



**IMPROVING LABOUR
MARKET ATTACHMENT
THROUGH SKILLS FOR
SUCCESS IDENTIFICATION
IN IM&M+**

FINAL IMPACT REPORT



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TABLE OF CONTENTS

Executive Summary	1
Project Background & Goals	3
Development Process	5
Step 1: Conduct Environmental Scan	5
<i>Skills for Success Framework</i>	5
<i>Assessing Skills Across Pre-Employment Programming</i>	6
<i>Assessment Tools</i>	7
Step 2: Consult with Advisory Group.....	9
Step 3: Design Assessment Process	10
<i>Skills for Success Framework</i>	11
<i>Skills Cards</i>	11
<i>Skills for Success Snapshot</i>	12
Step 4: Review/Revise Curriculum	13
Step 5: Create Supplemental Resources.....	14
<i>Facilitator Supplement</i>	14
<i>Facilitator Training</i>	15
<i>Facilitator Hub</i>	15
Step 6: Create an Evaluation Plan & Pilot Assessment Process	15
<i>Skills for Success Snapshot</i>	16
<i>Facilitator Feedback</i>	17
<i>Participant Feedback</i>	17
Evaluation Results	19
Skills for Success Snapshot.....	20
Participant Feedback.....	21
<i>Cohort 1 (n=5)</i>	22
<i>Cohort 2 (n= 6)</i>	22
<i>Cohort 3 (n=14)</i>	23
Facilitator Feedback.....	24
<i>Survey</i>	24

<i>Facilitator Focus Groups</i>	25
Discussion & Recommendations	28
Integration of <i>Skills for Success</i> Framework & Assessment Process.....	28
Implementation of a <i>Skills for Success</i> Assessment Process	30
Modification/Customization Options for the Assessment Tools	31
<i>Skills Cards</i>	31
<i>Skills for Success Snapshot</i>	32
Collaboration & Connection Emphasis	34
Conclusion.....	35
References.....	37
Appendix A: Assessment Tool Review Expanded	38
Overall Format	38
Test Items	38
Additional Features	39
Appendix B: Detailed <i>Skills for Success Snapshot</i> Scores	40
Appendix C: Detailed Facilitator Feedback.....	42
Appendix D: Integrating the <i>Skills for Success Skills Cards</i> and <i>Skills Snapshot</i> into Skill Development Programs	45
Introduction.....	45
What is the <i>Skills for Success</i> Framework?	45
Introducing the <i>Skills for Success</i> into Programming	46
Integrating <i>Skills for Success</i> into Pre-employment Programming	47
Appendix D.1: Skills Cards	55
<i>Skills Cards Print Template</i>	55
Appendix D.2: <i>Skills Cards</i> Reflection Sheet	62
<i>Skills Reflection Worksheet</i>	62



EXECUTIVE SUMMARY

The following report provides an overview of the *Improving Labour Market Attachment Through Skills for Success Identification in IM&M+* [Project Background & Goals](#) funded by Office of Skills for Success (OSS). In brief, the project sought to:

1. Empower participants in IM&M+ to move closer to labour market attachment by developing a self-assessment process for identifying and using *Skills for Success* across various career pathways and personal development goals
2. Develop and test a self-assessment tool across at least five provinces that can be ported to other pre-employability programs across Canada
3. Increase the professional capacity of career development practitioners/facilitators and their organizations to provide pre-employability clients with a tailored way to identify their *Skills for Success* and connect them to their future career goals

As the developed assessment process was intended to be emulated and ported over other pre-employability programs, a detailed [Development Process](#) is described and includes six steps:

1. Conduct Environmental Scan
2. Consult with Advisory Group
3. Design Assessment Process
4. Review/Revise Curriculum
5. Create Supplemental Resources
6. Create an Evaluation Plan & Pilot Assessment Process

The assessment process was piloted across three cohorts from 13 test site locations across Canada in five provinces (i.e., British Columbia, Alberta, Saskatchewan, Ontario, and Newfoundland and Labrador) between February 2022 and May 2023. The testing was done in connection with a randomized controlled trial of the full program funded by the Future Skills Centre. [Evaluation Results](#) for this *Skills for Success* project cover data collected and analyzed from the *Skills for Success Snapshot* assessment tool developed as part of the assessment process aimed at

measuring skill improvements across all nine *Skills for Success*, as well as feedback from participants that completed the program and facilitators that delivered the program. Data was collected at the end of each cohort and if preliminary results indicated urgent modifications, adjustments were made.

The [Discussion & Recommendations](#) section provides insights into improving the integration of the *Skills for Success* framework and assessment process, implementation of the *Skills for Success* assessment process, modification/customization options for the assessment tools, and the collaboration/connection emphasis.

In the [Conclusion](#), project goals are revisited in light of the results and recommendations.



PROJECT BACKGROUND & GOALS

In Motion & Momentum+ (IM&M+) is a pre-employability skill program developed by the Canadian Career Development Foundation in 2015. The curriculum uses an action-oriented approach to intra- and interpersonal skill development. It has three developmental modules:

- **IN MOTION** (3-week, 3 days/week module) meets people where they are. It focuses on self-awareness activities that remind people of their strengths, skills, and values and supports us in creating a vision for their “preferred future.” It provides opportunities to identify and practice critical life and employability skills (e.g., teamwork, stress management, communication, problem-solving, budgeting, digital literacy) and supports actionable goals and develops action planning strategies that address potential barriers and identify possible supports.
- **MOMENTUM** (4 weeks, 4 days/week) extends the work done in IN MOTION. Here, participants continue to progress toward personal goals while working with the group to conceive and implement a project that contributes to their communities. The main activity of the module is called “The Community Project,” in which IM&M+ participants use their combined skills to address a need in their community. In implementing the project, a range of skills from planning, teamwork, and communication are used, personal networks are extended, and resources are identified and built upon.
- **MOMENTUM+** (6 or 3 weeks, 1-2 days/week) supports participants in effectively transitioning to the next step of their life/work journey. The group and the facilitator work together to identify workshop themes relevant to the action plans of those in the group. Group members can use workshop time to demonstrate or practice skills related to their career goals. During this time, facilitators coach and support IM&M+ participants in implementing their personal action plans and build bridges to community contacts and resources to promote participants’ continued growth and success past the program.

Facilitators and participants regularly share how impactful the program is for addressing pre-employability challenges related to skills (e.g.,

identifying/communicating skills, demonstrating/practicing skills, and providing examples of skills).

IM&M+ was created prior to the development of the *Skills for Success* framework. It integrated other skills frameworks into the program (e.g., the Government of Canada's *Essential Skills* and the Conference Board of Canada's *Employability Skills 2000+*). This project gave CCDF the opportunity to not only integrate the *Skills for Success* framework into the program but also unify the approach to foundational skills targeted for development in the program.

With funding from the *Office of Skills for Success*, the *Improving Labour Market Attachment Through Skills for Success Identification in IM&M+* project sought to:

1. Empower participants in IM&M+ to move closer to labour market attachment by developing a self-assessment process for identifying and using *Skills for Success* across various career pathways and personal development goals
2. Develop and test a self-assessment tool across at least five provinces that can be ported to other pre-employability programs across Canada
3. Increase the professional capacity of career development practitioners/facilitators and their organizations to provide pre-employability clients with a tailored way to identify their *Skills for Success* and connect them to their future career goals

To reach these goals, CCDF along with the consultants at Life Strategies engaged with a variety of stakeholders to develop, pilot, and evaluate an assessment process aimed at enhancing IM&M participants' ability to recognize and track their transferrable skill developed throughout the program. IM&M+ facilitators were trained to infuse the *Skills for Success* language throughout the program and support IM&M+ participants in identifying moments where they had actively demonstrated the skill in their life or when they demonstrate the skills during the program.

Overall, this project supported CCDF in gathering evidence of skill development in IM&M+ related to the *Skills for Success* framework and illustrated the utility of such a process for other pre-employability programs throughout Canada.



DEVELOPMENT PROCESS

The following section outlines the process program administrators and researchers undertook to develop a comprehensive assessment process, informed by the literature and key stakeholders (i.e., Advisory Group). The resulting assessment process included reviewing/adjusting the existing IM&M+ program to infuse the *Skills for Success* framework throughout and creating/testing several assessment tool prototypes (i.e., *Skills Cards* and *Snapshot*) within three cohorts across Canada. The development process here serves as model that can be ported to other pre-employability programs.

Step 1: Conduct Environmental Scan

To begin, the development team undertook a comprehensive environmental scan looking into the *Skills for Success* framework and self-assessment format options. The findings are summarized here.

Skills for Success Framework

Skills for Success formally launched in 2021. Although it builds from the preceding *Essential Skills* framework, it also represents a reconceptualization of the foundational skills individuals need to succeed in work, life, and learning (Government of Canada, 2021a). The framework includes the following skill categories: Adaptability, Collaboration, Communication, Creativity & Innovation, Digital, Numeracy, Problem Solving, Reading, and Writing.

Palameta et al. (2021) detailed the process whereby the core literacy skills were revised (i.e., Reading, Writing, Numeracy, and Digital), soft skills updated (i.e., Problem Solving, Communication, and Collaboration), and socio-emotional skills added (i.e., Adaptability and Creativity & Innovation; see pages 9-11). A brief mapping from the old *Essential Skills* framework to the new *Skills for Success* framework is available online (Government of Canada, 2021b). Palameta et al. summarized how each skill was broken down into several components and provided specific details for each component (see pages 14-32). They continued with descriptive anchor points for proficiency levels – five levels for Reading, Writing, and Numeracy; and three levels (i.e., entry, intermediate, and advanced) for the remaining six skills (see pages 44-49).

These component and proficiency level descriptions were identified as a potential starting place for test items for inclusion on the IM&M+ self-assessment tool.

Similar skills frameworks proposed by the Conference Board of Canada (n.d.) and US Department of Education (n.d.) also focused on supporting success in work, life, and learning. They include a similar mix of skills to the *Skills for Success* framework. In addition, the Conference Board of Canada compiled supplemental skills profiles for [Innovation Skills](#) and [Commercialization Skills](#).

Assessing Skills Across Pre-Employment Programming

Palameta et al. (2021) provided a summary of types of assessment tools with recommendations for appropriate use (see Table 2; pages 55 – 56) including (a) paper or computer-based assessments scored objectively, (b) written or audio recordings scored by trained assessors, (c) task-based assessments scored by trained assessors, (d) situational judgement tests, and (e) subjective reports (e.g., self-reports).

The Literacy Information and Communication System (LINCS, 2020), funded by the U.S. Department of Education, also examined assessment approaches with the employability skills framework. Similar to Palameta et al. (2021), LINCS presented benefits and limitations of questionnaires, multiple choice items, situational judgment tests, open response items, portfolios, and performance assessments. Palameta et al. (2021) noted that self-report measures are common, widely used, and particularly helpful in the assessment of social-emotional skills.

The accuracy of participants' assessment is always a challenge with self-report measure ratings; however, both LINCS (2020) and Palameta et al. (2021) described how the accuracy of self-reports can be strengthened by incorporating teacher/employer ratings based on observations. Using multiple methods of data gathering is a best practice in the assessment process (Sheperis et al., 2019). This was marked as a key consideration for the IM&M+ self-assessment tool.

Some of the controversy surrounding assessment (e.g., seeing assessment as an invasion of privacy, constructing biased/discriminatory test items; Sheperis et al. 2019) may be exacerbated with pre-employability programs such as IM&M+, which involve working with vulnerable and/or disadvantaged populations. In 2021, the Social Research and Demonstration Corporation (SRDC) highlighted the importance of applying a diversity and inclusivity lens towards understanding skills development. They noted that “cultural and other biases may also play a role in the definition and assessment of soft skills” (p. 4) and recommended to “involve people

with lived experiences in research design and data collection” (p. 35). An Advisory Group of key stakeholders (e.g., facilitators) was identified as a helpful way to address these challenges within IM&M+.

Further, as many pre-employment programs are rooted in self-reflection, it's highly likely participants will develop a more in-depth understanding of their skill level as they progress through training. This means pre-assessment ratings may not be the most accurate. As such, a post-pre format was identified as most appropriate for IM&M+. Post-pre assessments ask participants, at the end of a program, to reflect on their skill level, rating themselves at two points in time – once for where they are now at the end of the program and once for where they were at the beginning of the program (Simon Fraser University, n.d.).

As a secondary benefit, Palameta et al. (2021) highlighted that self-reports can be useful for “training and education as formative assessment and to guide curriculum adaptation and delivery” and can be “especially useful when triangulated and compared across self- and other-reports” (p. 56). As we look towards the feasibility of using the assessment tool outside of IM&M+ in similar programs, ensuring its utility both as a measure of participants’ skill level and to support increased participant program outcomes is important.

Assessment Tools

To inform the assessment process tool design and development, several existing tools were reviewed for an overall sense of format, test items, and additional features. The key differences and considerations are summarized here (see [Appendix A: Assessment Tool Review Expanded](#) for further details).

Overall Format	<ul style="list-style-type: none">• Available publicly or restricted to qualified users only• Paper-based and/or web-based (e.g., interactive applications, downloadable PDF)• Assessed one skill versus multiple skills• Tied to proficiency levels or generic skill level• Targeted for a specific occupation versus general audience• Includes time estimation (i.e., 5 – 20 minutes) or not• Available in English and/or French
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	<ul style="list-style-type: none"> • Targeted to employees as test takers versus employer and/or program administrator options • Provided customization options or not
Test Items	<ul style="list-style-type: none"> • Standardized tests/quizzes incorporated workplace-based materials (e.g., calendar, instructions) with multiple choice response options asking test taker to select the “right” one • Self-assessments comprised a list of statements asking test taker to rate level of agreement (with a variety of scale options) or pick the statement that sounded most like them
Additional Features	<ul style="list-style-type: none"> • Provided opportunity for reflection • Included a space for setting professional development goals, writing a pledge, or setting an action plan • Linked to customized learning plan or free resources

Several additional employability tools reviewed were not specifically tied to the *Essential Skills* and *Skills for Success* frameworks (e.g., [Employment Readiness Scale](#), and [Employability Skills Inventory](#)). These tools were available for purchase through test publishers and may provide helpful insights on employability for test takers.

Preliminary recommendations from the environmental scan included:

- Forming and consulting with an Advisory Group to provide insights into working most effectively with people from vulnerable/marginalized groups
- Designing an easily administered self-report measure to simplify the assessment process for both facilitators and participants, and to avoid interpretations of the tool as a formal “test”

- Providing enough flexibility in administration so that the assessment process can be customized/adapted for specific contexts
- Embedding reflective opportunities/prompts for participants, so they can apply results in a meaningful way both within and outside their program

Step 2: Consult with Advisory Group

In accordance with the recommendations derived from the environmental scan and to deepen our understanding of the assessment context within the IM&M+ program (i.e., working with individuals from vulnerable/marginalized groups), the development team convened an Advisory Group. The Advisory Group comprised IM&M+ facilitators, previous participants, and other key stakeholders.

A project backgrounder was created and distributed to the Advisory Group outlining the project goals and preliminary findings from the environmental scan.

The first meeting took place, Friday, October 22, 2021. Members of the group were asked to provide their insights on the project, reflecting on the following prompts:

- As we consider assessment of skills, what program considerations should we be aware of?
- What innovative assessment strategies/approaches have you seen/experienced?
- How can we balance assessment rigor and usability?
- What would be most helpful going forward to support learners, facilitators, and program administrators?

The Advisory Group confirmed the relevance of the *Skills for Success* framework within IM&M+ and supported the integration into the program; however, they expressed concern that any assessment process would need to be seamlessly and easily integrated into the existing program. Although program modifications could be made, they cautioned that such adjustments would need to refrain from substantially modifying the flow and participant experience. Preliminary

recommendations from the Advisory Group informed [Step 3: Develop Assessment Process](#) (detailed next) and a second meeting was scheduled so that group members could review and provide feedback on the draft prototype of the assessment process.

The second meeting took place on November 24, 2021. An overview of the assessment process and corresponding assessment tools (e.g., *Skills Cards* and *Snapshot*) were presented. The Advisory Group shared insights on the language and structure of the various components, providing guidance on the specific item statements and scale anchors which informed the final version. Much of the discussions centred around what exactly participants should be rating – the degree of the skill they possess (e.g., I am not good at this, I am kind of good at this, I am very good at this) or how often they can demonstrate the skill (e.g., I can do this rarely, sometimes, often). Supplemental discussions with the development team considered how language from the educational sector’s proficiency approach (e.g., emerging, developing, proficient, and extending) could emphasize the ongoing nature of skills development while attending to the need for a strength-based, culturally responsive approach.

In addition, the Advisory Group reviewed the preliminary program modifications and evaluation plan. They also provided feedback on the *Facilitator Training* agenda and the overview of the *Facilitator Supplement*. With their agreement, the official facilitator training date was set.

Step 3: Design Assessment Process

Given the feedback from the Advisory Group, the assessment process was designed to ensure seamless integration within the existing IM&M+ program with minimal adjustments to existing materials, structure, and flow of the workshop. The assessment process included the following components:

- Provide an overview of the *Skills for Success* framework early on to introduce skill-based language, clarify terminology, and provide a comprehensive summary of the skills required for success in work, life, and learning
- Implementation of the *Skills Cards* throughout the program to guide participants’ identification and tracking of skills they have demonstrated, resulting in a deepened understanding of the *Skills for Success* framework

and creation of a “portfolio” of skill-based examples informed by themselves, their peers, and IM&M+ facilitators

- Administration of the *Snapshot* self-assessment at the end of Module 2 (*Momentum*) to consolidate participants’ skill development and identify areas for growth and next steps (e.g., training, employment)

Skills for Success Framework

Given the diverse, vulnerable, and multi-barriered nature of program participants, facilitators could not assume that participants had a shared understanding of “skill,” nor the ability to express personal characteristics in skills-based language. Although the existing IM&M+ program touched on the concept of skills and introduced “employability” skills, the *Skills for Success* framework was not explicitly addressed. To support the effective integration of the framework, researchers undertook a full review and revision of the curriculum, described in more detail within [Step 4: Review/Revised Curriculum](#).

A dedicated activity introducing the *Skills for Success* framework was included within early days of Module 1 (*In Motion*) within an existing program activity, Dependable Strengths. Here participants were introduced to the idea of “skills” (both “hard” and “soft” skills) and the *Skills for Success* framework. Facilitators were provided with dedicated resources to walk participants through each of the nine skill categories at a high level. In addition, they were asked to prime participants to keep this framework in mind as they progressed through the program.

Skills Cards

Building from the *Skills for Success* framework, researchers created nine distinct *Skills Cards* representing each skill category. The front of the card provided space to tick off specific elements for the skill, derived from the detailed skill descriptions (Palameta et al., 2021); the back provided space to record an example of when that skill was demonstrated. Researchers also used the icons from the framework to appeal to visual learners and facilitate easy recognition and sorting of cards.

Within IM&M+, the *Power Box™* activity (introduced in *In Motion*) already existed to prompt reflection and insight. It invited participants, peers, and facilitators to add items (e.g., notes, trinkets, quotes) to encourage and support motivation as participants worked on their career and personal development goals. With the input of the Advisory Group, the *Skills Cards* became an additional resource to utilize within this existing activity, and throughout the program following any other

reflective activities. Both participants and facilitators would also be invited to complete and “gift” *Skills Cards* to others as they noticed skills in them. This process was designed to create a space where participants would be not only actively involved in identifying and tracking their own skills, but also the skills of other participants within their group.

The introduction of the *Power Box™* activity was modified to account for introducing (and demonstrating) the newly developed *Skills Cards*. For in-classroom facilitation, facilitators were directed to make several copies of the *Skills Cards* readily available for participants; for remote facilitation, a dedicated [Jamboard](#) template replicated the *Skills Cards*, where participants could copy/modify content as needed.

A secondary activity was created, providing an opportunity for participants to extract *Skills Cards* from their *Power Boxes™* and reflect on the cards they had added to their *Power Box™* or those that they had been gifted. It was designed to be completed prior to the *Snapshot* self-assessment so that participants had an increased awareness of their skills prior to engaging in the more formal self-assessment process.

To support this reflection, a corresponding *Skills Reflection* worksheet was developed which invited participants to sort and record how many cards they received within each of the nine skill categories. Additional reflective prompts were also added to spur deeper reflections and discussions (i.e., My favourite skill to use is ..., I was surprised by ..., and I would also like to highlight ...).

Skills for Success Snapshot

Researchers opted to use the post-pre format for the self-assessment tool. At the end of the second module (*Momentum*), participants are invited to assess themselves twice – once reflecting on where they are now and then where they were at the beginning of the program. There was concern from the Advisory Group, program administrators, and researchers that having a traditional pre-assessment (baseline) in the context of IM&M+ would be particularly challenging, but also potentially demoralizing and/or damaging to participant’s self-esteem/confidence. The post-pre design would enable participants to integrate a more nuanced understanding of their own skills and the *Skills for Success* framework, especially following the *Skills Cards* reflection activity.

The resulting *Snapshot* walks through the *Skills for Success* framework in its entirety, supporting participants to reflect on their skill level at the beginning of the program and their current skill level at the end of Module 2 (*Momentum*). The assessment items were derived from Palameta et al.'s (2021) detailed list of skills which comprised 6 components per skill category, each with complex definitions. The development team consolidated these actions into two statements per component resulting in a comprehensive assessment with 12 statements per skill category. The Advisory Group provided insights and feedback on the statements to verify clarity, conciseness, and appropriate reading level.

Being mindful of potential assessment sensitivities of program participants, careful consideration was paid to the assessment scale with several versions presented to the Advisory Group. The final version represented the following 5-point Likert scale:

1. Emerging: I'm getting started
2. Developing: I'm actively working on this
3. Neutral: I'm not sure
4. Proficient: I actively demonstrate this
5. Extending: I get it and can show others how

Participants were also provided the opportunity to share skills stories from the IM&M+ training at the end of the assessment. Such stories provided impactful successes for researchers but also tangible, complex skill-based examples that participants could take with them into their next steps.

The *Snapshot* was estimated to take approximately 30 minutes to complete; however, researchers were aware participant factors could impact timing of this. The *Snapshot* was available in both a paper-based and online format (i.e., using Survey Monkey). A dedicated activity was created to support facilitators in introducing (and customizing) the administration of the *Snapshot*.

Step 4: Review/Revise Curriculum

Given the feedback regarding the need to seamlessly integrate, researchers undertook a full curriculum review to ensure the *Skills for Success* framework and the corresponding assessment process was completely integrated. As the IM&M+ program was already integrating career readiness factors and career management skills, there was much overlap identified (e.g., Positive Relationship Building

corresponds with Collaboration). Where appropriate, specific *Skills for Success* language was exchanged or added to existing activities. Each activity was reviewed and mapped to relevant skills from the framework to support facilitators in making connections between existing activities and the *Skills for Success* framework. There were no gaps in skill coverage – even for those that weren't a primary focus of the program (e.g., Reading, Writing, and Numeracy), researchers saw evidence of potential gains in many of these areas (e.g., in several activities, participants were asked to complete worksheets or contribute to flip chart papers whereby they'd be practicing their Writing).

As a new assessment process was developed (see [Step 3: Develop Assessment Process](#)), additional facilitator supports to guide that process were identified as a need. In some instances that meant developing new resources; in others, small modifications/adjustments to the existing resources would be sufficient. The following section, [Step 5: Create Supplemental Resources](#), provides more details on that process.

Step 5: Create Supplemental Resources

To support facilitators in implementing the assessment process, the following supplemental resources were developed:

1. A **Facilitator Supplement** to support the integration of *Skills for Success* into the IM&M+ curriculum as seamlessly as possible and within the guiding principles of the program
2. **Facilitator Training** to introduce the *Skills for Success* framework, review the assessment process, and plan for the pilot/evaluation phase
3. A dedicated space within the existing **Facilitator Hub** to share relevant resources, post updates and reminders throughout the pilot, and engage in discussions with facilitators

Facilitator Supplement

The *Facilitator Supplement* outlined four specific implementation activities:

1. Introducing the *Skills for Success* Framework
2. *Power Boxes™* and the Introduction of the *Skills Cards*
3. Skills Cards Reflection
4. Skills for Success Snapshot

For each activity, details were provided on the duration and timing of the activity, how to complete the activity, tips for customization/adaptation, and required materials.

Facilitator Training

To support IM&M+ facilitators in seamlessly rolling out this assessment process within their remote or in-person classrooms, a 3-hour facilitator training session was offered via Zoom. It was recorded and provided information on the following:

- Overview of the *Skills for Success* framework
- Review of the components of the assessment process
- Discussion of how a skills focus could be easily infused into existing curriculum
- Introduction of the Facilitator Supplement
- Demonstration of the *Skills Cards* and *Snapshot* tools
- Summary of tips and strategies for supporting participants in identifying their skills
- Clarification of the facilitator's role in the skill identification and tracking process
- Overview of the pilot/evaluation activities

Facilitator Hub

IM&M+ already had an existing online community of practice where facilitators could collaborate and connect with each other. A dedicated space for the pilot group was created so that we could share important resources, send reminders of important deadlines, and answer questions or concerns as they arose.

Step 6: Create an Evaluation Plan & Pilot Assessment Process

To support the pilot of the assessment process, a dedicated evaluation plan was created and presented to the Advisory Group for their input. Clarity on the pilot/evaluation phase of this project was of particular importance as the test site locations were concurrently participating in the forementioned randomized control trial of the full program. Consequently, the pilot/evaluation activities for the *Skills for Success* pilot had to be mindful of scope (e.g., not replicating the same questions),

timing (e.g., not scheduling data collection at the same time), and structure (e.g., aligning incentives).

The final evaluation plan comprised the following activities:

- Collecting copies of the completed *Snapshot* from participants
- Inviting participant feedback through several focus group opportunities
- Collecting facilitator feedback through an online survey and focus group

Note: If the feedback collected identified urgent modifications to the assessment process, relevant adjustments were integrated within the next session. For instance, after preliminary results from Cohort 1 were collected, the following adjustments were made:

- Expanded and embedded general tips and strategies from *Facilitator Training* into *Facilitator Supplement*
- Included case example within the *Facilitator Supplement* to demonstrate how the assessment process can be incorporated in unique ways into regular program activities
- Encouraged *Skills Cards* adaptations and alternative formats (e.g., use of checklists, asset maps, images/doodles)
- Created an optional *Snapshot Scoring Sheet* for those participants desiring a final “score” on that assessment tool
- Tweaked implementation activity descriptions to improve the clarity of directions and support adaptations

Skills for Success Snapshot

Participants were given the opportunity to complete the *Snapshot* assessment near the end of Module 2 (*Momentum*). During this time, Facilitators supported the data collection process by introducing the opportunity to share their *Snapshot* assessment results with the researchers. Interested participants reviewed, signed, and returned the informed consent form.

CCDF offered a small incentive (\$25) for each participant who agreed to share a copy of their completed *Snapshot* assessment with the researchers. Facilitators received a stipend to purchase those gift cards and provide them to relevant participants.

Participants were also entered into a draw for a Chromebook; three raffles in total occurred (i.e., 1 per cohort).

Facilitator Feedback

Gathering facilitator feedback served three purposes:

- Verifying that the assessment process was administered as designed
- Recording the facilitators' experience with, and opinions of, the assessment process
- Capturing any suggested modifications/adjustments to the assessment process

At the conclusion of Module 2 (*Momentum*), facilitators were invited to respond to a survey and participate in a focus group. The 22-item survey asked facilitators to indicate their agreement to a variety of statements on a 5-point Likert scale (i.e., Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) assessing the *Facilitator Training, Facilitator Supplement, Skills Cards, and Snapshot*, as well as the assessment process overall.

A corresponding focus group also provided facilitators the opportunity to get a bit more detailed in their feedback for researchers. In these focus groups, facilitators were invited to reflect on their overall impressions of the assessment process and provide guidance on what components would be essential to keep, what additional items should be added, and what could be removed.

Participant Feedback

At the end of their IM&M+ program, participants were invited to join a virtual focus group. Researchers scheduled a maximum of three focus groups per cohort (maximum of nine total) with a maximum of 15 participants per focus group (maximum of 135 participants total).

Participants were randomly selected from the pool of interested participants coded by test site location. Researchers planned to draw from each location to ensure representation across cohorts. Participation was strictly voluntary, and contributions remained confidential. To compensate participants for their time, participants were offered a small monetary incentive (\$25) for attending the focus group.

As IM&M+ program administrators had arranged staggered start dates for the various test sites within cohorts, specific focus group dates/times were scheduled as test site start dates were confirmed.

Researchers planned for facilitators to support this process by introducing the opportunity to participants and, with permission, collecting/sharing contact information. Researchers then connected with interested participants via email with details on the process and to verify their interest and availability. Selected participants were notified via email and received a Zoom link and details for connecting at least 1 week prior to the focus group.



EVALUATION RESULTS

As described in the *Evaluation Plan*, data collection occurred at three points corresponding to the random control trial (RCT) project timelines (i.e., May 2022, Dec 2022, and May 2023).

	Program Start Date	Program End Dates	Cohort Locations	# of test sites
Cohort 1	February 16, 2022	April 22, 2022	British Columbia Alberta Saskatchewan Ontario Newfoundland and Labrador	13
Cohort 2	September 13, 2022	December 1, 2022	British Columbia Alberta, Saskatchewan, Ontario Newfoundland and Labrador	13
Cohort 3	February 6, 2023	May 11, 2023	British Columbia Alberta Saskatchewan Ontario Newfoundland and Labrador	14

Data collection occurred at the end of Module 2 (*Momentum*). The focus of this feedback was end-user experience and usability.

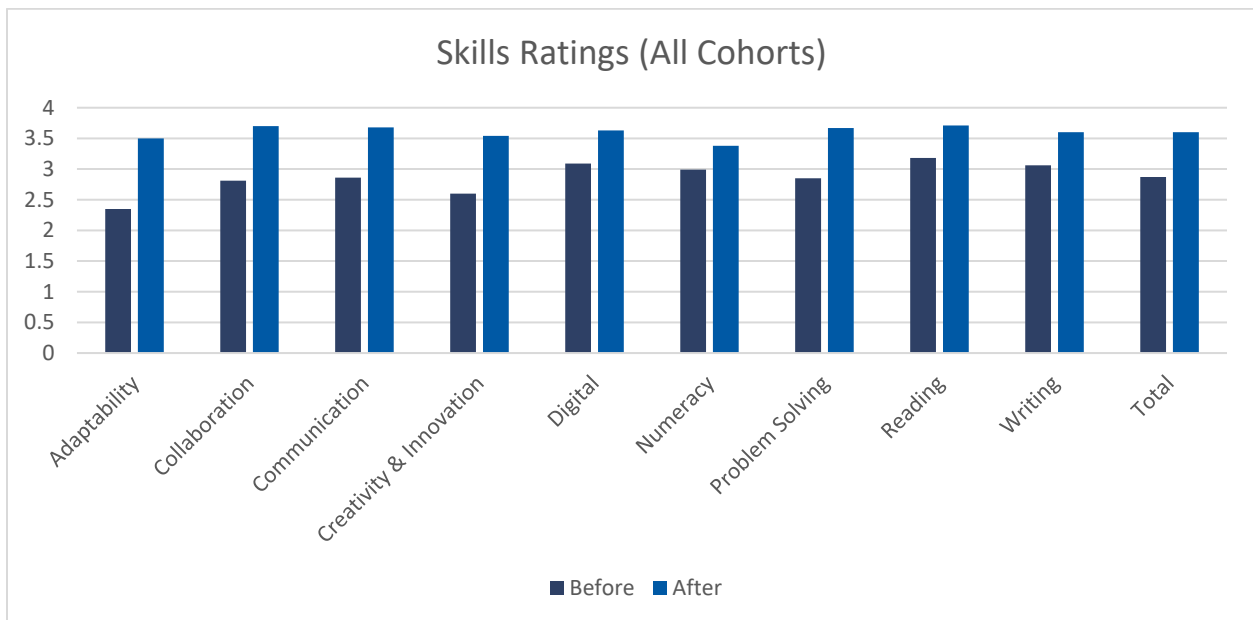
Skills for Success Snapshot

Once responses were received by CCDF, participants were assigned a unique identifier code. Assessment responses were stripped of identifying information prior to analysis. For those who consented, anonymous and aggregate data were shared with the RCT research team. Physical copies of the assessment were destroyed after being entered into an Excel file.

Where responses were incomplete, they were removed from the analysis and scores were coded as follows:

- Emerging = 1
- Developing = 2
- Neutral = 3
- Proficient = 4
- Extending = 5

An average score was generated for each question and overall skill category. Average scores ranged from 1 – 5 corresponding to the answer categories above. In total 111 responses were collected (i.e., Cohort 1 n=34, Cohort 2 n=38, Cohort 3 n=39).



Greatest gains were seen overall in the Adaptability (+1.15), with top three rated skills representing Reading (3.71), Collaboration (3.70), and Communication (3.68). See [Appendix B: Detailed Skills for Success Snapshot Scores](#) for full details.

Participants also had the opportunity to share up to three stories that illustrated their skills at the end of the *Snapshot*. The skills categories represented in those stories, as identified by participants, included the following:

Skill Category	Cohort 1	Cohort 2	Cohort 3	Total
Communication	38	67	74	179
Adaptability	35	52	59	146
Problem Solving	33	51	60	144
Collaboration	32	55	57	144
Creativity & Innovation	27	49	50	126
Writing	24	34	42	100
Reading	16	31	41	88
Digital	17	22	41	80
Numeracy	7	11	22	40

Given the focus in IM&M+ on soft skills and the results of the *Snapshot*, it isn't surprising to see Communication, Adaptability, Problem Solving, and Collaboration were amongst the top four skills categories represented in their stories from the program. It's also encouraging to see that all skills were represented in the stories shared by participants. This evidence supports the idea that secondary skill development can be found within IM&M+, despite its core focus on more traditionally "soft" skills.

Participant Feedback

Although researchers scheduled three focus group opportunities within each cohort, there was unfortunately not enough interest to run all sessions for each cohort. Scheduling the focus group at times convenient to participants was a bit of a challenge, balancing the variety of end dates of Module 2 (*Momentum*), which was required for participants, and start dates of Module 3 (*Momentum+*), which was optional. In addition, researchers had to account for the focus group scheduling for the concurrently running RCT research project.

In Cohort 1, one focus group was held on May 6, 2022; in Cohort 2, one focus group was held on November 18, 2022, and finally, in Cohort 3, two focus groups were held – one on April 28, 2023 and the other on May 12, 2023. Although more had indicated their interest and been selected, a total of 25 participants shared their insights within the participant focus groups.

Participants were asked to share their overall impression of the assessment process, including the specific tools that were developed. In addition, they were asked what essential components they'd like to keep, what additional items they'd like to include, and what could be removed.

The main themes from those discussions are summarized below.

Cohort 1

According to the focus group discussions (n=5), the assessment process illustrated a **developmental process** focused on deepening understanding and improving identification of skills across a wide variety of areas. It provided a **useful framework**, allowing participants to adopt a **common language** for discussing their skills with facilitators, peers, and, ultimately, potential employers. The importance of **facilitators** in reinforcing that skills-based language throughout all activities was discussed.

Participants shared several **positive outcomes** resulting from the integration of the assessment process (e.g., enabling social connection and encouragement, improving communication, and supporting increased confidence, self-esteem, and accountability).

Participants also emphasized the need to **keep the community project** as designed, describing it as a powerful experience for which the skills they had identified and developed over the duration of the program contributed to success within the project. They did, however, suggest some **modifications to the Snapshot/Skills Cards** (e.g., administering the *Snapshot* over several days, creating a 1-page checklist based on *Skills Cards*). Although participants didn't recommend removal of any items, they did suggest that a dedicated day focused on one skill might be helpful to provide clarity.

Cohort 2

Participants (n= 6) indicated the *Skills for Success* framework was **comprehensive and useful**. Again, they spoke highly of the assessment process and the overall program, highlighting several **positive outcomes** (e.g., increasing confidence,

expanding perspectives, reinforcing positive attitudes, and re-affirming skills). Similar to Cohort 1, participants shared some **facilitator factors** that were helpful in implementing the assessment process (e.g., explaining activities/components clearly, providing an understanding/supportive/safe environment).

In terms of adjustments, participants indicated a desire for **greater applicability to real-life situations and the workforce** and a **shortened Snapshot** with greater clarity on scale items. Participants indicated they'd like to **keep the blend of virtual and paper-based tools** and the **group format** (e.g., you can see when others were struggling and offer help). They didn't suggest any items for removal.

Cohort 3

Again, participants (n=14) indicated an overall **positive experience** with the assessment process (e.g., motivating, reaffirming, eye-opening) seeing it as relevant, seamlessly integrated, and particularly helpful during the community project at the end of the program. It provided a **shared language** with common understanding / definition of terms even for skills which were not the focus of IM&M+ (e.g., Numeracy).

Participants shared how the **structure/design** of the program created a supportive and encouraging environment for open and honest reflections, discussions, and development – this was tied specifically to the **facilitator style/role** and the **group format**.

Rather than removing content, participants indicated a desire for **customization** of content and delivery to meet their needs (e.g., skills-based conversations vs. filling out *Skills Cards*). They enjoyed the post-pre format of the *Snapshot* but agreed it was long and found the rating scale a bit confusing. They did request some **improved instructions/guidance** around completing the assessment.

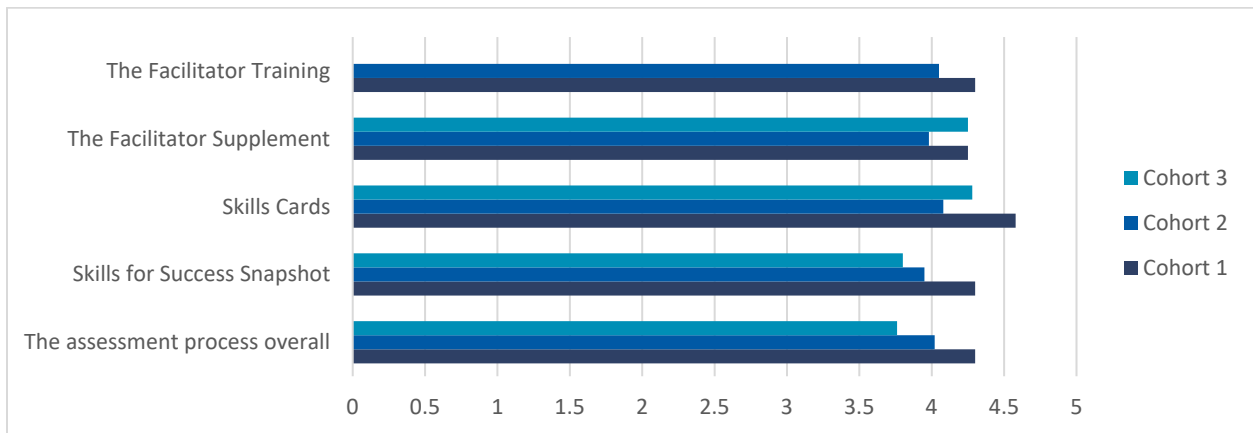
In all focus groups, there was agreement that the assessment process and tools supported the goals of the project – i.e., identifying skills and recognizing changes in the level of those skills, making connections between skills and personal and career development goals, and seeing possible skills gaps that could impede continued progress towards personal and career development goals.

Facilitator Feedback

Facilitators had the opportunity to provide feedback at the end of Module 2 (*Momentum*) through an online survey and a focus group.

Survey

Facilitators were asked to indicate their level of agreement on a 5-point Likert scale (i.e., 1 strongly disagree through 5 strongly agree) on statements related to the training they received, the facilitator supplement resource, and the assessment tools (i.e., *Skills Cards* and *Snapshot*), as well as their overall experience with the assessment process. As all of the facilitators in Cohort 3 had previously received the facilitator training/orientation, we've removed "The Facilitator Training" questions from Cohort 3's analysis.



Full summary of scores presented in [Appendix C: Detailed Facilitator Feedback](#).

Facilitators also had the ability to provide additional comments within the survey. Resulting themes are presented here:

Integration	<ul style="list-style-type: none"> • Simplify/streamline the process (e.g., <i>Snapshot</i> was long) • Clarify timeline/tasks and provide reminders • Integrate Facilitator Supplement content into existing Facilitator Guide
Technology	<ul style="list-style-type: none"> • Provide online and paper-based options as appropriate • Improve functionality of <i>Snapshot</i> (e.g., visibility of response scale, more introductory content) and <i>Skills Cards</i> (e.g., alternative to JamBoards)
Participant Factors	<ul style="list-style-type: none"> • Recognize limits of digital and literacy skills of participants and preferences for paper-based materials
Facilitator Factors	<ul style="list-style-type: none"> • Familiarity with the <i>Skills for Success</i> framework • Familiarity with the IM&M+ program (we had some new facilitators in Cohort 2)

Facilitator Focus Groups

In Cohort 1, three focus groups were held on April 29, 2022 (n=11); in Cohort 2, one focus group was run December 9, 2022 (n=5); and in Cohort 3, two focus groups were run May 19, 2023 (n=7).

Similar to participants, facilitators were asked to share their overall impression of the assessment process, including the specific tools that were developed. In addition, they provided insights into what was essential to keep, adjust, or remove.

The main themes from those discussions are summarized here:

Positive participant outcomes	<p>Facilitators reported seeing the following in participants:</p> <ul style="list-style-type: none"> • Increased pride, self-esteem, confidence, and sense of community • Improved ability to reflect on, document evidence of, and communicate strengths and weaknesses
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	<p>using skill-based language (for themselves and others in the program)</p> <ul style="list-style-type: none"> • Decreased fear and anxiety of participants to engage fully in activities within IM&M+ (e.g., sharing within group discussions) and explore next steps outside of the program (e.g., finding employment, enrolling in training) • Increase ability to identify suitable training options and pull together work-search documents
<p>Powerful terminology/language</p>	<p>The framework was particularly useful for participants in creating a common language for understanding their strengths (and weaknesses), with specific relevance of Adaptability. In Cohort 3, one facilitator shared that “by the end of program they were using the language freely and using it to compile resumes and consider how the information could transfer to interview skills.”</p>
<p>Participant factors</p>	<p>Although having diversity of experiences and ways of understanding the world were advantageous, getting the right mix of participants was important (e.g., some participants identified challenges with being in a diverse group that included professionals who were highly skilled newcomers to Canada, individuals who were less educated and navigating many barriers, and individuals who were neurodivergent). Participants with lower literacy and digital skills seemed to struggle the most.</p>
<p>Flow/structure</p>	<p>By beginning to introduce the skills language early and slowly building in relevance throughout the program, participants gradually built their understanding of the framework and their skills. This culminated in direct application within the community project (e.g., Collaboration in deciding what to focus on)</p>

Group size	Too small of a group resulted in discussions that weren't as robust; too large (e.g., 9+) and facilitation became less manageable
Flexibility	The adaptability within administration inherent to the design of the assessment process (and IM&M+ more generally) enabled facilitators to modify/adjust delivery to meet the needs of their group. Over the duration of three cohort administrations, facilitators reported more confidence in making those adjustments.
Facilitator role	Facilitators played an important role in creating a positive experience for participants (e.g., priming participants to focus on a particular skill as they introduced an activity, reflecting back the specific skills language when debriefing activities, and reinforcing the rationale of activities).
Communication preferences	Although facilitators used the <i>Facilitator Hub</i> , many found it difficult to navigate the site and would prefer email correspondence versus push notifications/posts).

Lastly, facilitators shared some **administration successes** (e.g., the overall process was well laid out and presented in a logical manner, the depth of supporting resources was helpful). In particular, the *Skills Cards* were the most well-received component providing an opportunity for participants to identify concrete and tangible evidence that supported developing their self-awareness and self-esteem. The post-pre structure of the *Snapshot* was also well received.

Nonetheless, facilitators saw the most **challenges** with the *Snapshot* (primarily with its length) and many struggled to fit all skills activities in. As noted earlier, in response to such challenges, several adjustments were incorporated into the next cohort administration.



DISCUSSION & RECOMMENDATIONS

The evaluation results provided the research team with guidance for the integration of the *Skills for Success* framework and assessment process into IM&M+, specifically.. In addition, the results provided insights for integration to other skill development programs. Suggestions included specific modifications/customization options for the assessment components (i.e., the *Skills Cards* and *Snapshot*) and emphasized the need to provide opportunities for collaboration/connection between participants, facilitators, and program administrators.

Integration of *Skills for Success* Framework & Assessment Process

During the development phase, facilitators strongly emphasized the importance of not adding anything “new” to the program. They very clearly expressed that any activities, tools, and resources needed to be integrated into existing material. During implementation, although some facilitators and participants expressed a desire for more focus on the *Skills for Success* framework (e.g., one person suggested dedicating a day to each of the nine skills) No-one indicated that any program activities should be sacrificed to include this addition to the program. Overall, participants strongly emphasized a desire not to remove anything from the program.

Results from the pilot indicated that most facilitators and participants supported the early introduction of the *Skills for Success* framework which slowly built awareness and understanding of the skills over the duration of the program, culminating in recognized relevance at the end during the Community Project. Instead of further separating skills from the program, we recommend a more fulsome integration. Over the duration of the pilot, facilitators were able to find a more natural flow to the integration, customizing and adapting material to best meet the needs of their group. If participants are struggling with the concept or definition of any one skill category, facilitators can take a dedicated moment to focus on that skill to provide clarity and examples as necessary.

Extending the Learning from the IM&M+ Process to Other Programs

To better support **integration**, program administrations / facilitators can:

- Introduce the *Skills for Success* framework early on in the program, hinting at its relevance building over time
- Infuse *Skills for Success* language throughout existing activities, referring to the *Skills for Success* map as a guide
- Embed *Skills for Success* icons within activity resources (e.g., participant handouts)
- Print out and laminate the *Skills for Success* framework image for participants
- Fully integrate the assessment process into the facilitator guides/curriculum including hyperlinks/tags to relevant components/resources
- Take dedicated moments to focus on skills periodically throughout the program (e.g., during morning check-ins, after breaks, or before closing out for the day)

Implementation of a *Skills for Success* Assessment Process

Overall participants had positive experiences with facilitators; however, in the feedback provided by both facilitators and participants, it became clear that there were some implementation issues that impacted the participants' experience (e.g., not checking into *Power Boxes™* to ensure the *Skills Cards* were completed, not recapping *Skills Cards* with the reflection activity before moving into the *Snapshot*, giving incorrect interpretation of the *Snapshot's* response scale items).

In this pilot, it was evident that having a separate *Facilitator Supplement* contributed to some of this confusion (i.e., facilitators had to look in 2 places). Also, as facilitators were balancing research activities/deadlines for two concurrently running projects, there was an added layer of confusion.

Extending the Learning from the IM&M+ Process to Other Programs

To better support **implementation**, program administrators / facilitators can:

- Deepen their understanding of the *Skills for Success* framework through self-study or additional independent training prior to program delivery
- Provide / attend comprehensive assessment process orientation/training, clarifying expectations and priorities
- Create a space to ask questions, share stories, and access materials (e.g., a dedicated *Facilitator Hub*)
- Send reminders about key deadlines/tasks as the program progresses, either by email or push notifications
- Encourage suitable adaptations/modifications based on participants' needs, providing examples where possible
- Create a short checklist or quick start guide

Modification/Customization Options for the Assessment Tools

The assessment process contained two specific tools – the *Skills Cards* and *Snapshot*. Results from the pilot highlighted the importance of facilitators remaining flexible in administration. For example, one facilitator indicated issues or confusion within one of their cohort groups, but not with another. Similarly, for program administrators, results highlighted the importance of designing an assessment process with enough room for such flexibility and providing adequate guidance and examples of such customization in action.

Flexibility in program delivery is a cornerstone of IM&M+ which enables facilitators to take a participant-focused, culturally responsive approach that is rooted in empathy and understanding. Any assessment tools integrated into IM&M+ or any skill development program targeting vulnerable or disadvantaged populations need to exemplify this same approach. As with any program activity, the assessment tools should be reviewed for suitability and adapted or removed as appropriate.

Skills Cards

Participants and facilitators responded extremely positively to the inclusion of the *Skills Cards* within core activities in the IM&M+ curriculum (i.e., the *Power Boxes™*). It was the consensus that they offered a powerful opportunity to integrate the skills language into the program, as well as gave something tangible for participants who

might be hesitant to contribute to the *Power Box™* activity. Earlier fears from the Advisory Group that the cards would overwhelm or overtake the activity weren't supported by the feedback the researchers received.

The gifting of *Skills Cards* from participant to participant, as well as from facilitator to participants, was noted as particularly impactful. The group format created a safe place in which open and vulnerable discussions about skills occurred. The “cards” themselves were offered in a wide variety of formats (e.g., paper-based vs. online; cards vs. checklist; written vs. conversational/visual) illustrating the flexibility inherent in the assessment process design and the importance of customization to meet the group's needs. The *Skills Cards* can be easily adapted to other programs. Templates of the cards used in IM&M+ are available in [Appendix D: Integrating the Skills for Success Skills Cards and Skills Snapshot into Skill Development Programs](#) of this report.

Extending the Learning from the IM&M+ Process to Other Programs

To better improve the *Skills Cards*, program administrators / facilitators can:

- Introduce the *Skills Cards*, providing a rationale for how this component builds into later program activities and offering relevant examples
- Consult with participants about preferred format for the *Skills Cards* exploring alternative formats (e.g., vision board, asset gallery, checklist, and journaling)
- Provide samples, tutorials, or templates
- Demonstrate the process, welcoming customizations as necessary
- Monitor the “gifting” of *Skills Cards*
- Make contributions as participants demonstrate skills within program activities
- Encourage ongoing contributions throughout the duration of the program and dedicated reflection time as necessary
- Summarize skills on the corresponding reflection worksheet as a primer for the *Snapshot*

Skills for Success Snapshot

Participants and facilitators enjoyed the opportunity to use the post-pre assessment format of the *Snapshot*. This enabled participants to develop a more comprehensive

and accurate understanding of skills before assessing themselves on any of the *Skills for Success*.

Despite the Snapshot's utility, both facilitators and participants struggled with the length of the assessment; however, no facilitators nor participants reported the administration of the *Snapshot* occurring over several separate blocks of time, which had been repeatedly suggested as an option.

As part of this project's deliverables, CCDF has developed an online version of the *Snapshot* assessment that will include a few elements that will support reducing the length of time that the assessment takes participants to finish it. The online version will be freely available to the public.

Extending the Learning from the IM&M+ Process to Other Programs

To better improve the *Snapshot*, program administrators and facilitators can:

- Consider whether or not paper-based or online administration is most appropriate
- Break up administration throughout the day or over several days
- Identify/select 2-3 skills categories to focus on for assessment at a time, or overall based on program needs
- Adapt response scale to slider with anchors to guide participant selection
- Integrate gamification elements (e.g., prompts, badges, encouragements)
- Provide a summary report for the participants to guide interpretation
- Create a condensed, short form of the *Snapshot* assessment

Collaboration & Connection Emphasis

In addition to regular check-in meetings with the facilitation team, a dedicated online space (i.e., the *Facilitator Hub*) provided a useful space for connection and collaboration between facilitators, program administrators, and researchers. IM&M+ should continue to use its *Facilitator Hub* as a space to ask questions, share insights, and highlight success stories.

Extending the Learning from the IM&M+ Process to Other Programs

To better improve **collaboration and connection**, program administrators / facilitators can:

- Ensure that facilitators can ask questions, share insights, and highlight program successes in the implementation of the program
- Profile key success stories illustrating modification/adaptations



CONCLUSION

This report provided an overview of the project background and goals, described a development process that other pre-employability programs can emulate and customize for their unique contexts (see [Appendix D: Integrating the Skills for Success Skills Cards and Skills Snapshot into Skill Development Programs](#)), and summarized the evaluation results from the pilot across three cohorts from test site locations across Canada. In addition, it included a discussion on the resulting recommendations to guide next steps for IM&M+ and considerations for program administrators and facilitators of other skill development programs.

At each step along the way, within all three cohorts, researchers were able to collect evidence supporting the three broad project goals:

- 1. Empower participants in IM&M+ to move closer to labour market attachment by developing a self-assessment process for identifying and using *Skills for Success* across various career pathways and personal development goals**

Participants continually expressed the usefulness of *Skills for Success* assessment process throughout the pilot phase. By introducing the framework early in the program and integrating the skills-based language throughout, participants slowly developed/refined an understanding of their skill. By utilizing the specific assessment tools (i.e., *Skills Cards* and *Snapshot*) in customized ways, facilitators were able to attend to each participant's unique needs, preferences, and strengths. In addition, by activating their peers as skill-based informants, participants had their skills identified and validated by others in the group – an experience that was particularly impactful in reshaping negative self-talk or misperceptions.

The analysis of *Snapshot* data demonstrated improvements across all skills categories from the *Skills for Success* framework – even those that weren't a specific focus of IM&M+. As participants neared the end of the program, they were well equipped to move into active employment-related activities with newfound ability to confidently express their skills in powerful language, providing relevant, impactful examples from real-world experiences.

2. Develop and test a self-assessment tool across at least five provinces that can be ported to other pre-employability programs across Canada

In total, test site locations represented five provinces (i.e., British Columbia, Alberta, Saskatchewan, Ontario, and Newfoundland and Labrador). The *Skills for Success* integration process created by the development team was delivered to 256 participants. The assessment process and corresponding tools were developed specifically with the intent that they could be used within other pre-employability programs. Guidance on customization/adaptability have been noted within this report and all project materials based on feedback from our group of dedicated and experienced facilitators, as well as informed by participants' experience with the tools.

3. Increase the professional capacity of career development practitioners/facilitators and their organizations to provide pre-employability clients with a tailored way to identify their *Skills for Success* and connect them to their future career goals

Thirty-one facilitators were given training on the integration of the *Skills for Success* process created by the development team. Evidence from the pilot supported the utility and flexibility of the assessment process. In particular, the group format created a more active, participant-led space where participants were able to identify and communicate skills to their peers, in addition to facilitator feedback and program activities. As facilitators built their familiarity with the assessment process and tools, many expressed deeper insights into their group's needs and the ability to modify/customize their approach to meet those needs.

Overall, CCDF and the development and research team at Life Strategies are excited to see the positive results from the pilot evaluation and are looking forward to incorporating these insights into the further development of the IM&M+ program and supporting the integration of the process into other skills development programs. We'd like to express our deepest appreciation to the team of facilitators who supported the project over several years, including balancing needs of multiple, concurrent research projects. We also would like to express our gratitude to the participants who shared their impactful stories with us and provided open, honest, and detailed feedback about what worked (and what didn't).



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APPENDIX A: ASSESSMENT TOOL REVIEW EXPANDED

Overall Format

Tools were either **paper-based** or **web-based**. Several tools were **available publicly** online as a downloadable PDF, printable resource (e.g., Government of Canada [Writing Self-Assessment](#)), or interactive application (e.g. [Essential Skills Mobile App](#)); while others were **restricted to qualified users** (e.g., [TOWES](#) and [Communications and Math Employment Readiness Assessment](#) [CAMERA]) as part of skill development programs.

Tools varied in their focus on either **one skill** or **multiple skills**. Several categorized items into specific essential skills **proficiency levels** (e.g., LearnSphere's [Working with Others](#) levels 1 – 4; [TOWES - General Series](#) provides 3 separate tools for different levels).

In addition, some tools were **targeted for a specific occupation** (e.g., Government of Canada's [Essential Skills Self-Assessment for the Trades](#)).

For those tools indicating **time to complete**, assessments generally took between 5 and 20 minutes. Some tools were also available in **additional languages** (i.e., French)

Most tools were geared towards **employees**; however, several options were targeted for **employers** and/or **program administrators** (e.g., LearnSphere's [Small Business Owner](#) assessment tool). Several tools permit **customization** – for example, [ESAT](#) permits administrators to develop skill descriptions of their own for specific applications while [TOWES](#) offers semi-customized and fully customized options which can include corporate branding and the design/validation of new problem sets.

Test Items

For the tools we reviewed, there was a wide variety of questions and answer options. Generally, the **standardized tests/quizzes** incorporated **workplace-based materials**

(e.g., calendar, instructions) and required test takers to provide or select the correct answer from several options. The [TOWES](#) collection of assessment provides a small selection of sample items while the Industry Training Authority (ITA) provides a full sample test for their [Essential Skills Assessment](#).

Most **self-assessment tools** comprised a list of **statements** asking the test taker to rate their agreement with the statement. The specific scales varied widely from simple 3- to 5-point scales with a variety of scale anchors, including: (a) Yes, Somewhat, and No (e.g., Government of Canada’s [Writing Self-Assessment](#), [Reading Self-Assessment](#), and [Numeracy Self-Assessment](#)); (b) Strongly Agree, Agree, Disagree, and Strongly Disagree (e.g., LearnSphere’s [Bridging the Gap between Youth & Employers](#)); and (c) Traffic light rating (e.g., LearnSphere’s [Supervisor](#) and [Small Business Owner](#) assessment tools).

[ABC Life Literary Canada](#)’s UP Skills for Work and Activate Learning included simple self-assessment tools into their participant workbooks. For example, the [Communication](#) workbook asks participants to rate themselves on 7 items (i.e., “5 = I am good at this. Co-workers can count on this behaviour from me; 4 = I am pretty good at this. I demonstrate this skill most of the time; 3 = I’m average – not great, but not bad either; 2 = I try, but it’s a challenge for me; 1 = This one is definitely not my strong point”). The [Numeracy](#) workbook also includes several statements and asks participants to choose the statement that sounds most like them.

Additional Features

Several tools incorporated opportunity for additional **reflections**. For example, the Government of Canada self-assessments for [writing](#), [reading](#), and [numeracy](#) had small sections at the end for setting professional development goals while UP Skills and Activate Learning’s workbooks all ended with a spot for participants to write down a pledge and set an action plan.

Several tools make specific links to **skill development** programs. For example, after completing ITA’s [Essential Skills Assessment](#), test takers will gain access to a customized learning plan highlighting free learning resources. The CAMERA system includes [Signposts](#) curriculum guidelines for program instructors and [Workwrite](#) workbooks for participants.



APPENDIX B: DETAILED SKILLS FOR SUCCESS SNAPSHOT SCORES

Skill	Cohort 1			Cohort 2			Cohort 3			ALL		
	Before	After	Change	Before	After	Change	Before	After	Change	Before	After	Change
Adaptability	2.42	3.56	1.15	2.14	3.36	1.22	2.49	3.59	1.10	2.35	3.50	1.15
Collaboration	2.87	3.75	0.88	2.62	3.51	0.89	2.95	3.84	0.89	2.81	3.70	0.89
Communication	2.87	3.71	0.84	2.74	3.54	0.80	2.97	3.79	0.82	2.86	3.68	0.82
Creativity & Innovation	2.59	3.53	0.94	2.45	3.35	0.90	2.76	3.70	0.94	2.60	3.54	0.94
Digital	3.00	3.47	0.47	2.77	3.38	0.61	3.46	3.99	0.53	3.09	3.63	0.54
Numeracy	2.83	3.2	0.38	2.83	3.35	0.52	3.28	3.55	0.27	2.99	3.38	0.39
Problem Solving	2.74	3.53	0.79	2.72	3.61	0.89	3.13	3.85	0.72	2.85	3.67	0.82
Reading	3.14	3.68	0.54	3.02	3.64	0.62	3.35	3.82	0.46	3.18	3.71	0.54
Writing	2.96	3.53	0.57	2.93	3.47	0.53	3.25	3.79	0.54	3.06	3.60	0.55

Total	2.82	3.55	0.73	2.69	3.47	0.78	3.07	3.77	0.70	2.87	3.60	0.74
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APPENDIX C: DETAILED FACILITATOR FEEDBACK

	Weighted Average (1-5)		
	Cohort 1 (n=10)	Cohort 2 (n=10)	Cohort 3 (n=5)
The Facilitator Training:			
1. Provided a thorough orientation to the <i>Skills for Success</i> framework	4.5	4.1	
2. Prepared me to easily and seamlessly implement the assessment process	4.1	4.0	
The Facilitator Supplement:	Cohort 1	Cohort 2	
3. Clearly integrated the <i>Skills for Success</i> language throughout the IM&M+ curriculum	4.4	3.9	4.2
4. Identified relevant, easily implemented modifications	4.1	3.9	4.2
5. Described the assessment process thoroughly	4.3	3.9	4.2
6. Provided the information needed to implement the assessment process as designed (e.g., tools, resources)	4.2	4.2	4.2
Skills Cards:	Cohort 1	Cohort 2	
7. Was easily implemented, as designed, alongside the Power Box activity	4.4	4.0	4.0
8. Encouraged participants to identify and track their skills throughout the program	4.6	3.9	4.2
9. Gifted participants with a tangible summary of skills	4.6	4.0	4.4
10. Aligned with IM&M+ principles and approach	4.6	4.1	4.4

	Weighted Average (1-5)		
The Facilitator Training:	Cohort 1 (n=10)	Cohort 2 (n=10)	Cohort 3 (n=5)
11. Aligned with the <i>Skills for Success</i> framework	4.7	4.4	4.4
Skills for Success Snapshot:	Cohort 1	Cohort 2	
12. Was easily administered, as designed, at the end of Module 2	4.1	3.6	3.8
13. Provided a meaningful opportunity for participants to reflect on their skills	4.3	3.9	3.6
14. Provided an inspiring opportunity for participants to compare and contrast their skills at the beginning and end of the program	4.2	3.9	3.4
15. Gifted participants with evidence of skill development/growth	4.4	4.1	3.6
16. Aligned with IM&M+ principles and approach	4.4	3.9	4.0
17. Aligned with the <i>Skills for Success</i> framework	4.4	4.3	4.0
The assessment process overall:	Cohort 1	Cohort 2	
18. Enhanced participants' ability to recognize specific skills in themselves	4.3	4.2	3.6
19. Enabled participants to identify moments where they had actively demonstrated the skill in their life or during the program	4.6	4.3	3.6
20. Supported participants in tracking their transferrable skill development over the duration of the program	4.5	4.2	3.8
21. Was easily implemented as designed	3.9	3.5	3.8

The Facilitator Training:	Weighted Average (1-5)		
	Cohort 1 (n=10)	Cohort 2 (n=10)	Cohort 3 (n=5)
22. Provided evidence of skill development in IM&M+ related to the <i>Skills for Success</i> framework for stakeholders (e.g., program developers, organizations delivering the program, and the Office of <i>Skills for Success</i>)	4.2	3.9	4.0



APPENDIX D: INTEGRATING THE *SKILLS FOR SUCCESS* SKILLS CARDS AND SKILLS SNAPSHOT INTO SKILL DEVELOPMENT PROGRAMS

Introduction

This guide supports facilitators in integrating a [Skills for Success](#) self-assessment process into pre-employability programming. Integrating the *Skills for Success* framework and the associated assessment tools into your existing programming encourages consistent skills language to be used throughout your activities. It provides participants with a recognized and validated way to speak about their strengths and areas of development with employers, case managers, instructors, etc.

This process was created and tested through its integration into [In Motion and Momentum+](#) (a pre-employment program created and implemented by the [Canadian Career Development Foundation](#)). The objectives of this process and associated tool are to:

- Provide an easy way to support people taking pre-employment programs to assess their own skill development journey.
- Complement existing programs so as not to overshadow them.

The following provides an overview of three implementation activities you can incorporate into your delivery; you are encouraged to adapt your approach to best suit the needs of your group.

What is the *Skills for Success* Framework?

[Skills for Success](#) is a validated framework of foundation and transferrable skills needed to help people participate and thrive in work, learning and life. Improving them helps people succeed in today's and tomorrow's workplace.

Skills for Success include skills foundational for building other skills and knowledge and essential for effective social interaction. These skills overlap and interact with

each other and with other technical and life skills. They are inclusive and can be adapted to different contexts.

Skills for Success are for everyone – employers, workers, training providers, governments, and communities.

Introducing the *Skills for Success* into Programming

During the first day of programming, after introductions and an overview of your course, you can introduce the idea that along with the activities, there will be a way of enhancing and tracking your skill growth throughout the program using the *Skills for Success* Framework. Introduce the nine skills:

- **Adaptability:** The ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.
- **Collaboration:** The ability to contribute and support others to achieve a common goal.
- **Communication:** The ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.
- **Creativity & Innovation:** The ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.
- **Digital:** The ability to use digital technology and tools to find, manage, apply, create, and share information and content.
- **Numeracy:** The ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.
- **Problem Solving:** The ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience.
- **Reading:** The ability to find, understand, and use information presented through words, symbols, and images.
- **Writing:** The ability to share information using written words, symbols, and images.

Explain that throughout the program we will pay particular attention to these skills and engage in activities to help us track and reflect on them throughout your time together.

Say: "Knowing our strengths and skills is valuable for many reasons. We can reflect on what we do well, what strengths and skills we can use to build other skills, and how our existing strengths and skills support us in making changes we want to see in our lives. Researchers have formulated a list of transferrable skills we use throughout work and life. They're called *Skills for Success*, and they help us thrive in today's world and provide the basis to learn other skills we need on our life and career journey.

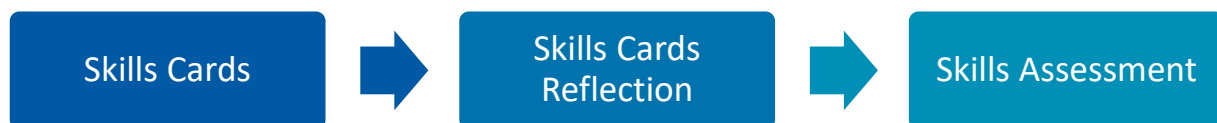
Highlight that this framework includes both core literacy or "hard" skills (i.e., Reading, Writing, Numeracy, and Digital) and "soft" or social-emotional skills (i.e., Adaptability, Collaboration, Communication, Creativity and Innovation, and Problem Solving). These skills are present in every job and transferrable between different contexts.

Note: Several resources describe the skills on the Government of Canada's [Skills for Success](https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/video.html) website. You can print the descriptions in classroom deliveries and put them on the classroom walls as a reference. There are also videos to help to explain the skills; the videos can be accessed here:

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/video.html>

Integrating *Skills for Success* into Pre-employment Programming

Using the Skills for Success framework, we create three main activities to integrate a self-assessment process into pre-employment programming.



Each activity was created so that it could be used in any program and work in face-to-face or online deliveries. Each activity description starts includes instruction and ideas for delivering it in both modalities. While we recommend specific timings and materials needed for launching each of these activities, it is up to you to decide the ideal timing for introducing these into your program. Position and adapt them as you, the deliverer, see fit.

Activity 1: Introduction of the Skills Cards


Duration	15 minutes
Timing	<ul style="list-style-type: none"> • First day of Programming, after introductions and program outline
Materials	<ul style="list-style-type: none"> • Photocopies of the <i>Skills Cards</i> (If available, you can use coloured paper to provide a visual reference for each skill). You should have at least one copy for each participant in the program (9 skill sheets x number of participants/facilitators) • Scissors • Markers

The *Skills Cards* can be introduced as an opportunity to provide and be provided with a way to acknowledge skills that participants (and facilitators) demonstrate throughout the program.

Front of the Card


Adaptability

Your ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.




Check all that apply

- Show responsibility
- Persist and persevere (i.e., stick with it)
- Manage emotions
- Set or adjust your goals and expectations
- Plan and prioritize
- Seek growth and self-improvement




Back of the Card

Adaptability



demonstrated this skill by:

(Insert "I" or individual's Name)

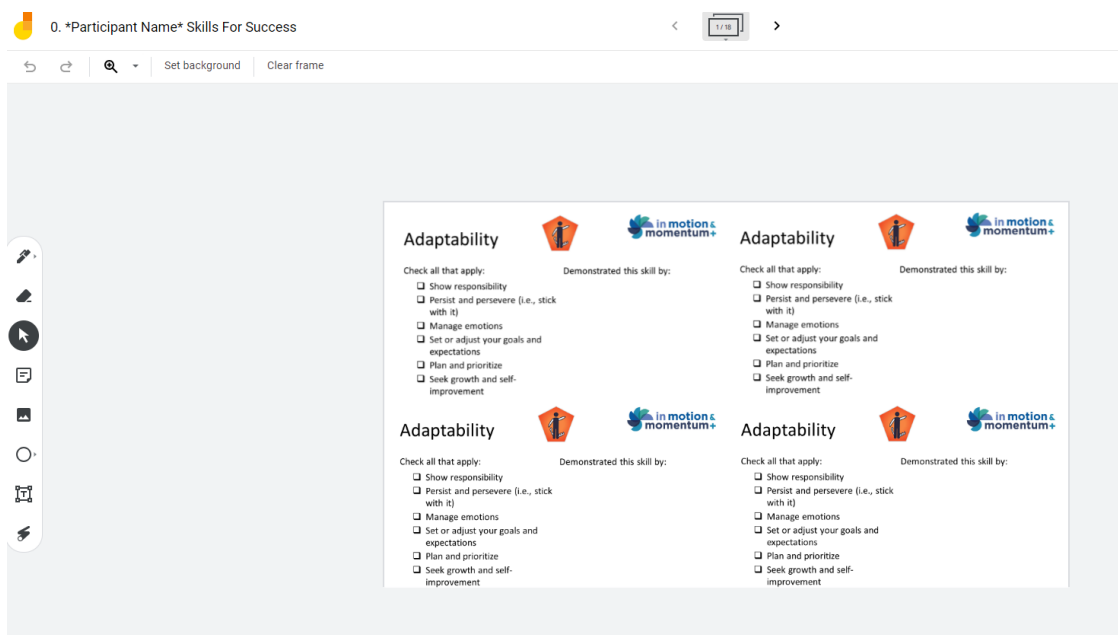


You will want to print these *Skills Cards* and have them available in the back of the room (or in a google folder if you are delivering virtually). Participants will be invited to reflect on the skills they've personally used or seen a peer (including you, the Facilitator!) demonstrate throughout the program. Participants are then encouraged to select the related *Skill Card* from the pile. Participants review the components listed on the front of the card and check off one or more particularly relevant components. Participants can record a story on the back of the card illustrating how they or their peers demonstrated that skill. You can find copies of all 9 *Skills Cards* in Appendix D.1.

- You can create envelopes, folders or small boxes where participants are welcome to deposit their *Skills Cards* to **another participant, yourself, or themselves** at any point throughout the program (e.g., when they notice a compelling skill demonstration); however, clarify that designated times for inclusion will also be provided during the program.
- Note: It's vital that you periodically check participants' envelopes / folders to ensure they contribute to their own and others. The hope is that they will be brimming with examples of the demonstration of the *Skills for Success*. You are encouraged to add *Skills Cards* to participants' envelopes throughout the program.

Skills Cards in Virtual Deliveries

We have created virtual *Skills Cards* using Google's Jamboard. The *Skills Cards* are in Google folder and distributed similarly as the physical cards *Skills Cards*.



You create individual Google folders for each participant, including yourself, and distribute the link to everyone. Your main “class” folder holds all 9 *Skills Cards*. Appendix D.2 provides a link to the *Skills Cards* Jamboard and step-by-step instructions on how to use the virtual *Skills Cards* with google folders.

Activity 2: Skills Cards Reflection

Duration	15 minutes
Timing	1 st : At the half-way point of programming 2 nd : 2 nd to the last day of programming
Materials	Copies of the <i>Skills Cards Reflection</i> worksheet – one per participant

The *Skills Cards Reflection* is a summary activity that allows participants to reflect on the skills they have or have developed during the program. This activity is done twice: once at the halfway point and then on the second to the last day of programming.

Begin by acknowledging the number of skills that they have identified and have developed throughout the program. Have participants share any noteworthy stories which exemplify the skill's development before or during the program.

- Invite participants to take their envelope from its place in the classroom (or open their JamBoard). Ask them to find a quiet area in the room or their home, extract *the Skills Cards*, and sort them by the nine skills.
- Next, ask them to work through the *Skills Cards Reflection* worksheet by totalling the number of cards from each of the nine skills and recording the corresponding number into the associated boxes (e.g., if there are 12 Adaptability *Skills Cards* in the envelope, program participants would write 12 beside Adaptability on the worksheet). Several open-ended prompts guide individual reflection and/or group discussions.
- When they have completed the worksheet, ask them to get into pairs and share something about what they found (e.g., what was unexpected, what they think they can do with this information, how it made them feel, what skill they are most proud of). They do not need to reflect on any specific skill or share which skills they have or don't have.
- When they return to the group, ask the participants for anything they want to share about their skills. Were there any surprises? Were there commonalities among each other's reactions to their portfolios? Did either partner talk about areas of greatest improvement? Did either share an area that they wanted to strengthen?

SKILLS REFLECTION WORKSHEET

Take a look in your Power Box and pull out any Skills Cards you see. Use the table below to record how many of each you find.

 Adaptability		 Creativity & Innovation		 Problem Solving	
 Collaboration		 Digital		 Reading	
 Communication		 Numeracy		 Writing	

As you review the cards, reflect on your skills set. Answer the following questions.

My favourite skill to use is:

I was surprised by:

I would also like to highlight:

This activity is essential to set the stage for the *Skills Snapshot Assessment* tool described in the third and final activity in this *Skills for Success* implementation guide.

Activity 3: Skills for Success Snapshot Tool

Duration	30 minutes
Timing	On the last day of programming
Materials	implus.ca/skills

The *Skills for Success Snapshot Tool* is a self-assessment. It helps participants track the skills that they have developed throughout your program. The assessment is based on a post-pre model. Participants are asked to reflect on where they think their skills are now (at program exit) and then evaluate their skills when they started the program. The post-pre model can be an empowering assessment process. It helps people see how much growth they have had throughout their learning.

To support their use of the Skills for Success Snapshot Tool,

- Begin by recognizing and appreciating all the skills participants have discovered and developed throughout the program. Remind participants that they came to the program with many strengths and skills and are leaving with many more that will help them on the next steps of their journey.
- Emphasize that this isn't a test; it's a way for participants to consolidate the skills they have been collecting in their envelopes or folders and to identify strengths and places for growth moving forward.
- Allocate at least 30 minutes for participants to complete the self-assessment. Participants can progress individually at their own pace, or you can lead the group together, assessing one skill at a time. You may also choose to break up this activity over several sessions or days, slowly working towards completing the entire *Snapshot* tool.
- Be sure to review the self-assessment process with the group including walking them through the scale anchors:
 - **Emerging:** I'm getting started
 - **Extending:** I get it and can show others how
- Participants can move the sliders to reflect where between these two poles they think their skill development is at. This self-assessment asks them to reflect on two points in time: after taking the program and prior to taking the
















program. This gives the participant an indication of how the program helped build their skills and where they already had strengths prior to attending it.









- Once they have completed the *Skills for Success Snapshot Tool*, debrief the process with participants:
 - Ask for any reflections on completing their *Snapshot*. What stood out? Did areas of strength or development coincide with their goals? In what way? Did this *Snapshot* help clarify anything in terms of learning goals? What is one area you'd like to develop? What is one skill that you developed the most throughout the program?
 - Ask how they will use their newly enhanced or developed skills as they progress toward their goals.

Appendix D.1: Skills Cards

Skills Cards Print Template

Below is a copy of all 9 Skills Cards, front and back. A printable version of the Skills Cards sheets can be accessed via this link: [Skills for Success Cards](#)

<p>Adaptability</p> <p>Your ability to move in different directions and deal with unexpected events (e.g. a cancelled flight) demonstrates an ability to change plans to overcome obstacles, to adjust, persevere, and overcome setbacks.</p>  <p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show responsibility <input type="checkbox"/> Persist and persevere (i.e., stick with it) <input type="checkbox"/> Manage emotions <input type="checkbox"/> Set or adjust your goals and expectations <input type="checkbox"/> Plan and prioritize <input type="checkbox"/> Seek growth and self-improvement 	<p>Adaptability</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <hr/> <hr/> <hr/> <hr/> 
<p>Collaboration</p> <p>Your ability to contribute and support others to achieve a common goal. For example, at work you use this skill to provide meaningful support to team members and completing a project.</p>  <p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work well with other people <input type="checkbox"/> Value diversity and inclusion of others <input type="checkbox"/> Manage difficult interactions with other people <input type="checkbox"/> Facilitate an environment where you can collaborate with others <input type="checkbox"/> Achieve a common goal with others <input type="checkbox"/> Reflect and improve on how well the team works together 	<p>Collaboration</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <hr/> <hr/> <hr/> <hr/> 
<p>Communication</p> <p>Your ability to convey, understand, consider, and share information and ideas through speaking, listening and interacting with others. For example, you use this skill to listen to customers' and clients' needs.</p>  <p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen with intention (e.g., pay attention) <input type="checkbox"/> Listen to understand <input type="checkbox"/> Speak with clarity <input type="checkbox"/> Speak with purpose <input type="checkbox"/> Adapt to your audience and situations <input type="checkbox"/> Adapt to other people's different communication styles and approaches 	<p>Communication</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <hr/> <hr/> <hr/> <hr/> 
<p>Creativity and Innovation</p> <p>Your ability to imagine, develop, assess, encourage, and apply ideas in ways that are novel, conceptual, or challenging existing methods and norms. For example, you use this skill to discover new ways of doing things, develop new products, and deliver services in a new way.</p>  <p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use your imagination and curiosity <input type="checkbox"/> Identify opportunities to innovate <input type="checkbox"/> Generate new ideas <input type="checkbox"/> Develop your ideas <input type="checkbox"/> Apply your ideas <input type="checkbox"/> Facilitate a creative and innovative environment 	<p>Creativity and Innovation</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <hr/> <hr/> <hr/> <hr/> 
<p>Digital</p> <p>Your ability to use digital technology and tools to find, manage, apply, create and share information and content. For example, you use this skill to create content, verify the accuracy of digital records, and secure digital assets or processes.</p>  <p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital devices (e.g., computers, tablets, smart phones, and other handheld devices) <input type="checkbox"/> Use common digital tools (e.g., programs, apps) to complete tasks <input type="checkbox"/> Use digital information <input type="checkbox"/> Use online tools and platforms <input type="checkbox"/> Apply safe and responsible practices online <input type="checkbox"/> Update and upgrade digital skills 	<p>Digital</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <hr/> <hr/> <hr/> <hr/> 

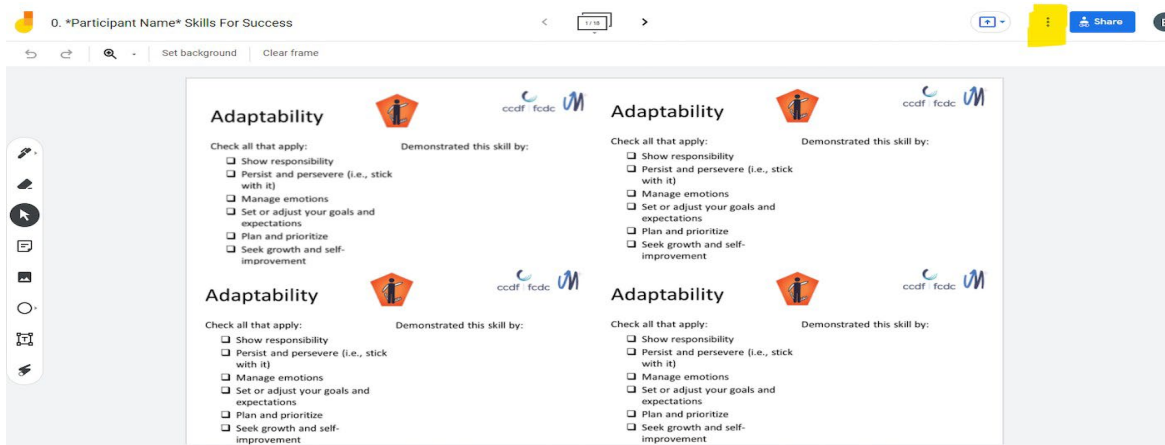
<p>Numeracy</p> <p>Your ability to find, understand, use, and share a full range of information presented in different numbers, symbols and graphics. For example, we use this skill to perform calculations, manage budgets, analyse and interpret data and to use statistics.</p> 	<p>Numeracy</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> 
<p>Problem Solving</p> <p>Your ability to identify, analyse, propose solutions, and make decisions. Problem solving helps you to address issues, monitor actions, and have them implemented. For example, we use this skill to make being decisions, select courses of action and implement technical plans.</p> 	<p>Problem Solving</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> 
<p>Reading</p> <p>Your ability to find, understand and use information presented through texts, pictures and images. For example, we use this skill to find information on forms and documents, and to read texts such as emails, reports, newspapers, magazines and instructions.</p> 	<p>Reading</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> 
<p>Writing</p> <p>Your ability to share information using written words, symbols and images. For example, we use this skill to fill out forms and applications, and to write emails, reports and social media posts.</p> 	<p>Writing</p> <p>_____ demonstrated this skill by:</p> <p>(Insert "I" or individual's Name)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> 

Virtual Skills Cards

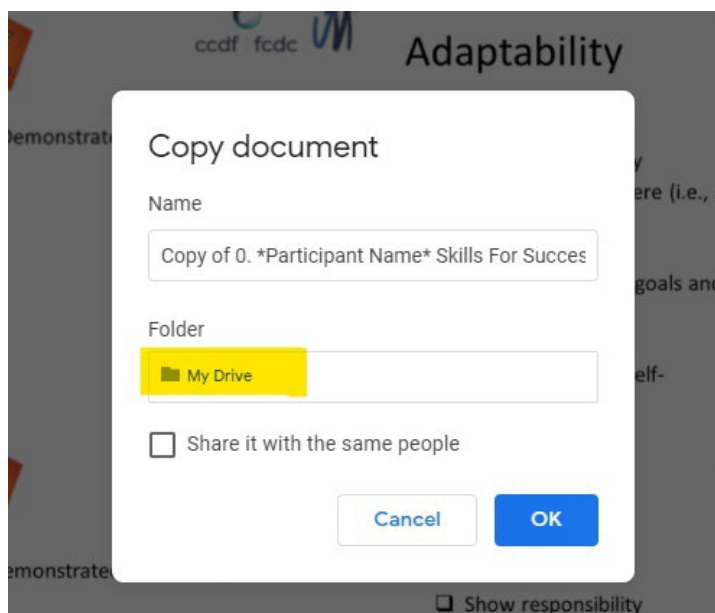
This link: https://drive.google.com/drive/folders/1yHX1HZaq-BVmR22VGckMTUOVgHdgW4s6?usp=drive_link leads you to a copy of the *Skills Cards* Jamboard which can be copied to your google folder. Follow the step-by-step instructions below for how to use the *Skills Cards* in online program deliveries.

Make Copies of the Jamboard

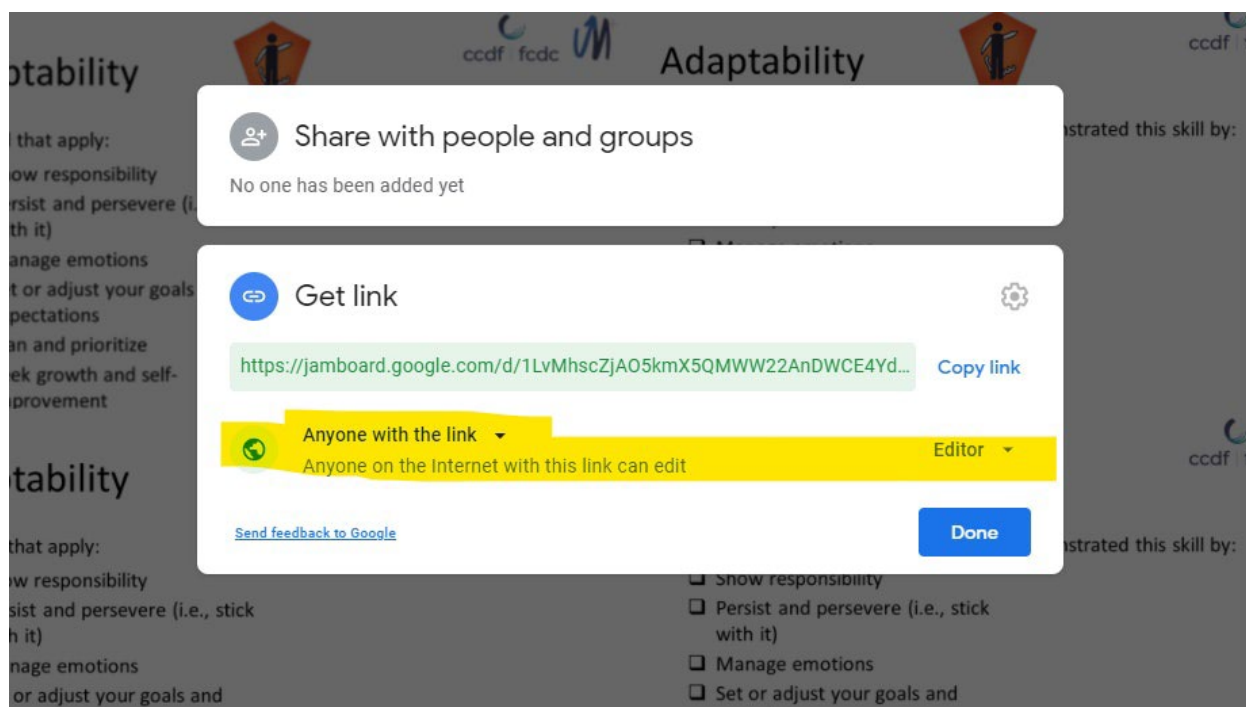
Once the Jamboard is open, click on the 3 dots in the top right-hand corner and select: "Make a Copy" from the drop-down menu:



After you have clicked the three dots, a window will pop up that will allow you to change the name of the copied Jamboard. Here, you can choose where on your own Google Drive you'd like to save the copy. Make sure you have selected the right place to save it so that you will be able to find it again.

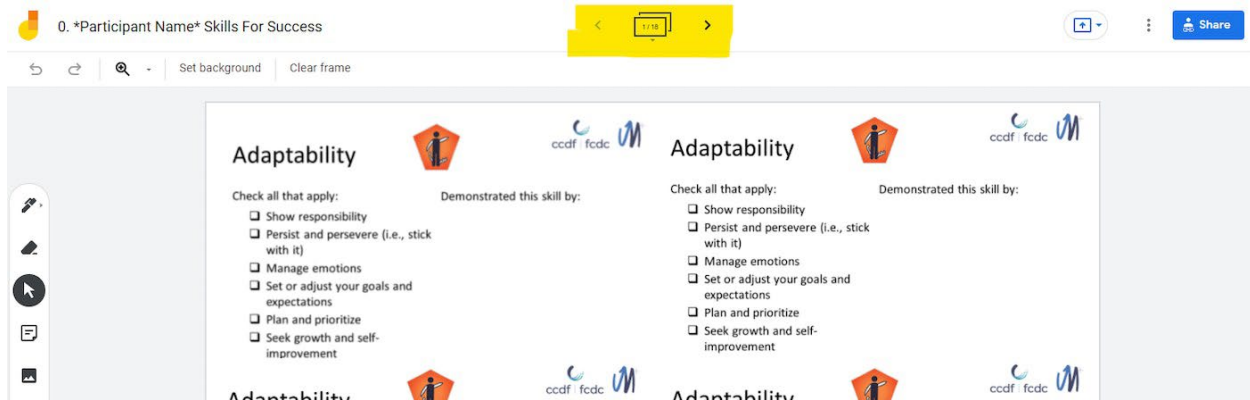


Once you've hit OK, it will open up a new tab with the copy of the Jamboard that is yours and you will then be able to edit it. Make sure you adjust the editing permissions so that anyone with the link can edit the participant's Jamboard. To do this, click share in the top right-hand corner and change the settings to allow anyone with the link to edit (you want to make sure they can edit, not just view).



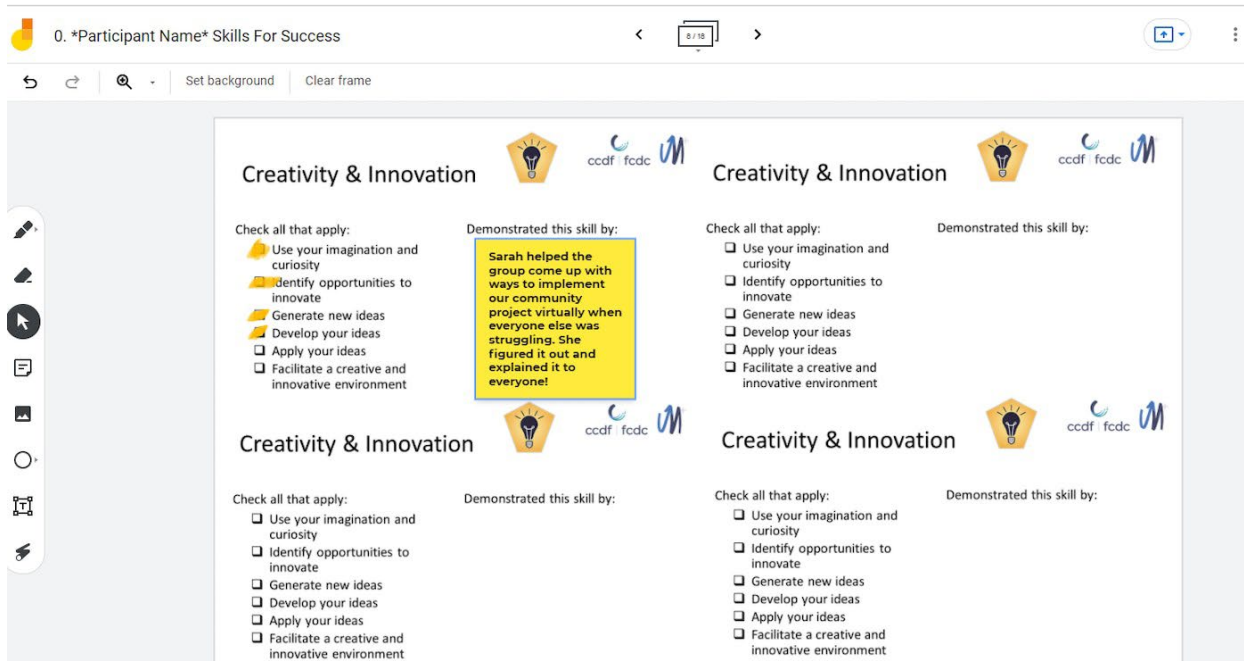
How to Fill Out Skills Cards on the Jamboard

Use the slide menu in the centre of the screen, participants can click on the arrows to find the slide that has the skill card they want to fill out:



Once they have found the skill card they are looking for, they use the menu on the left-hand side to fill out the check list and add a description about how they used and/or developed the skill.

First, they'll want to highlight parts in the "check all that apply" section by clicking the pen at the top of the left-hand menu and selecting the highlighter option. Invite participants to highlight the ones that are relevant to them. Second, invite participants to describe how they demonstrated that skill by creating a sticky note (fourth option from the top on the left-hand menu), dragging the sticky note under the "demonstrated this skill by" section of the *Skills Cards* and writing a short note for how they demonstrated the skill.

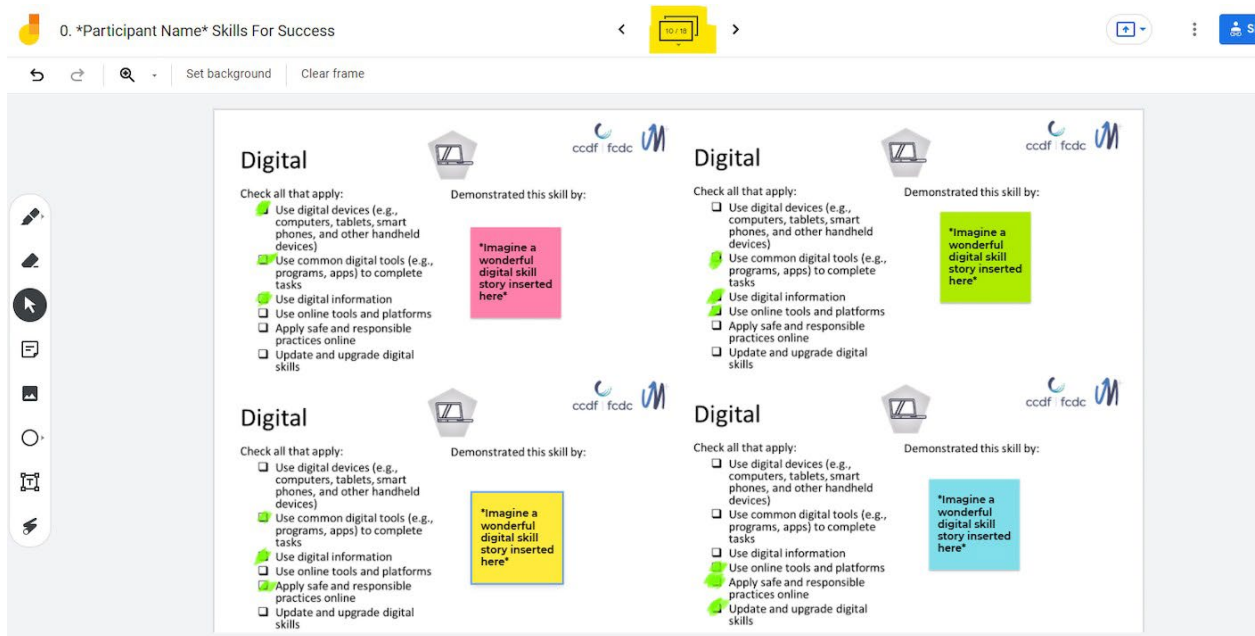


Ask participants to use this process to fill out their *Skills Cards* each time they recognize the use/development of a skills for themselves or others in the group.

How to Add Skills Cards to Someone's Jamboard

There may be times when a participant has filled out all a particular skill on their JamBoard. For example, you notice that one of your participants has amazing digital skills, but all their cards have been filled! You need to add some more so that you and other participants in your program can continue to “gift” more digital skill *Skills Cards* to this person.

To copy more *Skills Cards* templates, open up the one that you want to make a duplicate of (click the arrows beside the slide mover at the top middle to the JamBoard screen).



Once you have found the correct slide, click on the 3 dots (at the top right-hand corner) and select "duplicate." This action will make a copy of the current slide. Click on the duplicate slide (it will be the next one to the right) and delete the sticky notes and erase the highlighting. Once that is done, the person will have four new, blank *Skills Cards* for that skill that can be filled out.

Appendix D.2: Skills Cards Reflection Sheet

Skills Reflection Worksheet

Take a look in your Skills envelope and pull out any *Skills Cards* you see. Use the table below to record how many of each you find.



Adaptability



Creativity &
Innovation



Problem
Solving



Collaboration



Digital



Reading



Communication



Numeracy



Writing

As you review the cards, reflect on your skills set. Answer the following questions.

My favourite skill to use is:

I was surprised by:

I would also like to highlight: