



Guidebook

For Talent Developers

Competencies for Life

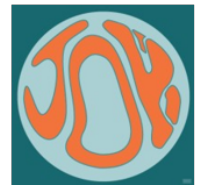


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Our Partners



Competencies for Life

Guidebook for Talent Developers

This guidebook is designed to support the integration of the *Competencies for Life* into existing programming or offer you guidance on developing new programming. It includes:

- Background on the *Competencies for Life* and why they're of growing importance in today's world of work.
- An **explanation** of what competencies are and why they're important today.
- *Competencies for Life* **examples** to help show relatability and how competencies can be applied in personal or professional lives.
- *Competencies for Life* **vignettes** of inspirational real-life stories about how certain competencies impacted real people, including a specific tip for your personal success.
- Four customizable **lesson modules**, including PowerPoint slides, that can be inserted into existing programs or provide a framework for new programming.

Lesson Module 1: The Changing World of Work

Lesson Module 2: The Competencies for Life

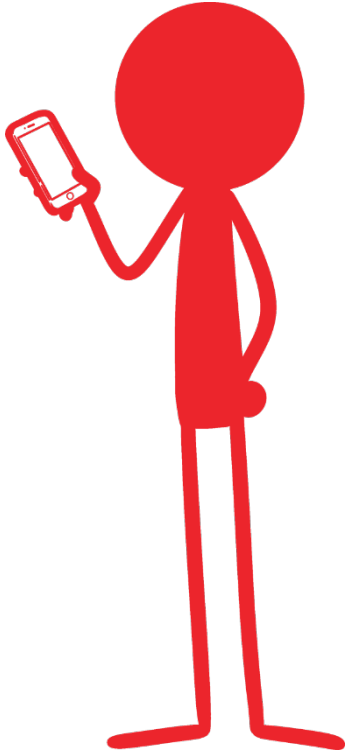
Lesson Module 3: Evidence of Competencies

Lesson Module 4: Telling your Story

Competencies for Life Website

Central **one stop location** to learn about and have support for the competency model for talent developers, talent seekers and individuals. This hosts all the tools, learning materials, and background story of *Competencies for Life*.





Competencies for Life Video Short Series

Short videos (< 3 minutes) for the six major clusters of competencies and how they are applied personally and professionally.

Competencies for Life Mini-Podcast Series

Short mini podcasts (< 10 minutes) by visible Calgarians on how enabling competencies impacted their life. Each short will be intentionally focused on one of the 25 competencies.

Competencies for Life Webinar Series

Recorded panel interview of four visible Calgarians discussing the merit of enabling competencies. This will be a one-hour live panel, edited into four 15–20-minute webinars.

Designing You. Exploring your Future.

Support for individual learners to explore their personal and professional goals through the talent development process. This will include:

- Reflective worksheets and checklists
- Mission mapping guide
- Guides with techniques / activities to help practice and improve competencies
- Track and plan enabling competency development



Competencies for Life



Calgary is Changing. We Must Change Too.

Historically, a city's economy was defined by its proximity to scarce natural resources, such as lumber, oil and gas, or access to navigable waterways. But over the past four decades, the competitive advantage of many cities, driven by economic, social, and cultural factors, such as advanced technology and globalization, has transitioned from proximity to natural resources, to the ability to attract and mobilize talented people. Today, a city's capacity to develop talented people underpins its economic and social prosperity. Calgary is no different.

Calgary is a city in transformation. Our city's ability to transform is defined by Calgarian's ability to **adapt to change**. Being adaptable can be reactive, like how many are learning to live in a new reality during the COVID-19 pandemic. However, being adaptable can also be proactive and intentional; **like having a plan**. Today, we all need a plan.

Think about the following questions:

1. What are some of the trends impacting our community?
2. How are people adapting to these changes?
3. What changes do you think you'll need to adapt to in your lifetime?



How is Talent Defined Today?

It wasn't long ago when we could plan for a job or maybe even a career path. Today, that is not enough. This is because many jobs or career paths today, may not exist tomorrow or next year. As a city, we need to shift from thinking about jobs to thinking about competencies. The right competencies will allow you to adapt and transform as fast as the world around us.

What is a Competency?

Competencies is the combination of aptitude, ability, knowledge, and skills to complete a job or task. Think about playing soccer.

We all naturally have some level of aptitude and ability to kick a ball. However, it takes a lot of studying and practice to become really good.

When you think about competencies there are two major types:

1. **Job-specific competencies**
2. **Enabling competencies**

Job-Specific Competencies

Job-specific competencies are the **competencies you need to complete a specific job**, whether it be welding, teaching, engineering, or soccer.

Role Specific Competencies

The competencies required to be an accountant.

Industry Specific Competencies

The competencies required to be an accountant **in the oil and gas sector**.

Historically, job-specific competencies were the most valued by employers as they were essential to generating short-term economic value. For many professions, from accountants to skilled trades to engineering common currencies have emerged in the form of competency frameworks. These frameworks define both a common language and mechanisms to assess the competency.

The challenge is job-specific competencies are highly contextual and in today's fast paced world, they possess an increasingly short lifespan. In the past, a trade learned as a teenager could be developed and refined through a lifetime of experience and maintain its value.

Today, job-specific competencies often become dated and demand continual training to maintain their value. Just look at the table below based on a World Economic Forum forecast of competency demand.



Supply and Demand of Competencies

INCREASING Demand	DECREASING Demand
↑ Analytical thinking and innovation	↓ Manual dexterity and endurance
↑ Active learning and learning strategies	↓ Basic memory, verbal, and auditory abilities
↑ Creativity, originality, and initiative	↓ Management of hard tangible resources
↑ Technology design and programming	↓ Technology installation and maintenance
↑ Critical thinking and analysis	↓ Basic literacies
↑ Complex problem-solving	↓ Management of people
↑ Leadership and social influence	↓ Quality control and safety awareness
↑ Emotional intelligence	↓ Coordination and time management
↑ Reasoning, problem-solving and ideation	↓ Basic communication abilities
↑ Systems analysis and evaluation	↓ Technology use, monitoring and control

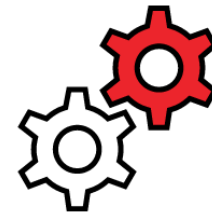
The result is today, most employers are searching for people who can **adapt and pivot** in a constantly changing environment. For example:



By 2022, globally **75 million jobs will be displaced** across the leading 20 economies, while **133 million new jobs will be created** in emerging sectors.



It is estimated that in the next few years, **50 per cent** of people globally will need to be **reskilled or upskilled**.



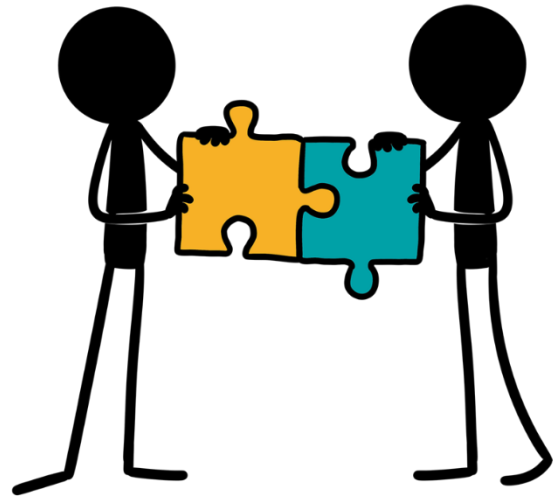
Calgary Economic Development forecasts that **half of the jobs** performed by Calgarians today could be at risk of automation over the next 20 years.

Enabling Competencies

Enabling competencies (sometimes called soft-skills or transferable-skills) are what enable you to **adapt and adopt new job-specific competencies**.

Enabling competencies are the *Competencies for Life*.

Enabling competencies include dimensions such as **problem solving, collaborating, communicating, reading and technology literacy**. A study sponsored by Calgary Economic Development found that **2/3^{ds} of all competencies** for jobs ranging from engineering to social work were enabling competencies. Enabling competencies are the rocket fuel that will power every Calgarian in the new economy.



The New Talent Marketplace

In its most basic form, a marketplace is just a process of buying and selling goods or services. Today, you should think about talent as a marketplace, like Amazon or eBay. In the *Competencies for Life* talent marketplace, it is not based on the exchange of goods or money, rather it is based on the development and exchange of competencies.

However, the same problem that led to the need to invent money, also exists today in the **talent marketplace**.

Invention of Money as a Marketplace Example

To understand this better, think about money. Money was invented about 40,000 years ago because trading didn't always work. Say one farmer had a cow and another farmer had wheat. This trade worked if the farmer who had the cow wanted wheat, and the farmer who had the wheat wanted a cow. If neither wanted what the other farmer had, trading didn't really work. The invention of money fixed this. This is because once everyone agreed on a common currency, the farmer could sell the cow for an agreed upon price to whoever wanted a cow. Now this farmer could use this money to buy whatever they wanted.

There are three major players in the talent marketplace:



Individual Talent

These are people who need help developing their competencies or have competencies they want to sell.



Talent Developers

These are organizations and individuals who support individuals in developing their competencies through certified, non-certified and informal learning.

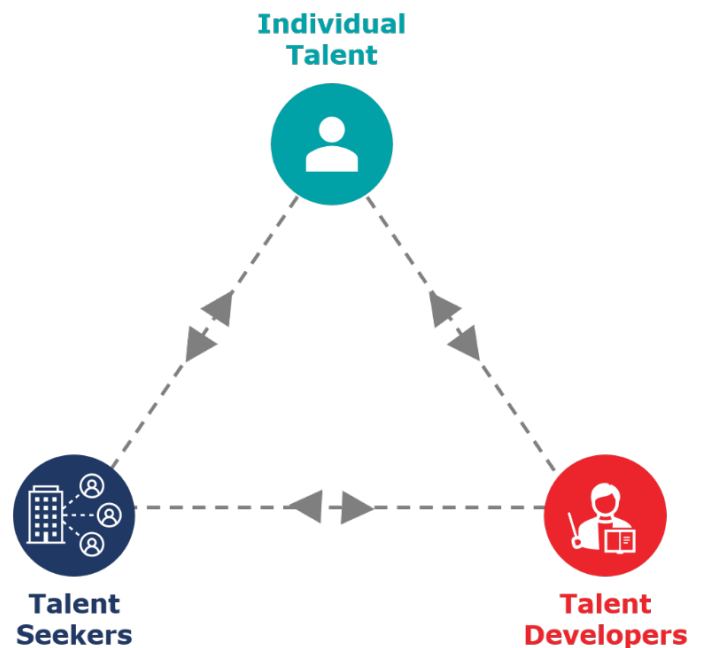


Talent Seekers

These are organizations who require competencies to complete a job. Most often they will pay the individual talent for their competency (a job), but sometimes the individual talent will complete this job for free (volunteering).

How the Talent Marketplace Works

1. **Talent seekers** define the competencies they need to complete a job.
2. **Individual talent** who have these competencies offer them to **talent seekers** for a negotiated price. The value is defined by supply and demand. The higher the demand, and the lower the supply, the higher the price.
3. **Individual talent** who do not have the competencies in demand will seek the support of **talent developers** to help them develop these competencies.
4. **Talent developers** will collaborate with **talent seekers** to ensure they are developing competencies that are anticipated to be in demand in the future.



The currency of this talent marketplace is competencies.

Like money, this marketplace works when there is an alignment on the currency being exchanged and a mechanism to value it. Today, **without a common currency, we face the same problem of the farmer with the cow.**

Fixing the Marketplace

Today's talent marketplace in Calgary is massive:



There are over **1.4M individuals** who possess talent.



There are over **8000 talent developers** from kindergarten to universities to sports clubs, social organizations, art classes and libraries.



There are **155,000 commercial**, social, and public organizations who require talent to function.

Without a common currency, Calgary's talent marketplace is missing opportunities.

For example...

A **talent seeker** may be seeking to acquire competencies related to communications.

A **talent developer**, such as a university, may claim their programs develop competencies related to communications.

Finally, an **individual** may claim to possess competencies related to communications.

However, a big problem emerges when all three partners realize they define communication competencies differently.

The implication of this is big.

First, **talent seekers** have difficulty acquiring the exact competencies they need. This will impact their ability to compete in today's super competitive marketplace. Next, both the **talent developers** and **individuals** may be investing their time and money developing the wrong type of competencies. The problems caused by this mismatch will only increase as the pace of change increases.

Two Big Problems. One Big Solution.

This transformation facing our talent marketplace has put a magnifying glass on two big problems:

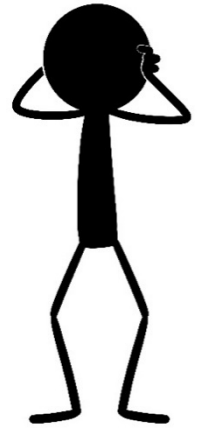
Problem 1

Though we spend a lot of time talking about enabling competencies, we don't spend much time investing in developing them.

Problem 2

These enabling competencies have no common language or mechanism to assess them. The result is the talent marketplace is broken.

This is not only a big problem for each of us, **it's a big problem for our city.**



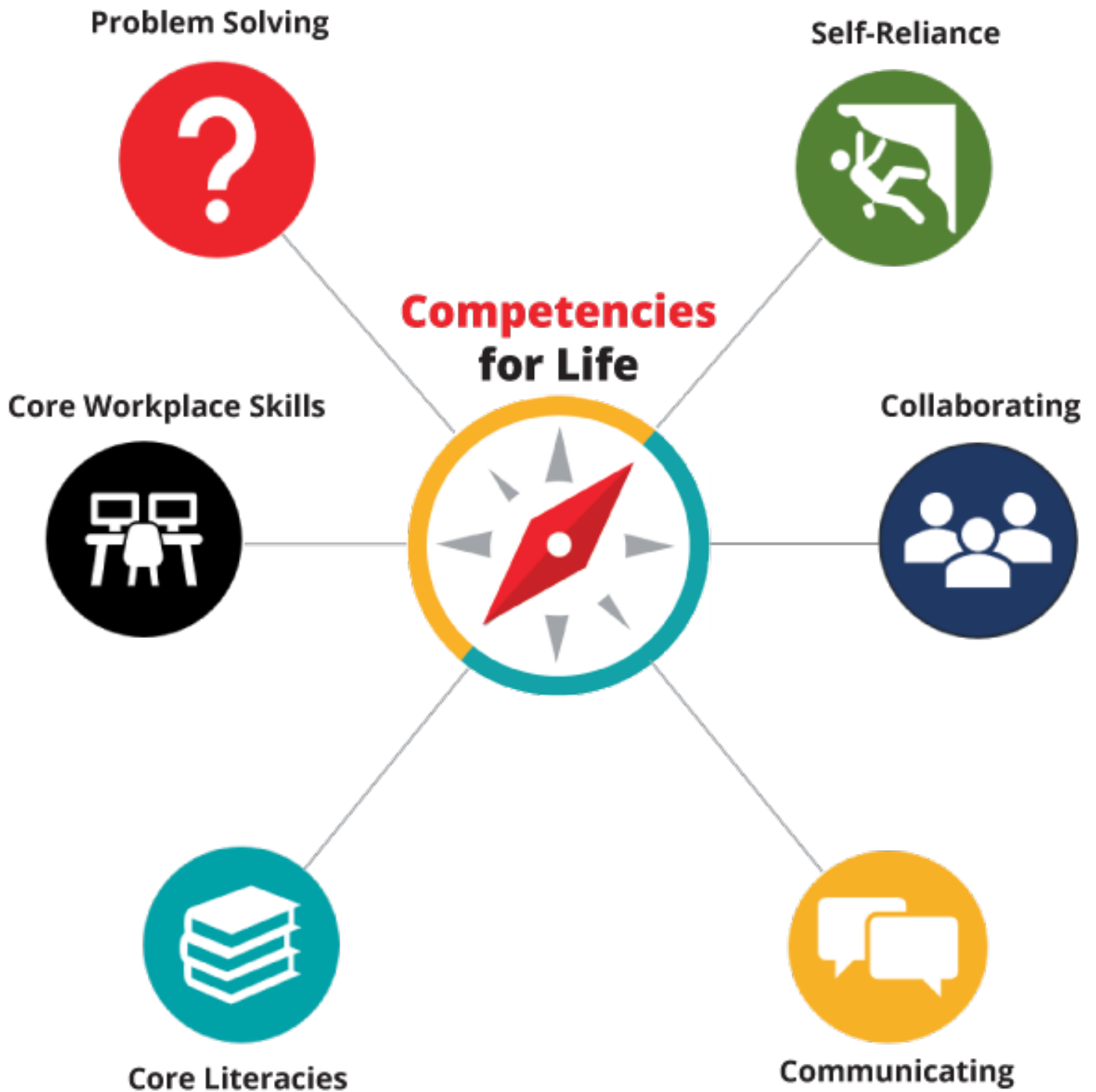
Our Common Currency: *Competencies for Life*



As a city, we need a plan to continuously develop our competencies better and faster than any other. To start, we need to align on the important enabling competencies and just as important, we need to agree on what we call them.

To deal with this problem, we spent the past two years developing the ***Competencies for Life***. The ***Competencies for Life*** are an integrated set of 25 enabling competencies anchored in six clusters.

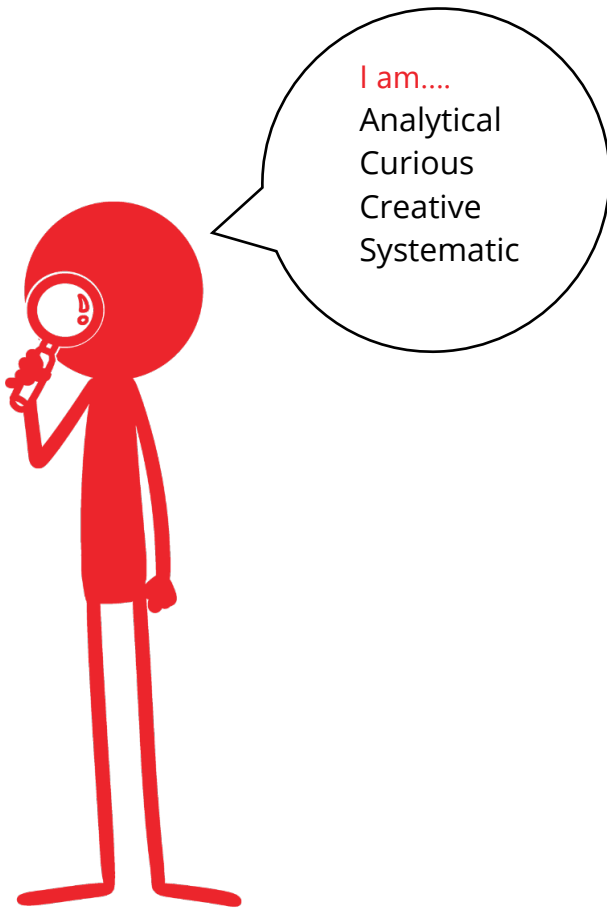
Competencies for Life





Problem Solving...

Is important because it allows you to **analyze and connect** the dots to solve problems, big or small. Applying problem solving competencies to real-world situations - not just essays and exams - is key to **proving your value** as most problems' employers face go beyond the obvious. They allow you to consider the past, present and future all at once and to come up with **new ideas to make decisions**. Your ability to **consider evidence and apply it** to a problem is an enabling skill and you need these problem-solving competencies for everything you do.



Analytical Thinking

"I consider opportunity costs when evaluating job offers, including distance, benefits, wage, and challenge."

Curiosity

"I engage with groups and events outside of my own circle of influence."

Creativity

"I started a blog to share experiences and photos while staying in touch with my entire family overseas."

System Thinking

"When setting up a class schedule, I consider multiple factors including course workload, travel times, prerequisites for future classes, alignment to future goals, and part-time work schedule."



Analytical Thinking is...

The ability to deconstruct issues into smaller, more manageable pieces, use evidence and reasoning to identify unique relationships between concepts and weigh the costs and benefits of the alternative actions available.

Curiosity is...

The ability to be curious and explore a deeper meaning than what is being overtly expressed. It can lead to the expansion of social networks and learning opportunities.

Creativity is...

Use of imagination or original ideas to create something new and appropriate for the problem at hand.

System Thinking is...

The ability to evaluate the interdependency of discrete components of a whole, as well how these components affect the whole and vice-versa. This includes an individual's ability to understand complex systems, enabling the ability to anticipate potential outcomes and develop approaches to influencing these outcomes.

Problem Solving in Practice

Stefan's family had immigrated from Serbia, and it was important to both himself and his family that he earn a university degree. However, he lacked confidence after spending 12 years in an education system that told him he didn't conform well enough to be successful. Influenced by a lifelong love of video games, Stefan pursued a degree in computer science with his eyes set on designing games.

Stefan earned an internship at a video game design company, but it didn't go exactly as planned. He quickly learned that playing video games was vastly different from building video games. Stefan accepted that he no longer wanted to develop video games, but he did have a passion for solving problems and developing software.

Upon returning home from his internship, Stefan was inspired by watching his father meticulously check his lottery numbers each week. Stefan thought he could provide a better solution. So, he did. He developed a mobile application that facilitated checking lottery numbers. The app received 20,000 downloads in its first year.

Where does problem solving fit in?

Stefan was able to **think analytically**, be **creative**, and use **curiosity** to not only develop an app, but find a career path he was truly passionate about. He also exhibited **system thinking** by looking at the bigger picture of wanting a university degree but started with his passion for video games.



Click **HERE** to watch our short video on this competency cluster.



Do you think you know the *Competencies for Life*? Click **HERE** to take the Problem Solving quiz.



Problem Solving – Match the Competency

Each row is a series of examples of one problem solving competency for your students to identify the competency.

	Example 1	Example 2	Example 3	Which Competency?
1	I break down the multiple trips needed to move into a new apartment and logically decide what needs to be set up first.	I plan a group camping trip to the mountains, making a list of the supplies needed in advance.	Before moving to Canada, I researched which cities were most affordable and welcoming for new immigrants.	Answer: Analytical Thinking
2	I paint my keys different colours to easily identify which key is for what.	I take photos while on vacation and edit them on an app on my phone.	As a cabinetmaker, I have been asked to design a custom closet for a client to fit in a less conventional space.	Answer: Creativity
3	I wondered what plants would be best to grow in Calgary, so I went to the local nursery to get more information from experts.	Because I'm unsure of what I want to do in the future, I watch a webcast series to hear from young professionals sharing their experiences.	I attend a conference that has panelists speaking about changing trends within my industry.	Answer: Curiosity
4	To build a house, I must organize the framers, drywallers, electricians, and plumbers to contribute towards a common goal.	My soccer team is performing badly, so I consider all the different potential causes, such as technical skill, teamwork, and the group dynamic.	My family only has one car, so we sort out who can take transit to work or school, as well as what schedules work best to offer support for each other at home.	Answer: System Thinking



Self-Reliance...

Is important because it allows you to prevail in the face of difficulties. Self-reliance allow you to **push back against obstacles or setbacks**, with confidence, to achieve goals and continue moving forward. They allow you to not be discouraged and never give up, while simultaneously doing the best you can and be patient for desired results.



Adaptable

"After performing badly on a test, I ask the teacher questions, do the homework, and go to the after-school tutorials."

Takes Initiative

"I go door to door cleaning cars, shovelling snow, and mowing lawns to fundraise money for a summer camp I want to attend."

Determination

"I ran my first half-marathon and could not complete it. I was committed to not fail again and trained extra hard and completed it on my second try. I am now training for a full marathon."



Adaptable is...

The capacity to achieve or adjust goals when faced with a new context or ongoing uncertainty. New contexts may include culture, socio-economic conditions, organization size, industry type, culture, and team composition.

Determination is...

The capacity to complete a task when faced with obstacles. This includes a capacity to transform failures into continuous learning opportunities.

Takes Initiative is...

The discipline and ambition to start a task, regardless of difficulty, with limited guidance from others and be self-reliant under pressure.

Self-Reliance in Practice

Driven by the need to constantly challenge himself, 18-year-old Ben decided to work a new job every single month. That unorthodox choice led him to work in a variety of industries including retail, engineering and hospitality. Each new job needed new skills and he was able to develop a diverse set of skills that would prove to be useful in the years to come.

Ben later pursued a major in marketing and minor in entrepreneurship, driven by an interest in social innovation. In his third year at university, Ben was persuaded by a professor to attend a networking breakfast. There, he met a mentor who totally altered his professional path.

Ben's mentor helped him figure out who he was, what he wanted to do with his life and what kind of career he wanted. Together, Ben and his mentor developed an extremely detailed strategy to achieve Ben's goal of gaining a position at one of the top management consulting firms in the world.

Only months after graduation, thanks to the hard work he and his mentor had invested, Ben found himself with a position at his dream company. Over the past three years with the company, Ben has relied on a blend of his formal education and the transferable skills he developed in his month-long jobs prior to university, allowing him to rise within the organization.

Where does self-reliance fit in?

Ben showed his ability to **adapt** by working different jobs in various industries, while also showing how he **takes initiative** through attending a networking event. He is **determined** when he makes a strategy and follows through on it to work for his dream company.



Click **HERE** to watch our short video on this competency cluster.



Do you think you know the *Competencies for Life*? Click **HERE** to take the Self-Reliance quiz.



Self-Reliance – Match the Competency

Each row is a series of examples of one self-reliance competency for your students to identify the competency.

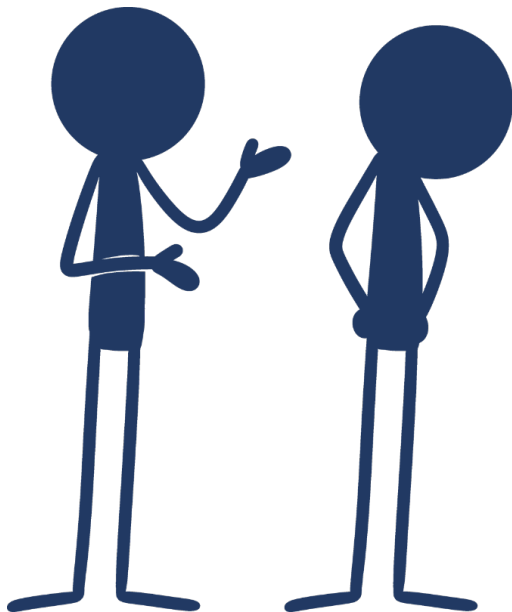
	Example 1	Example 2	Example 3	Which Competency?
1	I set up a workspace at my kitchen table to work from home when needed.	I switched to online learning in the middle of the year, which involved adapting to a new schedule, the lesson processes, and virtual communication.	As a marketer, I must adapt to and consider other cultures while working with a wide range of clients.	Answer: Adaptable
2	I failed my first driving test but continued to practice and was able to pass it on the second attempt.	I keep applying for jobs and going to interviews, despite not hearing back from many places.	Despite having to shift between buildings during an office move, I was still able to complete my work responsibilities and meet deadlines.	Answer: Determination
3	I clean and organize my entire house on my day off.	I start designing the final report even though the primary information is still being gathered and built.	I signed up for a typing class after work to improve my technical skills, as well as strengthen my English at the same time	Answer: Takes Initiative



Collaboration...

Is important because there are few things in life that you'll do that don't involve people. Collaboration competencies provide the **ability to work with others** (one-on-one or in groups) to **achieve an end goal**. Research shows people with strong collaboration competencies also have a high emotional intelligence, as they're able to **anticipate and manage interpersonal dynamics**. This can lead to being able to minimize risks and increase the probability of success.

I...
Am emotionally intelligent
Manage conflict
Inspire and lead others
Am trusted
Value relationships



Emotional Intelligence

"I recognize a group member is struggling and offer to help them with their work to ease the strain on them."

Conflict Management

"A customer is upset over the total cost of car repairs, so I provide a thorough breakdown of the invoice to help explain why."

Inspire and Lead Others

"Instead of getting mad at a co-worker for making a mistake, I encourage them to ask questions and improve, so they feel more confident."

Trusted

"I was promoted at work and I am now responsible for closing the store and depositing cash in the bank."

Value Relationships

"I ask for business cards and social media information, so I have a network of professionals to reach out to."



Emotional Intelligence is...

The ability to identify, assess and modulate one's own feelings and to understand the feelings of others. Emotional intelligence requires a mix of self-awareness and empathy towards others.

Inspire and Lead Others is...

The ability to guide others to complete a task through charisma, rank, intellect, will or experience. This includes the ability to establish a clear goal, the ability to communicate this goal to others.

Value Relationships is...

The ability to develop and maintain relationships with individuals who may share common interests or future goals.

Conflict Management is...

The ability to resolve conflict or create common ground and reach a consensus when different options for forward movement in an organization are considered. This competency encourages people with diverse perspectives to work together to evaluate options and resolve a shared problem.

Trusted is...

A confidence in the integrity, ability, or character of a person.

Collaboration in Practice

Steve dreamed of someday working in an office. Since nobody in Steve's family had gone onto a post-secondary education and most of his adult role models were in the trades, he had to find his own path to his dream. There were barriers along the way. His family struggled financially and that meant he couldn't afford some of the basics like textbooks. Even so, Steve persevered, studied hard and was accepted into university.

Steve studied sociology, which gave him an academic foundation to better understand his community as a member of a First Nation. Today, Steve works for an academic support centre, helping First Nations, Metis and Inuit students achieve their education goals. This enables him to give back to his community, practice his spirituality and financially support his family.

Where does collaboration fit in?

Steve showed he could be a **trusted** leader through his dedication to supporting his family and community by getting the education necessary to do so. He also **values relationships** by working with a support centre that puts him in contact with individuals in need.



Click **HERE** to watch our short video on this competency cluster.



Do you think you know the *Competencies for Life*? Click **HERE** to take the Collaboration quiz.



Collaboration – Match the Competency

Each row is a series of examples of one collaboration competency for your students to identify the competency.

	Example 1	Example 2	Example 3	Which Competency?
1	My roommate has not been doing their share of the chores around the house, so I confront them and ask for more support.	Someone on my volleyball team is upset at a teammate for performing badly during a game. I reminded the upset teammate that the other player was trying their best and that mistakes can happen	As a new employee, I feel management has overloaded me with work. I approach my superior to share my concerns and find an attainable level of work that could grow over time as I become more experienced.	Answer: Conflict Management
2	While living with my parents, I have an awareness of their boundaries to live cohesively.	I notice that a friend is self-conscious about their new hairstyle, so I make a point to tell them that it looks good.	I pick up on a customer being unhappy about the service they're receiving, so I ask what I can do to rectify the situation.	Answer: Emotional Intelligence
3	I work out with a friend who is new to exercise to keep them motivated, as well as teach them proper form and technique.	Having played hockey for a few years, I volunteered to coach beginner groups on the side.	I hold weekly meetings with my team to talk about tasks and keep everyone motivated.	Answer: Inspire and Lead Others
4	I pay rent to my landlord on time and inform them of any damage done to the house.	When I don't complete an assignment on time, I own up to the teacher rather than cheating off a friend's work or making an excuse.	I respect my office's policy regarding work-related expenses, and make sure to never use office supplies for personal reasons.	Answer: Trusted
5	I start a conversation with an individual at a coffee shop and manage to turn that interaction into an opportunity.	Even when I'm busy with school or other extracurricular activities, I still set aside time during the week to hang out with my friends.	I take time to learn the names of my peers and ask questions that allow me to get to know them better.	Answer: Value Relationships



Communications...

Is important because it is what allows us to **give and receive information** with other people, both in personal and professional environments. It is how you **build and sustain relationships**, as well as build bridges between people with diverse viewpoints. It allows you and others to **understand information** more accurately and quickly, while avoiding misunderstandings and frustration.



Active Listening

"I take customers' orders, then repeat it back to them for clarification."

Effective Verbal Communicator

"I share ideas in a meeting on how the company can be more inclusive."

Effective Writer

"I write in a personal journal."



Active Listening is...

The ability to commit full attention to what other people are saying, taking the time to understand points being made and ask questions when appropriate, without interrupting at improper times.

Effective Writer is...

The ability to share written information and explanations with a target audience in writing in a persuasive, engaging, and influential way. This includes grammar, tone, vocabulary, and style.

Effective Verbal Communicator is...

The ability to share information and explanations with a target audience by speaking in a persuasive and influential way. This includes vocabulary, tone, pace, volume, and articulation, with or without, technological support.

Communications in Practice

Marina's interest in travel, languages and politics was sparked at age nine when her family immigrated to Canada from Brazil. From that young age, Marina dreamed of a career in foreign services.

Marina moved to France at age 18 to develop her language skills. The experience abroad helped her French and taught her independence at the same time.

At university Marina studied international development and global affairs with a goal of pursuing her dream career in politics and the foreign service. But, during an extended government hiring freeze, she was forced to adapt her career aspirations. Today, Marina works for a global communications consultancy and engages clients and projects from all over the world. Though she's not in politics, she's still leveraging her love of languages and other cultures. This role has allowed Marina to move back to her hometown, where she can be close to family.

Where does communications fit in?

Marina is an **active listener** and expresses herself **verbally** through her role in communications. Through her experiences of living in Brazil, Canada and France, Marina also learned how to **write** in many languages.



Click **HERE** to watch our short video on this competency cluster.



Do you think you know the *Competencies for Life*? Click **HERE** to take the Collaboration quiz.



Communications – Match the Competency

Each row is a series of examples of one communication competency for your students to identify the competency.

	Example 1	Example 2	Example 3	Which Competency?
1	I don't make any mistakes while completing a task because I properly listen to instructions.	When a friend is upset and telling me how they feel, I just listen rather than jumping in and giving them solutions.	During a meeting, I put my phone on silent and close the office door so that I won't be distracted.	Answer: Active Listening
2	I warn my neighbours that we will be having people over and ask them to let me know if we get too loud.	I explain to my physiotherapist where I'm experiencing pain while running to get proper treatment.	I give instructions on how to properly fill out paperwork to get benefits through the company.	Answer: Effective Verbal Communicator
3	I translate a training manual from English to another language.	While completing a post-secondary application, I clearly portray my strengths through writing.	I reply to an email from a co-worker to clarify a task they're unfamiliar with.	Answer: Effective Writing



Core Literacies...

Is important because it means being able to **access and understand available information** that allows you to remain current with trends within your community and workplace. Core literacy competencies also mean **maintaining the ability to engage in professional processes** more efficiently while promoting an identity that is willing to participate.

I...

- Understand and apply what I read.
- Am good with numbers.
- Can manage money.
- Am an informed citizen.
- Can use and adapt to new technology.

Reading Literacy

"I read a job description to better understand what the requirements are before applying."

Good with Numbers

"I can effectively estimate in my head the cost of my groceries."

Financial Literacy

"I ring through transactions and make returns, both in-store and online."

Civic Literacy

"I write letters to local Councillors, MLAs, and MPs voicing my concerns with government action."

Technology Literacy

"I use the Calgary Transit app to better understand the routes and plan out how long it takes to get to work."



Reading Literacy...

The ability to comprehend, apply and reflect on written texts.

Financial Literacy...

Both the knowledge of and the ability to make informed decisions on the allocation of financial resources. Includes areas such as personal financial management, budgeting, and investing.

Technology Literacy...

Both the knowledge and ability to responsibly, creativity, and effectively use basic technology to enhance productivity and performance. This includes an ability to effectively adapt to new digital devices and interfaces.

Good with Numbers...

Both the knowledge of and the ability to work with and use numbers. Has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community.

Civic Literacy...

Both the knowledge of and the ability to effectively engage in, and influence change in social systems, including political, economic, and cultural.

Core Literacy in Practice

Growing up, Miles' whole life was all about sports. But, sensing his journey could take many twists and turns, he began university in business degree. Miles was right. His career pursuits were incredibly varied, changing with his whims.

He first focused on accounting, but after working with accountants he realized they weren't "his people."

From there, he tried the non-profit sector. Yet, after a couple of years in non-profits, Miles began feeling stagnant.

Eventually, Miles realized what he really loved was connecting with people and getting them excited about his vision. He built a team of personal and professional mentors who all emphasized the importance of building his network, and they gladly made some introductions. He attended conferences, reached out to people who interested him, and joined communities to connect with more like-minded people. Today, he's the co-founder and managing director of a media and production house where he's once again able to express his passion for sports and entertainment.

Where else does core literacies fit in?

Miles practices being an **informed and engaged citizen** by getting involved in a non-profit organization. He can **manage money** through his accounting background, which ties in with being **good with numbers**.



Click **HERE** to watch our short video on this competency cluster.



Do you think you know the *Competencies for Life*? Click **HERE** to take the Collaboration quiz.



Core Literacies – Match the Literacy

Each row is a series of examples of a core literacy for your students to identify the literacy.

	Example 1	Example 2	Example 3	Which Literacy
1	I compost and recycle what I can to have less impact on the environment.	I see that there is a problem in my school, and I bring up the issue to student council along with a solution I have devised.	I regularly engage with my respective trade union.	Answer: Civic Literacy
2	I read instructions on how to properly install a dishwasher.	I meet my goal of reading one book a month for an entire year.	I read the workplace newsletter each month to keep up to date on what the company is doing.	Answer: Reading Literacy
3	I budget for grocery trips with a rough prior knowledge of item prices. This way I make sure I can afford my other bills while maximizing my personal savings.	I have a part time job and set a budget for how much money I am going to save each week, to work up enough to buy a car.	Thanks to my efficient budget and restricted spending, I pay off my student loans earlier than expected.	Answer: Financial Literacy
4	I quickly split the cost of groceries between roommates.	While I'm driving to Edmonton with friends, I determine how much it will cost each of us by calculating the gas usage and price per liter.	As a cabinetmaker, I must identify precise measurements to create a high-quality product.	Answer: Good with Numbers
5	I change my smartphone settings to personal preferences.	I make the switch to online learning and quickly grasp how to use multiple video conference tools, as well as how to submit assignments online.	Due to a client being overseas, I hold a face-to-face meeting with them through Zoom.	Answer: Technology Literacy



Core Workplace Skills...

Are important because an investment in your learning and development, as well as for the organization you work for, **ensures the best talent outcomes**. To keep your knowledge current and stay ahead of changes, you need to be continuously growing and learning from experiences. It also means **being organized** to increase efficiency with completing tasks to save time and money.

I...

Define workplace goals

Can manage money and people in the workplace

Am growing my professional identity

Manage my time

Continuously learn



Define Workplace Goals

"I establish sales target and plan to achieve them."

Manage Money and People

"I delegate tasks, lead meetings, and determine the budget required to complete a project."

Professional Identity

"I attend webinars with industry professionals to better understand what paths one can take post-graduation."

Time Management

"I juggle many commitments such as school, a team sport, clubs, and my job. I make schedules to visually lay out proper time for each."

Continuous Learning

"I listen to a podcast to better understand emerging trends in your business."



Define Workplace Goals is...

The capacity to define future workplace goals, objectives, and outcomes at an individual and organizational level and to use these goals to serve as motivators for the present action.

Professional Identity is...

One's self-concept based on attributes, beliefs, values, motives, and experiences. Professional identity plays a critical role in the transition between school and work.

Continuous Learning is...

About expanding an individual ability to learn by regularly upgrading skills and knowledge. Effective continuous learning skills are essential to adapting to changing demands at home and work. In the workplace, this involves recognizing and reflecting on experiences as critical learning experiences.

Manage Money and People is...

The ability to achieve organizational goals through the management of financial and human resources. This includes identifying and managing risk.

Time Management is...

The ability to efficiently and effectively managing one's own time, the time of others, and deliverables for projects. Also includes the ability to manage and filter vast levels of information to make timely decisions.

Core Workplace Skills in Practice

Amanda's definition of success had a simple measure: her grades. But by the time she got to university she felt something was missing. Enrolled as a psychology major, she was fascinated by the topic, but stymied by what she could do with it.

In her second year, Amanda enrolled in a marketing course. The class lit Amanda's fire by linking her genuine interest in psychology to the real world: a better understanding of consumer behaviour. In marketing, she met a totally different type of student. Though committed to their education, these students defined education way beyond the classroom. It included volunteering in their community, part-time jobs, and internships.

Inspired by her classmates, Amanda took executive positions in clubs, studied abroad, mentored new students, and completed the cooperative education program. She chose her extracurricular activities to help her improve in areas where she felt she was lacking, such as network development, personal balance, and work experience.

Where do core workplace skills fit in?

By being part of so many clubs, volunteering, and working, Amanda **effectively manages her time**. She simultaneously built her **professional identity** and practiced **managing people and money**. While her GPA took a hit, she felt it was worth it to expand her learning opportunities.



Click **HERE** to watch our short video on this competency cluster.



Do you think you know the *Competencies for Life*? Click **HERE** to take the Collaboration quiz.



Core Workplace Skills – Match the Skill

Each row is a series of examples of a core workplace skill for your students to identify the skill.

	Example 1	Example 2	Example 3	Which Skill?
1	I watch YouTube videos on a broad range of educational topics to help me learn about different fields outside of my own.	I looked back on my journal entries from the start of the year to not only see what changes I've made since then, but also if there are any ideas I could now use.	I perform yearly performance reviews but ask the employee to write what they think they have done well and where they feel they can improve moving forward.	Answer: Continuous Learning
2	I create a 5-year plan for my start up business to help grow my sales.	I started my job in the mailroom but have resolved to become a cashier in one year.	I set parameters for the depth and timetable of research that needs to be completed.	Answer: Define Workplace Goals
3	I budget enough time in the morning to do a routine, like working out or eating, without jeopardizing other activities.	I juggle many commitments such as school, a team sport, clubs, and a job. To visually lay out proper time for each activity, I create a schedule.	I use Google Calendar to see my coworkers' schedules so that meetings I set aren't overlapping with other obligations.	Answer: Time Management
4	I make a monthly expense sheet to help budget myself.	I start a lawn mowing business with friends where we offer neighbours various options at different costs.	I ensure my team at work are organized and trained to complete their task.	Answer: Manage Money and People
5	I listen to podcasts and watch TED Talks about leadership and management.	I attend a webinar, with industry professionals, to better understand what paths one can take post-graduation.	After being offered two job opportunities, I accepted the lower salary job as it aligns more strongly with my worldview.	Answer: Professional Identity

Competencies for Life



Proficiency Scale

All competency models require mechanisms to enable individual talent, talent developers, and talent seekers to **assess the proficiency level of each competency**. Defined proficiency levels are essential to deliver on the full potential of any competency model. For the pilot, we provide a simple three-tiered proficiency scale that reflects the progression from basic demonstration to advanced demonstration of each of the 25 *Competencies for Life*.

Below is an example of the three-tiered proficiency scale for **verbal communications**.

Basic Proficiency: The basic knowledge and ability to share basic information and explanations verbally, one-on-one or in small groups. The audience is known to the speaker.

Intermediate Proficiency: The advanced knowledge and ability to share complex information and explanations verbally, one-on-one, or in large groups. The audience may be unknown to the speaker.

Advanced Proficiency: The advanced knowledge and ability to use verbal communications as a persuasive tool, one-on-one, or in very large groups. The audience may be unknown to the speaker.



Refer to Appendix-1 for the comprehensive three-level proficiency scale for the *Competencies for Life*.

A full deployment of *Competencies for Life* would incorporate a variety of formal proficiency assessment mechanisms for talent seekers, talent developers and individual talent.

Course Module 1: The Changing World of Work

Legend



Presentation



Facilitator led conversation



Group activity



Independent activity



Video



Learning Outcomes

By completing this course, students will be able to:

- Explain the major trends influencing the world.
- Explain how these trends are influencing the world of work.
- Explain how these trends are influencing a change in competencies.
- Explain how to become more adaptive.

Materials

- All learners should have access to:
 - *Competencies for Life* Guidebook
 - **Ten Ways to Cope with Big Changes** article
- You will require the PowerPoint Presentation *the Changing World of Work*.

Participant Preparation


- Review *Competencies for Life Guidebook*.
- Optional review of the **study** reviewing the eight-trends.

- Decide how you would like to have the group choose the topic for the next session and prepare any supplies you need.

Agenda

1. Eight Trends Defining Our World.
 - a. Group discussion
2. Ten Ways to Cope with Big Changes
 - a. Independent activity
3. Flexing Your Adaptability Muscles
 - a. Group activity
4. Wrap-up and take-away

Eight Trends Defining Our World


 **Presentation:** Present pages 1 to 19 of the *Changing World of Work*. Emphasizing change can be exciting and adapting to the unexpected is part of the fun, or it can be very hard to let go of our ideas, plans, and comfort zone to prepare for something new, it can be both frustrating and frightening. That means it's important to have coping skills for when changes happen, so we can be flexible and adapt to them in a way that reduces our stress level.

 **Facilitate a group conversation around the following questions:**

1. What are some specific examples of these trends impacting our community?
2. How are people adapting to these changes?
3. What changes do you think you'll need to adapt to in your lifetime?



Option: This activity can also be completed by breaking your class into small groups.

 **Presentation:** Present pages 21-24 to review the *Changing World of Work* and the growing role of enabling competencies.

 **Facilitate a group conversation around the following questions:**

1. How will these trends influence your work or career, or the work or career of your children?
2. Have you experienced the importance of adaptation at work already?
3. How did people adapt to these changes?

Ten Ways to Cope with Big Changes



Have your class read the article “**Ten Ways to Cope with Big Changes**”.

1. Acknowledge that things are changing (so you don’t procrastinate, and avoid dealing with it)
2. Realize that even good changes can cause stress (just because change is positive doesn’t mean it can’t freak you out)
3. Keep up your regular schedule as much as possible (because things that stay consistent during change act as an “anchor”)
4. Try to eat as healthily as possible (enjoy “comfort foods” moderation, and don’t stress-eat or drink/use substances excessively)
5. Exercise (moving your body can increase motivation and decrease depression)
6. Seek support (ask for help emotionally, mentally, or with tasks that need to be done)
7. Write down the positives that have come from this change (acknowledge how change helped you grow)
8. Get proactive (figure out what steps you need to take before something happens and all you can do is react to it)
9. Vent, but to a point (share how you’re feeling with others, but don’t just complain – brainstorm how to make things better too)
10. Back away from social media (don’t compare what you’re dealing with to how others present themselves on social media, and consider what you post when upset too)

Changing World of Work – Flexing Your Adaptability Muscles



Presentation: Present pages 26-28 of *Changing World of Work* called, *Flexing Your Adaptability Muscles*.



Once you are done, ask participants to break into small groups to answer the questions on the *Flexing Your Adaptability Muscles* worksheet.

Wrap-up and take-away

Ask participants to pick one of the techniques suggested in the article *Ten Ways to Cope with Big Changes* and practice it.

Refer them to the **Designing YOU** tools included in *Competencies for Life* to be proactive in mapping out different personal and professional pathways.

Reference

1. The eight-trends is based on a study completed by the *Brookfield Institute for Innovation & Entrepreneurship* identifying eight mega-trends and their implications on the Canadian work.
2. Lesson plan adapted from: Literacy Link South Central, available at https://www.llsc.on.ca/skills_for_work

Course Module 2: What are Competencies?

Legend



Presentation



Facilitator led conversation



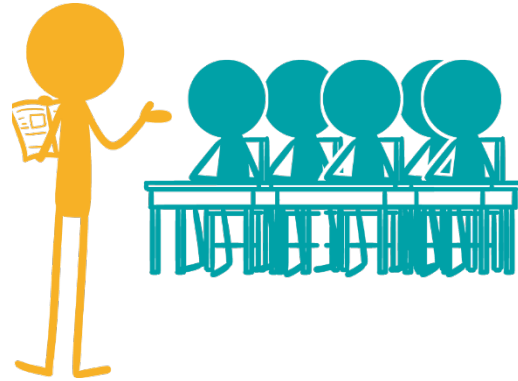
Group activity



Independent activity



Video



Learning Outcomes

By completing this course, participants will be able to:

- Understand the role of competencies.
- Define the *Competencies for Life*.
- Apply the competencies to life at home and work.
- Identify evidence of competencies.

Materials

- All learners should have access to:
 - *Competencies for Life* Guidebook
 - Optional access to Designing YOU
- You will require the PowerPoint Presentation *What are Competencies?*

Participant Preparation

- Review *Competencies for Life Guidebook*.

Agenda

1. What are competencies?
 - a. Group discussion

2. What is the talent marketplace?
 - a. Group discussion
3. Review competencies
 - a. Group discussion
4. Review key learning outcomes

What are Competencies?



Presentation: Present pages 1 to 10 of the *What are Competencies?*



Facilitate a group conversation around the following questions:

1. Provide an example when you used your enabling competencies in a professional context?
2. Provide an example when you used job-specific competencies?
3. Provide an example of how you have seen job-specific competencies change over time?
4. How have you seen talent developers change their approach to competency development to reflect the changing marketplace?



Presentation: Present pages 12-15 to review the *What are Competencies?*



Video: Show video for each competency cluster.



Facilitate a group conversation around the following questions:

1. Provide examples of how you have used problem solving, self-reliance or communications competencies personally and professionally?
2. What evidence do you have of these competencies?



Presentation: Present pages 17-18 to review the *What are Competencies?*



Facilitate a group conversation around the following questions:

1. Provide examples of how you have used problem solving, self-reliance or communications competencies personally and professionally?
2. What evidence do you have of these competencies?

Wrap-Up and Take-Away

Course Module 3: Evidence of Competencies

Legend



Presentation



Facilitator led conversation



Group activity



Independent activity



Video



Learning Outcomes

By completing this course, participants will be able to:

1. Understand the *Competencies for Life*.
2. Understand the role of evidence.
3. Identify evidence for each competency.

Materials

- All learners should have access to:
 - *Competencies for Life* Guidebook
 - Optional access to Designing YOU
- You will require the PowerPoint Presentation *the Evidence of Competencies*.

Participant Preparation

- Review *Competencies for Life* Guidebook.

Agenda

1. Review of Competencies
2. What is Evidence of Competencies
 - a. Group discussion
3. Review each competency cluster
 - a. Group discussion
4. Reflecting on Competencies
5. Review key learning outcomes

Evidence of Competencies



Presentation: Present pages 1 to 5 of the *Evidence of Competencies*.



Facilitate a conversation on why evidence matters.



Presentation: Present pages 6-13 to review the *Evidence of Competencies*.



Facilitate a conversation to discuss what other examples there could be for each category.



Presentation: Present pages 14-15 to review examples of competencies.



Breakout group conversation on the following questions:

3. Provide examples of how you have used problem solving, self-reliance or communications competencies personally and professionally?
4. What evidence do you have of these competencies?
5. What are different ways to develop these competencies?



Presentation: Present pages 17-18 to review examples of competencies.



Breakout group conversation on the following questions:

1. Provide examples of how you have used problem solving, self-reliance or communications competencies personally and professionally?
2. What evidence do you have of these competencies?
3. What are different ways to develop these competencies?



Presentation: Present pages 20-21 to review examples of competencies.



Breakout group conversation on the following questions:

1. Provide examples of how you have used problem solving, self-reliance or communications competencies personally and professionally?
2. What evidence do you have of these competencies?
3. What are different ways to develop these competencies?



Facilitate a group conversation around the following questions:

1. How the *Competencies for Life* contribute to your overall success as individual talent within the talent marketplace?
2. How can you support your peers?

Wrap-Up and Take-Away

Course Module 4: Telling your Story

Legend



Presentation



Facilitator led conversation



Group activity



Independent activity



Video



Learning Outcomes

By completing this course, participants will be able to:

- Understand the concepts of brand, storytelling, and reputation.
- Begin to reflect on the concept of “brand” as it relates to individuals.
- Begin to reflect on their competencies, accomplishments, and future goals.
- Begin to explore their features and benefits.
- Begin transforming their unique value proposition into your portfolio.

Materials

- All learners should have access to:
 - *Competencies for Life* Guidebook
 - *Telling your Story* guide.
 - Optional access to Designing YOU
- You will require the PowerPoint Presentation *Telling Your Story*.

Participant Preparation

- Review *Competencies for Life Guidebook*.
- Review *Telling your Story guide*.

Agenda

1. Why are stories important for products and services?
 - a. Group discussion
2. Why You? Exploring your Features vs. Benefits
 - a. Independent activity
3. The role of reputation?
 - a. Group activity
4. A professional portfolio
5. Review key learning outcomes

Telling your Story



Presentation: Present pages 1 to 3 of the *Telling your Story*.



Facilitate a group conversation around the following questions:

1. What are some specific examples of brand stories?
2. What makes these brand stories persuasive?
3. Can you think of examples when your “story” helped you personally or professionally?



Option: This activity can also be completed by breaking your class into small groups.



Video. Andrew Stanton. Clues to a Great Story.



Presentation: Present pages 5-7 to review the *Telling your Story*.



Facilitate a group conversation around the following questions:

1. What are some important audiences for your story?
2. How may the audience influence the story?
3. What are some examples of a person’s features?
4. How do these translate into benefits?

Developing your Professional Portfolio



Presentation: Present pages 8-13 to review the *Telling your Story*.



Work independently on the following questions:

1. Who is your target audience?
2. What motivates your audience?
3. What are five features you have that will appeal to your audience?
4. Translate these into benefits that will appeal to your audience.
5. What is your evidence of these features and benefits?
6. Identify the medium you will share your features, benefits, and evidence with your target audience.



Facilitate a group conversation on the above questions.



Presentation: Present pages 13-17 to review the *Telling your Story*.



Facilitate a group conversation around the following questions:

1. Why is hiring considered one of a manager's riskiest decisions?
2. Can you provide examples of how evidence can be used to minimize a hiring manager's risk?
3. How can a portfolio be leveraged as a platform to tell your evidence-based story?
4. Pick one key theme from the lesson. How will you use it starting today?

Wrap-Up and Take-Away

Ask participants to pick one key theme for the lesson to discuss how they will use it starting today.

Refer them to the **Designing YOU** tools included in *Competencies for Life* to be proactive in mapping out different personal and professional pathways.

Reference

Lesson plan adapted from: *Designing YOU – Life Beyond your Grades* available at CompetenciesForLife.ca

Frequently Asked Questions

How will students know which *Competencies for Life* they need to focus on developing?

The 25 *Competencies for Life* are all foundational, so they'll ultimately want to have a good foundation in them all. However, for some, they may only need to be good at, while others they may want to be great at. This will be defined by what they really want to do in life, both professionally and personally. A good place for them to start exploring some of these questions is in **Designing YOU**. This process will start to give them a sense of what they are good at, what they love to do, and what they can make a living doing.

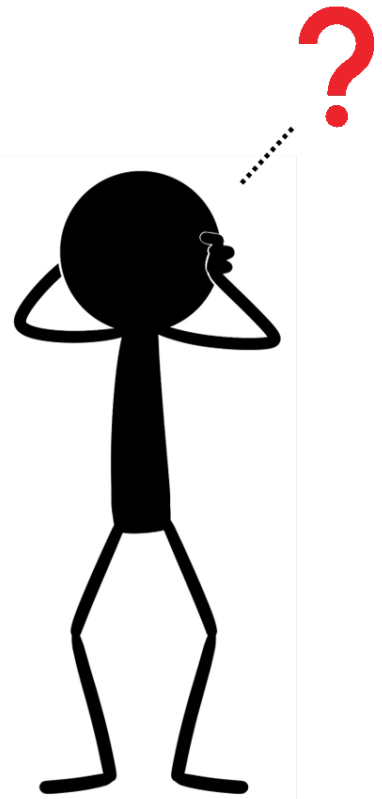
How will students know which *Competencies for Life* they need to focus on developing?

The 25 *Competencies for Life* are all foundational, so they'll ultimately **want to have a good foundation in them all**. However, for some, they may only need to be good at, while others they may want to be great at. This will be defined by what they really want to do in life, both professionally and personally. A good place for them to start exploring some of these questions is in **Designing YOU**. This process will start to give them a sense of what they are good at, what they love to do, and what they can make a living doing.

Where can they develop their *Competencies for Life*?

If they are focused, **your competencies can be developed through an endless number of ways**. Some of these may be self-directed, like listening to podcasts, reading a book, or practicing improving a specific competency. However, there are thousands of organizations in Calgary that will help them develop their competencies. The obvious one is going to school. The not so obvious ones are through the amazing programs taught by one of our many community partners. These programs can help them **develop core workplace skills**, or maybe it will stimulate their creativity and curiosity through art, or maybe their **leadership and teamwork** through sports.

To see our *Competencies for Life* partners, go to the competency for life [website](#) and check out the programs to help people develop their own competencies.



Is curiosity really a competency?

Albert Einstein said, "I have no special talents. I am only passionately curious." Experts believe curiosity is something all people are born with. Curiosity got us the wheel. Curiosity got us to Mars. Curiosity gave us the Internet. Curiosity is a competency when it has a purpose. We call this intentional curiosity.

Intentionally curious people are humble enough to recognize they don't know it all. When people are five years old, we were full of questions and we didn't care that we didn't know everything. Intentionally curious people look at the world (and their place in it) and see big questions: How do things work together? How do these pieces connect? How can I influence things? How can I improve things? Your students will need to develop this intentional curiosity to explore and adapt the world as it changes.

APPENDIX 1

Competencies for Life



PROFICIENCY SCALE

	Basic	Intermediate	Advanced
Problem Solving			
Analytical Thinking	<p>The basic knowledge and ability to deconstruct basic issues into smaller, more manageable pieces and use reasoning to identify relationships.</p> <p><i>e.g., An employee creates a general pros and cons list on the different options available for a website platform.</i></p>	<p>The advanced knowledge and ability to deconstruct increasingly complex issues into smaller, more manageable pieces, then use reasoning and evidence to identify relationships.</p> <p><i>e.g., An employee evaluates and ranks which website platforms will work best with what is needed for the company and whether tools can be supported properly.</i></p>	<p>The advanced knowledge and ability to deconstruct complex issues into smaller, more manageable pieces, then use reasoning and evidence to identify relationships, while weighing the costs and benefits of alternatives.</p> <p><i>e.g., An employee evaluates and ranks which website platforms will work best with what is needed for the company and whether tools can be supported properly. They then conduct a cost-benefit analysis between the top three platform choices to make a final decision.</i></p>
Curiosity	<p>The basic drive to explore, investigate and learn more about a subject that impacts an individual directly.</p> <p><i>e.g., A product designer asks what procedure has been used in the past for sending out customer surveys.</i></p>	<p>An intrinsic drive to explore, investigate, and learn more about a subject that may or may not impact an individual directly.</p> <p><i>e.g., A product designer considers how customer surveys have been sent out in the past and questions whether this is the best approach now. To explore</i></p>	<p>An insatiable drive to explore, investigate and learn more about the world.</p> <p><i>e.g., A product designer questions whether doing customer surveys is the best method for engaging customers. The designer explores alternative methods to engaging</i></p>

		<i>this the employee conducts benchmarking research to identify alternative distribution approaches.</i>	<i>customers in a more sustained manner in the product design process.</i>
Creativity	The use of imagination or original ideas to identify and solve a basic problem. <i>e.g., A server at a restaurant identifies an inefficiency in the ordering process and recommends a solution.</i>	The use of imagination or original ideas to identify and solve a complex problem. <i>e.g., A server at a restaurant identifies an inefficiency in the ordering platform and develops a new platform in their computer science class.</i>	The use of imagination or original ideas to reframe problems and identify new solutions. <i>e.g., A server observes that restaurant kitchens are underutilized 70% of the time and develops an app for online ordering and delivery.</i>
System Thinking	The basic knowledge and ability to reflect how individual components are connected in a basic system. <i>e.g., A product manager gathers information from a range of relevant sources inside and outside their department to inform their own work.</i>	The advanced knowledge and ability to reflect how individual components play a role within a complex system. This understanding provides the capacity to anticipate impacts to changes in the system. <i>e.g., A product manager evaluates customer and sales feedback to guide short-term product revisions.</i>	The advanced knowledge and ability to reflect how individual components play a role within a complex system. This understanding provides the capacity to anticipate impacts to changes in the system and develop strategies to influence system level outcomes. <i>e.g., A product manager connects technological, social, and political trends over the next decade to guide a comprehensive product evolution plan.</i>
Self-Reliance			
Adaptable	The capacity to achieve or adjust goals when faced with a new context. <i>e.g., While renovating a kitchen, a contractor realizes the preferred paint colour has been discontinued so they identify a range of options for their client.</i>	The capacity to achieve or adjust goals when faced with a new context and ongoing uncertainty. <i>e.g., While renovating a kitchen, a contractor realizes the preferred cabinets have been discontinued so they identify a range of options for their client.</i>	The capacity to thrive when faced with a new context and ongoing uncertainty. <i>e.g., While renovating a kitchen, a contractor realizes that the designer made an error, and a wall cannot be removed. The contractor sees this as an opportunity to improve the overall design.</i>
Takes Initiative	The discipline and drive to start a basic task with limited guidance.	The discipline and drive to start and complete a complex task with limited guidance.	The sustained discipline and drive to start and complete complex tasks with limited guidance.

	<i>e.g., A university student is interested in graphic design, so they watch YouTube videos and then apply for a graphic design course.</i>	<i>e.g., While still in school a student starts their own graphic design business.</i>	<i>e.g., While still in school a student starts their own graphic design business. To build their portfolio, they offer to support a large non-profit with pro-bono design work.</i>
Determination	<p>The capacity to complete a basic task when faced with an obstacle. This includes a capacity to reflect and learn from failure.</p> <p><i>e.g., A team loses a game, so the coach asks players to reflect on areas of weakness that need to be improved.</i></p>	<p>The capacity to complete a complex task when faced with a series of obstacles. This includes a capacity to view failure as a continuous learning opportunity.</p> <p><i>e.g., A team loses a game, so the coach asks players to reflect on areas of weakness that need to be improved. They then prepare a new practice schedule to overcome these weaknesses.</i></p>	<p>The capacity to complete a complex task when faced with a series of obstacles. This includes a capacity to systematically transform failure into continuous learning opportunities.</p> <p><i>e.g., A team loses a game, so the coach asks players to reflect on areas of weakness that need to be improved. As part of this analysis, they breakdown game films, hire a conditioning coach, and prepare a new practice schedule to overcome these weaknesses.</i></p>
Collaboration			
Emotional Intelligence	<p>The basic knowledge and ability to identify, assess and modulate one's own feelings and to understand the feelings of others.</p> <p><i>e.g., A nurse turns down an ICU position knowing they would get too emotionally invested in the patient's well-being.</i></p>	<p>The sustained knowledge and ability to identify, assess and modulate one's own feelings, and to understand the feelings of others.</p> <p><i>e.g., After recognizing a nursing student seems to be overwhelmed, the trainer pulls them aside to clarify any questions and offers support where needed.</i></p>	<p>The sustained knowledge and ability to identify, assess and modulate one's own feelings, and to understand and influence the feelings of others.</p> <p><i>e.g., Knowing staff is feeling additional stress due to new safety protocols, the shift lead organizes a staff dinner to lift morale and thank everyone for their great work.</i></p>
Conflict Management	<p>The basic knowledge and ability to resolve conflict or create common ground to reach a consensus to move forward.</p> <p><i>e.g., After a delay the drywaller listens to what the plumbers and</i></p>	<p>The advanced knowledge and ability to resolve conflict or create common ground to reach a consensus to move forward, as well as mitigate future conflicts.</p>	<p>The advanced knowledge and ability to resolve complex conflicts or create common ground to reach a consensus to move forward, as well as creating conditions to avoid future conflicts.</p>

	<i>electricians need, while sharing their perspectives, to achieve a mutual understanding of how to work as a team.</i>	<i>e.g., A site manager leads negotiations about timelines based on first-hand observations and information collected from both what the client wants and what the planners say is possible.</i>	<i>e.g., A project planner looks for a win-win outcome from a project delay discussion through negotiating creative solutions and remaining unbiased. They can step back to allow for opinions, but keep the conversation focussed on the ending objective.</i>
Inspire and Lead Others	The basic knowledge and ability to guide others to complete a basic task, one-on-one or in small groups. <i>e.g., A student intern initiates a meeting with team members and shares all relevant information and assists others in the delivery of their work.</i>	The advanced knowledge and ability to guide others to complete a complex task, one-on-one or in large groups. <i>e.g., A student project coordinator takes responsibility for work delegated to others, encourages open discussions, and leads workshops to teach concepts of the project.</i>	The advanced knowledge and ability to guide others to complete a complex task, one-on-one or in very large groups over a sustained period. <i>e.g., A project director makes and delegates assignments and when appropriate, involves the team in the decisions and plans that affect them. Facilitates group discussions to gather feedback and idea generation.</i>
Trusted	Confidence in the integrity, ability, or character of a person in relatively low risk personal or professional contexts. <i>e.g., An employee can be relied on to show up on time to scheduled shifts.</i>	Confidence in the integrity, ability, or character of a person in higher risk personal or professional contexts. <i>e.g., An employee schedules a meeting with a manager to raise concerns about company morale.</i>	Confidence in the integrity, ability, or character of a person in extremely high risk personal or professional contexts. <i>e.g., An employee schedules a meeting with their manager because they witnessed an employee stealing from the company.</i>
Value Relationships	The basic knowledge and ability to maintain existing relationships with individuals who share common interests or goals. <i>e.g., A manager has one-on-one sessions with staff to give feedback on how they're doing and ensure their needs are being met.</i>	The advanced knowledge and ability to develop new and maintain existing relationships with individuals who share common interests or goals. <i>e.g., A store manager attends a networking event to identify potential new candidates for their team.</i>	The systematic knowledge and ability to develop new and maintain existing relationships with individuals who share common interests or goals over a sustained period. <i>e.g., An old boss invites you out for dinner to see how you and your family are doing.</i>

Communications			
Active Listening	The basic knowledge and ability to focus on a speaker and comprehend a basic message. <i>e.g., A student approaches a teacher and tells them they're struggling, so the teacher creates an individualized plan to meet the student's needs.</i>	The advanced knowledge and ability to focus on a speaker, comprehend a complex message, and actively engage the speaker with verbal and non-verbal signals. <i>e.g., During a class discussion, the teacher listens to what the students have to say, then sends them home with questions to reflect more deeply on the discussion.</i>	The advanced knowledge and ability to focus on a speaker, comprehend a complex message, and actively engage the speaker in a sustained dialogue. <i>e.g., A teacher listens to a conference keynote speech and then moderates a panel discussion debating the key themes.</i>
Effective Verbal Communicator	The basic knowledge and ability to share basic information and explanations verbally, one-on-one or in small groups. The audience is known to the speaker. <i>e.g., At a team meeting, an employee asks their manager questions about a new product.</i>	The advanced knowledge and ability to share complex information and explanations verbally, one-on-one, or in large groups. The audience may be unknown to the speaker. <i>e.g., At the annual company retreat, the marketing manager presents research findings to guide the development of a new product.</i>	The advanced knowledge and ability to use verbal communication as a persuasive tool, one-on-one, or in very large groups. The audience may be unknown to the speaker. <i>e.g., A marketing manager presents a proposed new product to the executive team for approval.</i>
Effective Writer	The basic knowledge and ability to share basic written information. <i>e.g., A student must write a high school book report that gives a summary of the plot and main takeaways.</i>	The advanced knowledge and ability to share complex written information. <i>e.g., A marketing manager prepares a market research report.</i>	The advanced knowledge and ability to use written communication as a persuasive tool. <i>e.g., A marketing manager prepares a comprehensive business plan for CEO approval.</i>
Core Literacies			
Reading Literacy	The basic knowledge and ability to comprehend and reflect on basic written texts. <i>e.g., A human resources manager reviews resumes to find a good fit for the job posting.</i>	The advanced knowledge and ability to comprehend, apply, and reflect on complex written texts. <i>e.g., A human resources manager reviews company policies to ensure the new employee orientation material is up to date.</i>	The advanced knowledge and ability to comprehend, apply, and reflect on scholarly or expert written texts. <i>e.g., A human resource manager must review new federal legislation on pay equity.</i>

Good with Numbers	The basic knowledge and ability to work with numbers in a basic context. <i>e.g., A waitress quickly splits up the bill for a table.</i>	The advanced knowledge and ability to work with numbers in a complex context. <i>e.g., A shift supervisor counts the cash at the beginning and end of each shift.</i>	The advanced knowledge and ability to work with numbers in a complex context, including applying them to support problem solving. <i>e.g., A restaurant owner analyzes the sales results for the year to project future staffing requirements.</i>
Financial Literacy	The basic knowledge and ability to make informed decisions on basic financial subjects. <i>e.g., An individual completes their income taxes.</i>	The advanced knowledge and ability to make informed decisions on complex financial subjects. <i>e.g., A bookkeeper prepares monthly financial reports for the owner to review.</i>	The advanced knowledge and ability to make informed decisions on and determine the allocation of complex financial subjects. <i>e.g., A Chief Financial Officer (CFO) implements a new financial management system to monitor real-time financial results.</i>
Civic Literacy	The basic knowledge and ability to effectively engage in political, economic, and cultural social systems. <i>e.g., A young adult evaluates candidate policies associated with cycling infrastructure prior to voting in their first municipal election.</i>	The advanced knowledge of and ability to effectively engage in, and influence change in political, economic, and cultural social systems. <i>e.g., A young adult joins a group to advocate for more cycling infrastructure.</i>	The advanced knowledge and ability to effectively engage in, and lead change in political, economic, and cultural social systems. <i>e.g., A young adult establishes a group to advocate for more cycling infrastructure.</i>
Technology Literacy	The basic knowledge and ability to responsibly, creativity, and effectively use basic technology to enhance productivity and performance. <i>e.g., An employee installs the company app onto their phone to check scheduling and submit time off requests.</i>	The advanced knowledge and ability to responsibly, creativity, and effectively use advanced technology to enhance productivity and performance. <i>e.g., Due to working from home, the employee installs various programs and systems onto their computer to meet the needs of the company.</i>	The advanced knowledge and ability to responsibly, creativity, and effectively use emerging technology to enhance productivity and performance. <i>e.g., A digital strategist implements a new data analytics platform to monitor brand mentions.</i>
Core Workplace Skills			
Define Workplace Goals	The basic knowledge and ability to define goals, objectives, and outcomes	The advanced knowledge and ability to define goals, objectives, and outcomes	The advanced knowledge and ability to define goals, objectives, and outcomes

	associated with one's role in the workplace. <i>e.g., A coordinator reflects on the tasks required to be completed that week and breaks them down into daily deliverables.</i>	associated with workplace tasks for one or more people. <i>e.g., A manager identifies a customer service issue and delegates three staff in their department to resolve it.</i>	associated with workplace tasks at an organizational level. <i>e.g., A manager identifies a customer service issue and establishes a team from across departments to resolve it.</i>
Manage People and Money	The basic knowledge and ability to manage human and financial resources. <i>e.g., An apprentice mechanic plans, coordinates, and manages resources to accomplish tasks within given deadlines and communicates difficulties.</i>	The advanced knowledge and ability to manage complex human and financial resources. <i>e.g., A certified mechanic tracks and keeps inventory of shop materials and supervises project delivery processes and deadlines.</i>	The advanced knowledge and ability to manage increasingly complex human and financial resources. <i>e.g., A shop manager develops and implements a strategy to double the production by investing in new machinery and staff.</i>
Professional Identity	The basic awareness of one's beliefs, values, motives, and experiences and its relationship to their professional role. <i>e.g., A high school student who aspires to be a lawyer starts a debate club at school.</i>	The sophisticated awareness of one's beliefs, values, motives, and experiences and its relationship to their professional role today and in the foreseeable future. <i>e.g., After a year of working as an intern at the United Nations, a student applies to study human rights law.</i>	The increasingly sophisticated awareness of one's beliefs, values, motives, and experiences and its relationship to their professional role today and over the length of their career. <i>e.g., An account manager has defined a goal of becoming the VP of Sales within five years and Chief Operating Officer within ten years. After discussing options with their mentor, they choose to start an MBA part-time.</i>
Time Management	The basic knowledge and ability to manage one's time efficiently and effectively on a day to day basis. <i>e.g., An employee prioritizes tasks that need to be completed that day.</i>	The advanced knowledge and ability to manage one's time efficiently and effectively over an extended period. <i>e.g., An employee reflects on the priorities for the month and establishes a work schedule to ensure tasks are completed sequentially and on time.</i>	The advanced knowledge and ability to manage multiple people's time efficiently and effectively over an extended period. <i>e.g., A manager establishes a work schedule for the project team to deliver on a large contract with a very tight schedule.</i>
Continuous Learning	The basic knowledge and ability to regularly upgrade	The advanced knowledge and ability to regularly	The advanced knowledge and ability to systemically

	<p>skills and increase knowledge through formal learning in response to changing demands at home and work. <i>e.g., A high school student upgrades their classes to get into a university program.</i></p>	<p>upgrade skills and increase knowledge through formal, non-formal and informal learning opportunities in response to and anticipation of changing demands at home and work. <i>e.g., To develop their leadership skills for a promotion to Team Leader at work, an employee volunteers at the local food bank as team lead.</i></p>	<p>upgrade skills and increase knowledge through formal, non-formal and informal learning opportunities in anticipation of changing demands at home and work. <i>e.g., An employee develops a team of mentors to support designing and implementing a three-year professional development plan.</i></p>
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