and maintain files. You can also use a computer and process information.*

|                                       | 1<br>Needs Work  | 2<br>Can do OK  | 3<br>Pretty Good at This  | 4<br>Very Able   |
|---------------------------------------|--|---|---|--|
| Collect and Organize Information      | <input type="checkbox"/> Learning to collect and organize information and materials needed for work. | <input type="checkbox"/> Good at putting information and materials together in clear and readable format. | <input type="checkbox"/> Organize and consider information for a paper or other presentation. | <input type="checkbox"/> Identify and find missing information based on knowing a subject well.                      |
| Interpret and Communicate Information | <input type="checkbox"/> Select the right information with occasional assistance.                    | <input type="checkbox"/> Analyze information in an organized way.   | <input type="checkbox"/> Analyze information and communicate it in a brief way.               | <input type="checkbox"/> Present information to a group using an organized format, brief language and speak clearly. |

# Employability Skills Survey

## COMPETENCY: Systems

*A system is the way things are done or organized. You understand social and business systems. You can check and correct your own business performance. You can make suggestions on how to improve the way things are done.*

|  | 1<br>Needs Work   | 2<br>Can do OK  | 3<br>Pretty Good at This   | 4<br>Very Able   |
|--|---|---|--|--|
| Understand the Structure and Dynamics of the Entire Organization | <input type="checkbox"/> Be aware of my role at work.   | <input type="checkbox"/> Show that I know the role of my profession in a community.                   | <input type="checkbox"/> Communicate well with people in various jobs and positions of leadership in your workplace.       | <input type="checkbox"/> Communicate well the role and importance of my job in society.  |
| Recognize Health and Safety Issues                               | <input type="checkbox"/> Be careful and safe at work. Make healthy food choices with some help. | <input type="checkbox"/> Follow safety procedures on my own. Report unsafe activity to my supervisor. | <input type="checkbox"/> Recognize the importance of being safe and healthy at work. Use these skills in other situations. | <input type="checkbox"/> Be an example of good health and safety practices. Help others to understand how important these are.         |
| Understand Company Policies and Laws                             | <input type="checkbox"/> Learning workplace policies and laws.                                  | <input type="checkbox"/> Understand company policies and relevant laws.                               | <input type="checkbox"/> Obey company policies and understands their impact on others.                                     | <input type="checkbox"/> Understand company policies and their impact on the organization; contribute to a positive workplace climate. |

## COMPETENCY: Technology

*You can find and use the right tools for the job.*

|                             | 1<br>Needs Work  | 2<br>Can do OK   | 3<br>Pretty Good at This  | 4<br>Very Able   |
|-----------------------------|--|--|---|--|
| Select Tools and Procedures | <input type="checkbox"/> Able to use procedures, tools and computers with supervision.     | <input type="checkbox"/> Able to use procedures, tools and computers with less supervision.            | <input type="checkbox"/> Able to use procedures, tools and computers without supervision. | <input type="checkbox"/> Able to decide which procedures, tools and computers to use and at the right times. |
| Apply Technology to Task    | <input type="checkbox"/> Can identify problems that relate to technology with supervision. | <input type="checkbox"/> Can identify problems that relate to technology with very little supervision. | <input type="checkbox"/> Identify the right technology and use it to prevent problems.    | <input type="checkbox"/> Use technology correctly to identify, prevent and solve problems.                   |

Note your best employability skills and those skills you need to improve in the box below. Also note how you might build those skills that you need to improve.

**AT-HOME TRAINING**  
**SUMMARY QUESTIONS:**  
**JULY 1 – JULY 7**

**NAME** \_\_\_\_\_

**COUNTY** \_\_\_\_\_

Please name 5 skills discussed from the reading packet: "Employability Skills 2000+".

- 1.
- 2.
- 3.
- 4.
- 5.

In Assignment 1 Worksheet 2, you were asked to list 3 requests you would make to your Regional Director/job Coach to develop or practice skills you need to get the job you want. What were the 3 things you wanted your Project Director to do to assist you?

- 1.
- 2.
- 3.

Assignment 2 Worksheet 1, ADAPTABILITY Exercise, what advice did you give to your friend?

Assignment 3 Worksheet 3, what was one of your favorite quotes and why?

**This sheet and your timesheet are due by Monday 7/10/2020 at 5:00pm.**  
**Fax to 330-535-2253 or scan and email to [payroll@vantageaging.org](mailto:payroll@vantageaging.org).**



## TRAINING VERIFICATION FORM



**Project Director to Complete before training starts**

County: \_\_\_\_\_

Job Seeker Name: \_\_\_\_\_

Pay Period End Date: \_\_\_\_\_

Training Provided: \_\_\_\_\_

Check one: ☐ ODA ☐ DOL ☐ IDWD

Location of Training: \_\_\_\_\_

Check one: ☐ In-person ☐ Remote

Contact for questions: \_\_\_\_\_

Training Waiver Funded ☐ Yes ☐ No

**Job Seeker to Complete:**

If a lunch is taken, out/in times need to appear on the time sheet. Do not skip cells in between In/Out time if no break is taken. Make sure hours are correctly recorded and totaled in the appropriate column. If you see a Zero then check your In/Out cells to make sure they are filled out next to each other.

| Training Date         | In | Out | In | Out | Total Hours |
|-----------------------|----|-----|----|-----|-------------|
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
|                       |    |     |    |     |             |
| Total Training Hours: |    |     |    |     |             |

*"I agree that this training is part of my Individualized Employment Plan (IEP) to obtain unsubsidized employment. I certify this training was pre-approved by my Project Director or Training Navigator and is a true record of my attendance in training."*

Job Seeker Signature: \_\_\_\_\_

~~

Trainer Signature: \_\_\_\_\_

**Training sheets must be received by 5 pm the Monday following the end of the pay period. Failure to do so may result in the pay being delayed until the next pay period. Transmit to the Project Director:**

FAX: \_\_\_\_\_

SCAN TO EMAIL: \_\_\_\_\_

Project Director Approval Signature: \_\_\_\_\_

Payroll Initial: \_\_\_\_\_

Dept # \_\_\_\_\_

Employee # \_\_\_\_\_