



TRANSFERABLE SKILLS

Addendum Report on Competencies and Critical Skills



*Image from Clarke University Career Services

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INTRODUCTION

According to the Organization for Economic Co-operation and Development, OECD, releasing the full skills potential of immigrants is a key challenge for both destination and origin countries at a time when many countries are experiencing demographic ageing and a growing demand for skills as their economies become more knowledge-based. The issue is also of great importance with regards to social cohesion and for international development. Migration can only have a positive impact on economic development - in both origin and destination countries - when immigrants are well- integrated and their full range of skills are properly used in the destination countries.

In reality, however, most destination countries have a long way to go to fully appreciate and use migrants' skills. Across the advanced countries, the number of highly-educated immigrants has increased rapidly over the past decade, however, much of this potential is currently not fully used; and, perhaps not surprising but certainly disappointingly, qualifications and work experience acquired abroad are largely discounted in the host labour market. In virtually all OECD countries, highly educated immigrants have lower employment rates than native-born with the same formal qualification level – regardless of age, gender and field of study. This is a typical “triple-lose” situation (i.e. a loss for the destination country, for the origin country, and for the immigrant). When highly skilled immigrants are employed, they are almost twice as likely to be overqualified for their current job.

Canada has much to gain by recognizing immigrants' learning and professional credentials. In fact, the failure by Canadian employers to recognize and effectively utilize the full range of skills, learning, qualifications and core competencies, cuts across all demographics including immigrants. In 2015 the Conference Board of Canada published *Brain Gain 2015*¹ stating that “unrecognized education and skills in Canada cost billions of dollars in lost earnings”. This is a direct impact to the national GDP and productivity.

¹ The Conference Board of Canada, *Brain Gain 2015*,
<http://www.conferenceboard.ca/infographics/brain-gain.aspx>.

Unrecognized education and skills in Canada cost billions of dollars in lost earnings



This failure has been trending in the wrong direction for the past 15 years and shows little sign of abating any time soon. To put this into real numbers of Canadian employees, 844,000 Canadians face challenges having their education and learning recognized, of which 482,080 are immigrants. This is a significant issue that tears at the fabric of Canadian society and illustrates the need to find appropriate solutions. We appreciate that strategies are being developed by corporate Canada, post-secondary learning institutions and government agencies and departments including Innovation, Science and Economic Development Canada, to address many of the underlying foundational issues. But the fact remains that as a nation we are not providing a large percentage of workers in Canada, including skilled immigrants, the opportunity to participate in the economy to their full potential.

Many Canadians face learning recognition challenges



844,000 Canadians
face challenges having their education and learning recognized
(up from 540,000 in 2001)



524,000
international
credential holders
(92% are immigrants)



200,000
out-of-province
credential holders



120,000
individuals with experiential
(hands-on) learning not
recognized in a credential

On average, the 844,000 Canadians who face learning recognition challenges stand to gain between \$16,000 and \$20,000 per year.

In the global race for talent, Canada has long been considered a world leader, notably for its ability to acquire skilled human capital through a carefully calibrated points system. Although many immigrants to Canada are selected for their skills, the past few decades have seen high unemployment among immigrants, raising concerns that Canada's immigration system is failing to live up to its promise.²

Newly arrived immigrants struggle to gain a secure foothold in the labour market. Many experience protracted periods of inactivity, unemployment, or long tenures in low-skilled work. Skilled immigrants, meanwhile, often experience "brain waste" and are unable to put their foreign qualifications to good use.³ The dynamics behind these troubling outcomes are well documented. Limited language proficiency, discrimination, and difficulties in having their qualifications recognized and in signaling how skills and experience meet employers' needs can all make it hard for newly arrived immigrants to get a foot in the door.⁴

Canada depends on a mobile labour force whose learning credentials are issued in a different place from where they work. Learning credentials are increasingly important as a way to sort people into jobs. **Canada is still a laggard in employing learning recognition as a means to increase returns to human capital and provide substantial benefits for the Canadian economy.**⁵

How can Canada realize this?

² K. Myers and N. Conte, *Building New Skills: Immigration and Workforce Development in Canada*, Migration Policy Institute, 2013.

³ M. Benton and others, *Aiming Higher: Policies to get Immigrants into Middle-Skilled Work in Europe*, Migration Policy Institute, 2014.

⁴ M. Benton and others, *Aiming Higher: Policies to get Immigrants into Middle-Skilled Work in Europe*, Migration Policy Institute, 2014.

⁵ Conference Board of Canada, Brain Gain 2015.

1. TRANSFERABLE SKILLS

According to the business dictionary a skill is:

“An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).”⁶

Transferable skills are competencies that can be used in many situations and many types of work. While some of these skills can be taught, most are gained **through experience**. They are skills you acquire throughout your life – **through paid employment, volunteer work, school, community activities and/or life experiences**.⁷

Most jobs require two types of skill sets:

- Technical or job-specific skills: mandatory job requirements such as a degree or diploma, specialized training, etc.;
- Non-technical or soft skills: skills that can be easily used in more than one work environment. These are transferable skills.⁸

How can Transferable Skills be identified and catalogued?

Many governments, organizations, Human Resources experts and practitioners have helped develop the vocabulary and meaning of “transferable skills”, each based on their own unique perspectives and needs. According to the Government of Canada essential skills include the skills associated with literacy (i.e. reading, writing, document use and numeracy) but goes beyond to also include **critical thinking skills, oral communication, computer use/digital skills, working with others and the skills associated with continuous learning**. Together these skills provide the foundation for learning all other skills and enable people to better prepare for, get and keep a job, and adapt and succeed at work.⁹

⁶ Business Dictionary, <http://www.businessdictionary.com/definition/skill.html#ixzz4ByEScXMi>

⁷ Skilled Immigrant Info Centre, <http://pwp.vpl.ca/siic/career-advice/transferable-skills/>

⁸ Skilled Immigrant Info Centre, <http://pwp.vpl.ca/siic/career-advice/transferable-skills/>

⁹ Government of Canada, http://www.esdc.gc.ca/en/essential_skills/definitions.page.

The Conference Board of Canada developed its own understanding of transferable skills in a framework it calls “Employability Skills 2000+¹⁰. This is a list of employability skills, also known as transferable or soft skills needed in the workplace, grouped in the following three categories:

1. Fundamental Skills: the skills needed as a basis for further development. Such as:
 - communicating ideas
 - following directions
 - solving problems
 - gathering information
 - making decisions
2. Personal Management Skills: the personal skills, attitudes, and behaviors that drive one’s potential for growth. Such as:
 - getting along with others
 - respecting differences
 - being supportive
 - co-operating with others to achieve shared goals
 - accepting and offering constructive feedback
3. Teamwork Skills: the skills and attributes needed to contribute productively.
 - maintaining a positive attitude
 - setting goals and priorities
 - being adaptable
 - learning continuously
 - working safely

Several tools have been based on the Employability Skills 2000+. The Government of Canada developed a quiz¹¹ to rate one’s employability/transferable skills. This quiz is developed for individuals exploring career paths. **However, one wonders why this quiz is not more broadly**

¹⁰ Conference Board of Canada, http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb.

¹¹ Government of Canada, <https://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp?lang=e>.

known or used? Could this quiz be part of the Express Entry process? There are several other checklists for transferable skills developed. For example, a checklist from the Community Employment Services (CES). See Exhibit 1.

The issue is that employers do not use a standardized approach to identifying transferable skills and the tools previously identified may not find their way into the numerous ATS utilized by businesses. This in turn signifies that foreign talent continues to be overlooked.

2. TRANSFERABLE SKILLS AND EXPRESS ENTRY

Express Entry is a mechanism, introduced in January 2015, by Citizenship and Immigration Canada (CIC). It manages and processes the applications received through Canada's different economic immigration programs. Express Entry is not a new immigration program. Applicants will need to become eligible members of one of the following four economic immigration programs.

- The Federal Skilled Worker Program;
- The Canadian Experience Class;
- The Federal Skilled Trades Program; and
- The Provincial Nominee Program.

Eligible members for Express Entry will then submit an Expression of Interest (EOI) application. It will be assessed and issued a ranking score. The ranking score for Express Entry will be based on the new Comprehensive Ranking System (CRS). This new ranking system does not consist of new selection criteria (like that of the one used for the Federal Skilled Worker Program). It is a ranking system for applicants who have already qualified under one of the four eligible economic programs.¹² Applicants will be assigned points based on the following categories¹³:

Categories	Maximum Points	Improve Score
Age	100	
Education	140	1. Improve education 2. Get an Educational Credential Assessment (ECA)
Language Proficiency	150	Retake Language Test
Canadian Work Experience	70	Gain (more) relevant Work Experience
Skills Transferability	100	
LMIA Status	600	Secure a valid Job Offer and LMIA

¹² Iwama, M., *Express Entry: The Basics*, January 2016, <http://moving2canada.com/immigration-to-canada/express-entry-canada/>.

¹³ Express Entry for the Newcomer, https://www.albertacanada.com/files/albertacanada/EE_Newcomers.pdf.

The CRS is a score out of 1,200 used to benchmark federal economic applicants against one another. The score is used as a cut-off point in Express Entry draws. It is designed to project a candidate's likelihood of being economically successful in Canada. Those with an LMIA are eligible for a bonus 600 points in the CRS. In other words, without a LMIA, you can only receive a maximum of 600 out of the 1,200 points on offer. The good news is that the number of CRS points candidates need to apply has been dropping significantly and has been below.¹⁴

A goal of Express Entry is to ensure strong links between economic immigration and the Canadian labour market. The CRS will assess the profile information candidates submit, including: skills, work experience, language ability, education and other factors. According to the Government of Canada, these factors all play a role in economic success for immigrants once in Canada.¹⁵

The summary of points per factor for Express Entry candidates shows that skills refer to language skills and education.¹⁶

C. Skill Transferability factors	Maximum 100 points
Education	Maximum 50 points
With good/strong official languages proficiency and a post-secondary degree	50
With Canadian work experience and a post-secondary degree	50
Foreign work experience	Maximum 50 points
With good/strong official languages proficiency and foreign work experience	50
With Canadian work experience and foreign work experience	50
Certificate of qualification (for people in trade occupations)	Maximum 50 points
With good/strong official languages proficiency and a certificate of qualification	50

¹⁴ Iwama, M., Express Entry: The Basics, January 2016, <http://moving2canada.com/immigration-to-canada/express-entry-canada/>.

¹⁵ Government of Canada, <http://www.cic.gc.ca/english/express-entry/criteria-crs.asp>.

¹⁶ <http://www.cic.gc.ca/english/express-entry/grid-crs.asp>

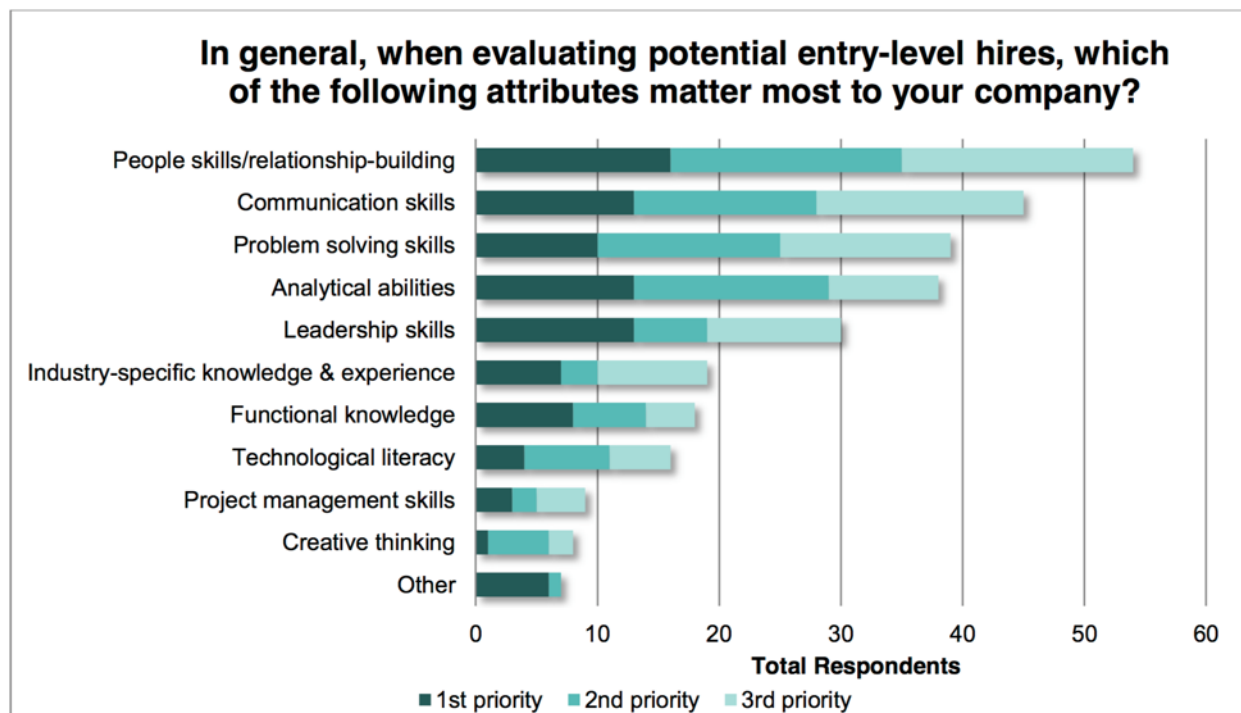
Many of Canada's immigrants are skilled: they hold a disproportionate number of graduate degrees, accounting for nearly half (49 percent) of all PhDs and 40 percent of master's recipients. With the fastest growth in demand expected for jobs that require university education, the need for their contributions will intensify. Despite their qualifications, skilled immigrants are chronically underemployed, at significant cost to our economy. A 2012 study concluded that raising the employment rate of immigrant workers to the level of non-immigrants would result in approximately 370,000 more people working.¹⁷

A key finding of Beyond Canadian Experience¹⁸, a research project by the University of Toronto and several Toronto community organizations, shows the following: "Employers admit that many immigrants have the hard skills (experience and expertise) required for the job, but they want immigrants to show them that they have the soft skills (fitting in with the team, conflict resolution, workplace communication)". **However, if immigrants are not screened nor scored for those skills, how will they be matched to stated employers' needs? By what mechanism? How can Express Entry facilitate the process?**

¹⁷ Government of Canada, Panel on Employment Challenges of New Canadians, Survival to Success: Transforming Immigrant Outcomes, 2015, http://www.esdc.gc.ca/eng/jobs/credential_recognition/consultations/index.shtml.

¹⁸ <http://www.benefitscanada.com/benefits/other/dont-ask-skilled-immigrants-for-canadian-work-experience-74833>.

A research into skill needs of major Canadian employers showed that the emphasis is on soft skills – also known as non-cognitive skills – rather than hard skills¹⁹.



While Canadian employers want soft skills over hard, or technical skills, which can be learned on the job, the Canadian Express Entry criteria for immigration, do not allocate points to soft skills. The focus in the Express Entry system on hard skills rather than soft skills seems not to be aligned with the needs in the Canadian labour market. When immigrants arrive in Canada, their soft skills are measured by Canadian standards and there is insufficient emphasis on follow-up for alternative careers and enhanced soft-skills training. The challenge is to transition those immigrants who are in Canada from survival jobs to jobs where they can best use their skills and experience and to ensure future immigrants get jobs commensurate with their skills and experience.²⁰

¹⁹ Canadian Council of Chief Executives, Preliminary survey report: the skill needs of major Canadian employers, January 2014, <http://www.ceocouncil.ca/wp-content/uploads/2014/01/Preliminary-report-on-skills-survey-Jan-20-2014-2.pdf>.

²⁰ Government of Canada, Panel on Employment Challenges of New Canadians, Survival to Success: Transforming Immigrant Outcomes, 2015, http://www.esdc.gc.ca/eng/jobs/credential_recognition/consultations/index.shtml.

The longer they stay in survival jobs, the bigger the chance of a lost generational productivity. It will be the next generation that will integrate and decades of meaningful, productive labour contributions will have been wasted.

3. PRE-ARRIVAL SERVICES

There are a number of services offered by agencies, like immigrant serving agencies, and governments across the country that can support individuals who are planning to come to Canada. These are pre-arrival services and initiatives. Pre-arrival immigrant services have emerged as a very popular topic in Canada in the recent years. This probably relates to the Government of Canada's recent emphasis on pre-arrival services as a means to support fast and seamless integration of immigrants into the Canadian labour market and society.²¹

A pre-arrival service is the Settlement Online Pre-Arrival (SOPA) is an online hub providing guidance and personalized pre-employment supports for immigrants destined to Canada. Initiated and implemented by Immigrant Services Association of Nova Scotia (ISANS) in early 2016, the program is delivered in partnership with five other settlement agencies in Canada: Altered Minds Inc. (Manitoba), Calgary Catholic Immigration Society (Alberta), MOSAIC (British Columbia), Catholic Centre for Immigrants (Ontario) and Regina Open Door Society (Saskatchewan). Services include information and orientation, needs assessment, developing action plan, referral to settlement agencies in the intended locations and online courses designed to promote settlement and economic integration skills of potential immigrants to Canada.²²

The Calgary Region Immigrant Employment Council, CRIEC, provides pre-arrival services through its recently launched SmartPathways strategy. Like most pre-arrival services offered by agencies in Canada, this is a combined on-line, e-mail and live voice (Skype, etc.) format that enables pre-arrival international talent to take full advantage of the CRIEC array of career path planning programs including an e-mentoring component. When the newcomer finally arrives in Canada, he or she is connected to the post-arrival services CRIEC provides including accreditation advice, effective networking/connecting in the appropriate sectors and live mentoring. Much of CRIEC's work centres on this concept of transferable skills and the career pathways available to

²¹ Bhuiyan, M., Report on Pre-Arrival Services in Western Canada, University of Manitoba, 2016.

²² Bhuiyan, M., Report on Pre-Arrival Services in Western Canada, University of Manitoba, 2016.

the skilled newcomer – for example, workshops focus on understanding, appreciating and articulating these transferable skills so that the newcomer has the best chance possible to secure meaningful employment and, indeed, true career paths.

In fact, most of these pre-arrival programs focus on skills development and orientation, for example it offers an online course to learn about the essential skills necessary to find a job and be successful in your Canadian workplace from communication skills to team-working skills.²³

While this initiative seem to focus on important aspects for successful immigration, a question at this stage in time is how to make this platform known to all immigrant groups? As long as it is not obligatory or used in compulsory processes like Express Entry, many immigrants will not be aware and still be overlooked.²⁴

²³ SOPA, <http://www.arriveprepared.ca>.

²⁴ Please see “Partnership Practices for Pre-Arrival Services in Western Canada – A Concept Map” for a directory of pre-arrival programs throughout Manitoba, Saskatchewan, Alberta and British Columbia.

4. THE EUROPEAN APPROACH

Transferable skills open roads to productivity, employability, and sustainable development. The ability to identify needed skills and competencies and the ability to develop these will be key differentiators for future success of organizations, and future employability for individuals and communities. Competencies are the integrated knowledge, skills, judgment, and attributes that people need to perform a job effectively. The competency approach allows portability and transferability. Competencies can be acquired in different ways and are applicable to other functions of similar nature, contributing to improve people's future employability during an economic downturn.²⁵

Labour mobility, both geographical and occupational, is one way of tackling skills mismatches by better matching the labour supply (with the right skills/educational qualifications/location) and labour demand. Labour mobility within has the potential to help to reduce labour market pressures and ease economic imbalances.

In the European Union the primary purpose of the majority of competence frameworks has been to raise the skill level of the workforce. Several European countries have adopted a national qualification framework and a comprehensive system of sectoral competence-based qualifications. Another, more far-ranging European initiative is the production of the European Qualification Framework that refers to learning outcomes. This is a translation tool that helps communication and comparison between qualifications systems in Europe. The inspiration behind the EQF is that lifelong learning has become a necessity in a Europe characterized by rapid social, technological and economic change.²⁶

²⁵ Justo, A., Developing Competencies during the economic downturn, <http://armandojusto.blogspot.ca/2010/01/developing-competencies-during-economic.html>.

²⁶ TRACE, Overview of European Competency Frameworks, 2005.

Skills recognition is a vital element when applying in another country and much progress has already been made, although in certain professional segments, such as healthcare, scrutiny of foreign certificates is still exceptionally severe. The European Skills, Competences and Occupations taxonomy (ESCO) targets the practical barriers of actually matching applicants' skills, competences and qualifications with the foreign equivalent which begin with finding the proper counterpart in another language. Once ESCO has been completed and is available in all EU languages, it will be disseminated to educational institutions, companies and employment agencies. The European Commission is improving the cross-border job matching process by upgrading the EURES system; whether this will have a substantial impact remains to be seen.²⁷

Online job portals normally use one classification system and one language. It's difficult to exchange data between them, particularly when the systems are based in different countries. This makes it harder to find the right job abroad. ESCO identifies and categorizes skills, competences, qualifications and occupations in a standard way, using standard terminology in all EU languages and an open format that can be used by third parties' software. It enables users to exchange CVs and job vacancies stored in different IT systems. The multilingual ESCO classification is composed of three inter-related pillars covering occupations; skills/competences; and qualifications; linked to relevant international classifications and frameworks, such as NACE, ISCO and EQF.²⁸

²⁷ Labour mobility in the EU; Dynamics, Patterns and Policies, <https://www.ceps.eu/system/files/IEForum32014.pdf>.

²⁸ European Skills/Competences, qualifications and Occupations (ESCO), <http://ec.europa.eu/social/main.jsp?catId=1042>.

5. RECOMMENDATION

Canada is a country of labour mobility and immigration. Immigrants have been an important part of Canada's labour supply over the past few decades, and this trend is expected to continue. Many of these new Canadians are skilled. With the fastest growth in demand expected for jobs that require university education, the need for skilled immigrants' contributions will intensify. Despite their qualifications, skilled immigrants are chronically underemployed, at significant cost to the Canadian economy.²⁹

Canada needs to focus on integrating skilled immigrants into the right jobs so they can contribute to the Canadian economy as well as build a meaningful career and life in Canada. The acknowledgement of the importance of essential skills should be integrated into our processes, preferably at the national level. The Express Entry system could be the place to integrate, acknowledge and score transferable skills, by increasing the allocation of points in Express Entry given to Skills currently sitting at 100. One way to acknowledge and score transferable skills is by using the Skills quiz³⁰ developed by the Government of Canada and based on the Employability Skills 2000+ from the Conference Board.

Secondly, Canada should focus more on pre-arrival services as a means to support fast and seamless integration of immigrants into the Canadian labour market and society. An option could be the integration of pre-arrival services into national immigration programs, by making these programs and services obligatory. The relatively new SOPA initiative has the right focus on transferable skills. Now it is of importance to bring this to the immigrants before they arrive in Canada. As long as it is not obligatory or used in compulsory processes like Express Entry, many immigrants will not be informed while it can serve their economic integration very well.

²⁹ Government of Canada, Panel on Employment Challenges of New Canadians, Survival to Success: Transforming Immigrant Outcomes, 2015, http://www.esdc.gc.ca/eng/jobs/credential_recognition/consultations/index.shtml.

³⁰ Government of Canada, <https://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp?lang=e>.

Finally, Canada depends on a mobile labour force whose learning credentials are often issued in a different place from where they work. Learning credentials are increasingly important as a way to sort people into jobs. Canada is still a laggard in employing learning recognition as a means to increase returns to human capital and provide substantial benefits for the Canadian economy. Canada needs a flexible learning recognition system that allows people to use their learning credentials to the fullest wherever they may move in Canada— likely one that is more flexible than other countries. Canada should look at developments and progress made in the European Union’s classification system and online tools.

CONCLUSION

Canada depends on a mobile labour force and immigration. According to the Conference Board of Canada, 844,000 Canadians face challenges having their education and learning recognized, of which 482,080 are immigrants.³¹ According to the Organization for Economic Co-operation and Development, OECD, much of the skills and knowledge of migrants is not used due to barriers in transferability of skills and qualifications, while work experience acquired abroad may be discounted in the labour market. Skills matching will remain a challenge among G20 countries, particularly as migration policies do not yet consistently incorporate labour market evidence and are not fully aligned with employment policies.³²

Canada is a country of immigrants: In 2011, immigrants represented 20.6 percent of Canada's population, the highest proportion among G7 countries. Immigrants have been an important part of Canada's labour supply over the past few decades, and this trend is expected to continue. The proportion of Canada's working aged population accounted for by immigrants has been slowly increasing for the past 15 years. Many of these new Canadians are skilled: they hold a disproportionate number of graduate degrees, accounting for nearly half (49 percent) of all PhDs and 40 percent of master's recipients. With the fastest growth in demand expected for jobs that require university education, the need for their contributions will intensify. Despite their qualifications, skilled immigrants are chronically underemployed, at significant cost to our economy.³³

First of all, Canada should integrate the acknowledgement of the importance of essential skills into the national processes. The Express Entry system could be the place to integrate,

³¹ The Conference Board of Canada, *Brain Gain 2015*, <http://www.conferenceboard.ca/infographics/brain-gain.aspx>.

³² OECD, *The Contribution of Labour Mobility to Growth*

³³ Government of Canada, *Panel on Employment Challenges of New Canadians, Survival to Success: Transforming Immigrant Outcomes*, 2015, http://www.esdc.gc.ca/eng/jobs/credential_recognition/consultations/index.shtml.

acknowledge and score transferable skills, for example based on the quiz developed by government and based on the Employability Skills 2000+ from the Conference Board. Secondly, and an extra or other option could be the integration of pre-arrival services into national immigration programs, by making these programs obligatory. The relatively new SOPA initiative has the right focus, now it is of importance to bring this to the immigrants before they arrive in Canada. And finally, to improve labour mobility in Canada we need a world class learning recognition system.

EXHIBIT 1

Checklist of Transferable Skills³⁴

- Communicate: Speak and/or write well and get your ideas across to other easily.
- Interpret: Look at things and make sense of them, figure out what makes things work, why there is a problem, etc.
- Analyze: Break a problem down to see what is really going on.
- Creativity: Use your imagination to come up with new ideas or to solve problems.
- Order Goods/Supplies: Keep track of items and how to order them.
- Decision Making: Make good judgements about what to do in a difficult situation, even when the supervisor is not present.
- Adapt to Situations: Learn a new task and/or work in a different area with different co-workers.
- Explain: Tell others why you do certain things the way you do or why you think the way you do.
- Think Ahead: Plan your day and keep problems/accidents from happening.
- Calculate Numbers: Use a calculator, cash register or computer to answer numerical questions.
- Operate Equipment: Turn equipment on and off as well as how to use it safely and wisely. (If you don't know how to operate certain things, you always ask for help.)
- Record Data: Write thorough and accurate notes/numbers.
- Set Goals: Set goals for yourself to achieve and plan ways to achieve them.
- Learn Quickly: Do new things and carry out new responsibilities easily by watching other or by following instructions.
- Confident: Believe in and feel good about yourself.
- Pleasant: Nice person for others to talk to and be with.
- Energetic: Lots of energy to use at work and at play.
- Helpful: Enjoy helping people solve their problems.
- Trustworthy: Can be trusted to get the job done, to look after things or keep secrets that are very important to other people.
- Efficient: Perform tasks in the fastest and simplest ways that they can be done.
- Organize: Arrange people/plan events/put things in order so that they run smoothly.
- Delegate: Assign tasks to others to complete.
- Assemble Products: Put things together with your hands.
- Take Instructions: Follow instructions well, ask questions when you do not fully understand instructions.
- Motivate Others: Help keep others' spirits up and encourage them to do their best.
- Service Customers: Be friendly, patient and polite with customers and try your best to service their needs/wants.
- Dependable: Can be counted on to do what you said you would do (i.e. show up for work on time, do your job duties well, etc.).
- Flexible: Can carry out many different responsibilities, sometimes with very little advanced

³⁴ Community Employment Services (CES), http://www.ceswoodstock.org/job_search/skillstransf.shtml.

notice.

- Self-assured: Feel very confident and positive about yourself and your abilities.
- Supervise: Watch others to make sure that everything is ok and/or that they are doing their jobs well.
- Time Management: Plan your time so that you don't forget to do things, you're almost always/always on time, and you know how to prioritize and give yourself enough time to do the things that you need to do.
- Trouble-shoot: Figure out what the problem is, why there is a problem, or prevent a problem before it happens.
- Handle Complaints: Deal effectively with complaints made by customers or constructive criticism from your employer.
- Listen: Listen/pay attention to what others are saying, without daydreaming or forming judgement about them.
- Considerate: Always think about how others may feel about things, especially before you say or do things that may affect them.
- Punctual: Always on time for things.
- Loyal: Committed and devoted to things/people that mean a lot to you (i.e. your best friend, your job/supervisor).
- Precise: Make sure that things are done accurately, correctly and exactly.
- Resourceful: Think of new, creative and different ways to do things when there are no obvious solutions available.