

SKILLS AND KNOWLEDGE PROFILE



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INTRODUCTION

WHAT THE SKILLS AND KNOWLEDGE PROFILE IS ALL ABOUT

We often don't really understand how much we've learned from experiences in our daily life like raising children or grocery shopping. The Skills and Knowledge Profile will help you identify the wide range of skills and experience you have. It will help you give yourself credit for what you learned outside school.

For example, you learn a lot from watching a co-worker or talking with friends and neighbours, or even watching TV. It may also help you clarify your personal future plans regarding paid work, study or personal interests.

You are the best judge of what you have learned. And that is what this skills and knowledge profile is all about. It is a way to recognize the skills and knowledge you have learned, over the years, in all

different places. Our hope is that this tool will be used in many different ways; for training and education programs, education proposals and for self-assessment. We hope it will be of value to you in future work and study.



Section A. PERSONAL INFORMATION

WHAT THIS SECTION IS ABOUT

The categories provided in this section are based on information about the problems people face in getting jobs and promotions. No group of people should be left out of training because of their race, gender or age. For example opportunities differ from place to place, if you live in a rural area without easy access to education, it is difficult to take courses.

HOW TO COMPLETE SECTION A

Fill in the categories that apply to you. If you are uncomfortable with any part of this section, leave the space blank. However, the more information gathered about who has completed the profiles, the better able organizations are to make training decisions.

You are ready to answer the questions below

.....

Please put a check mark beside or circle any category that applies to you.

Man Woman

Age

under 20 20-35 36-40 41-45
 46-50 51-55 56-60 61-65 over 65

Completed years of formal education

grade 10 or less high school diploma/cert. degree

Parent with childcare needs

First language other than English

Person with a disability

Visible/racial minority _____
(specify)

Aboriginal/ First Nations

Section B. COURSES OR WORKSHOPS

WHAT THIS SECTION IS ABOUT

By 'non-formal' we mean courses or workshops you took outside the school system that didn't necessarily give you a degree or certificate – but where you learned something. Here are some examples:

- Course on photography, cooking, carpentry, home repairs, writing poetry, gardening...
- Seminar run by a religious organization
- Courses run by your employer on work related topics such as working in teams or
- Technical aspects of your job.
- Union courses on being a Steward, leadership, communications, 'union judo'

HOW TO COMPLETE SECTION B

Read all the categories below and if any one relates to a course or workshop you participated in, check it off. When you finish as many as you wish, move one to the next section where you will expand on three courses of your choice.

- | | | | |
|--------------------------------------|---|----------------------------------|----------------------------------|
| <input type="checkbox"/> Religion | <input type="checkbox"/> Languages | <input type="checkbox"/> Repairs | <input type="checkbox"/> Union |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Communications | <input type="checkbox"/> Arts | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Health/Body | <input type="checkbox"/> Drama | <input type="checkbox"/> Nature |
| <input type="checkbox"/> Financial | <input type="checkbox"/> Audio/Video | <input type="checkbox"/> Sports | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Politics | <input type="checkbox"/> Cooking/Nutrition | <input type="checkbox"/> Home | <input type="checkbox"/> Crafts |
| <input type="checkbox"/> Academics | <input type="checkbox"/> Child/Elderly Care | <input type="checkbox"/> Travel | <input type="checkbox"/> Music |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Animal Care | <input type="checkbox"/> Work | <input type="checkbox"/> Garden |
| <input type="checkbox"/> Other _____ | | | |

Pick any three of the courses or workshops and answer the following questions for each course. Write the name or short description of each course you took under 'what I did'. Then fill in the additional information. Note that in this section we are also interested in why you took the course.

COURSE A

What was it about? _____

Who offered the course? _____

How long was the course? _____

What I learned? _____

How I learned it? Check what applies from the list below.

- | | | |
|--|---|---|
| <input type="checkbox"/> observing the teacher | <input type="checkbox"/> observing other students | <input type="checkbox"/> practice in class |
| <input type="checkbox"/> listening to students | <input type="checkbox"/> talking in discussion | <input type="checkbox"/> read materials |
| <input type="checkbox"/> watching videos | <input type="checkbox"/> practice at home | <input type="checkbox"/> following the manual |
| <input type="checkbox"/> talking to people | <input type="checkbox"/> trial and error | <input type="checkbox"/> research |
| <input type="checkbox"/> teaching others | <input type="checkbox"/> listening to audio tapes | <input type="checkbox"/> conducting survey |



COURSE B

What was it about? _____

Who offered the course? _____

How long was the course? _____

What I learned? _____

How I learned it? Check what applies from the list below.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> observing the teacher | <input type="checkbox"/> observing other students | <input type="checkbox"/> practice in class | <input type="checkbox"/> listening to students |
| <input type="checkbox"/> talking in discussion | <input type="checkbox"/> read materials | <input type="checkbox"/> watching videos | <input type="checkbox"/> practice at home |
| <input type="checkbox"/> following the manual | <input type="checkbox"/> talking to people | <input type="checkbox"/> trial and error | <input type="checkbox"/> research |
| <input type="checkbox"/> teaching others | <input type="checkbox"/> listening to audio tapes | <input type="checkbox"/> conducting survey | |

COURSE C

What was it about? _____

Who offered the course? _____

How long was the course? _____

What I learned? _____

How I learned it? Check what applies from the list below.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> observing the teacher | <input type="checkbox"/> observing other students | <input type="checkbox"/> practice in class | <input type="checkbox"/> listening to students |
| <input type="checkbox"/> talking in discussion | <input type="checkbox"/> read materials | <input type="checkbox"/> watching videos | <input type="checkbox"/> practice at home |
| <input type="checkbox"/> following the manual | <input type="checkbox"/> talking to people | <input type="checkbox"/> trial and error | <input type="checkbox"/> research |
| <input type="checkbox"/> teaching others | <input type="checkbox"/> listening to audio tapes | <input type="checkbox"/> conducting survey | |

Section C. PERSONAL INFORMAL LEARNING

WHAT THIS SECTION IS ALL ABOUT

Here is what we mean by informal learning...

- A friend came over to show you how to use software to get you onto the Internet. As a result,

you learned how to use a modem and communications software.

- You got information about where you wanted to live before you came to Canada. You used skills of gathering, compiling and analyzing information. And

you learned about Canadian cities.

We learn a great deal from these activities – but we often don't get any recognition for it. We don't even give ourselves credit for all our skills and knowledge.

HOW TO COMPLETE SECTION C

We will be asking you some details about your informal learning activities:

- ▶ Step 1 – What you did? (e.g. ride a bicycle)
- ▶ Step 2 – What you learned? (e.g. how to signal with your hand; how to find safe paths)
- ▶ Step 3 – How you learned it? (e.g. from a friend; trial and error)

List your activities under headings (family work, volunteer work etc.)

Here is an example of how to fill in each heading after you have chosen the activities.

EXAMPLES

Family Work

What I did? ***Cook for a large group***

What I learned? ***Quantity cooking and nutrition***

How I learned it? ***Advice from my mother and friends, T.V., reading cookbooks***

You are now ready to complete this section.



Family work

Check off the activities that you have done and then choose to expand on one or two activities by answering the three questions

- | | | | |
|------------------------------------|--|--|---------------------------------------|
| <input type="checkbox"/> cooking | <input type="checkbox"/> cleaning | <input type="checkbox"/> repairing | <input type="checkbox"/> caring |
| <input type="checkbox"/> sewing | <input type="checkbox"/> compromising | <input type="checkbox"/> building | <input type="checkbox"/> counselling |
| <input type="checkbox"/> budgeting | <input type="checkbox"/> conflict resolution | <input type="checkbox"/> scheduling | <input type="checkbox"/> driving |
| <input type="checkbox"/> listening | <input type="checkbox"/> giving advice | <input type="checkbox"/> interior design | <input type="checkbox"/> shopping |
| <input type="checkbox"/> moving | <input type="checkbox"/> arranging parties | <input type="checkbox"/> tutoring | <input type="checkbox"/> disciplining |

What I did. _____

What I learned. _____

How I learned it. _____

Volunteer Work

Check off the places where you volunteered and then choose one or two places to expand on by answering the three questions below.

- | | | |
|---|---|--|
| <input type="checkbox"/> community agency | <input type="checkbox"/> school/daycare | <input type="checkbox"/> world relief agency |
| <input type="checkbox"/> sports team | <input type="checkbox"/> recreation centre | <input type="checkbox"/> religious organization |
| <input type="checkbox"/> elderly/child home | <input type="checkbox"/> farm/garden | <input type="checkbox"/> your neighbourhood/street |
| <input type="checkbox"/> political group | <input type="checkbox"/> union | <input type="checkbox"/> hospital/clinic |
| <input type="checkbox"/> fire station | <input type="checkbox"/> community business | <input type="checkbox"/> food bank |
| <input type="checkbox"/> shelter | <input type="checkbox"/> help line | <input type="checkbox"/> library |
| <input type="checkbox"/> military | <input type="checkbox"/> zoo | <input type="checkbox"/> other |

What I did. _____

What I learned. _____

How I learned it. _____

Recreational Activities and Hobbies

Check off as many activities as you wish and then choose to expand on one or two of them.

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> observing the teacher | <input type="checkbox"/> observing other students | <input type="checkbox"/> practicing in class | <input type="checkbox"/> listening to students |
| <input type="checkbox"/> watching movies | <input type="checkbox"/> reading | <input type="checkbox"/> making clothes | <input type="checkbox"/> writing |
| <input type="checkbox"/> inventing | <input type="checkbox"/> dancing | <input type="checkbox"/> listening to music | <input type="checkbox"/> painting |
| <input type="checkbox"/> public speaking | <input type="checkbox"/> sculpting | <input type="checkbox"/> playing sports | <input type="checkbox"/> going out |
| <input type="checkbox"/> skating | <input type="checkbox"/> watching t.v. | <input type="checkbox"/> being active | <input type="checkbox"/> repairing |
| <input type="checkbox"/> making crafts | <input type="checkbox"/> camping | <input type="checkbox"/> driving | <input type="checkbox"/> teaching |
| <input type="checkbox"/> meditating | <input type="checkbox"/> cooking | <input type="checkbox"/> cycling | <input type="checkbox"/> travelling |
| <input type="checkbox"/> singing | <input type="checkbox"/> investing | <input type="checkbox"/> talking | <input type="checkbox"/> healing |
| <input type="checkbox"/> playing an instrument | <input type="checkbox"/> attending shows/museums/exhibitions | | |

other _____

What I did _____

What I learned _____

How I learned it _____



Major events

Check off as many events as you wish and then choose one or two to expand on.

- | | | |
|--|---|---|
| <input type="checkbox"/> immigrating | <input type="checkbox"/> having a child | <input type="checkbox"/> making a major purchase |
| <input type="checkbox"/> adopting a child | <input type="checkbox"/> dealing with a natural disaster | <input type="checkbox"/> moving |
| <input type="checkbox"/> getting married | <input type="checkbox"/> discovering some information | <input type="checkbox"/> falling ill |
| <input type="checkbox"/> changing careers | <input type="checkbox"/> changing my situation | <input type="checkbox"/> getting divorced |
| <input type="checkbox"/> experiencing a war | <input type="checkbox"/> converting /discovering religion | <input type="checkbox"/> achieving fame |
| <input type="checkbox"/> returning to school | <input type="checkbox"/> telling others a personal thing | <input type="checkbox"/> recovering from an illness |
| <input type="checkbox"/> dealing with the illness/death of a loved one | <input type="checkbox"/> other | |

What I did. _____

What I learned. _____

How I learned it. _____

Section D. JOB- RELATED INFORMAL LEARNING

WHAT THIS SECTION IS ABOUT

You have probably had to list your work experience on a job application. This is a little different. We want to help you identify many skills you learned on each job by just doing your job. If you are not employed, please think about volunteer work you have done.

HOW TO COMPLETE SECTION D

This is about your current and former jobs. Please list:

- job title (e.g. Bookkeeper)
- skills learned (e.g. preparation of payroll)
- how you learned these skills (e.g. from co-workers and supervisor)

Step 1 Job title and length of time

Put down the job title and a short description to make it clear what you did. Include approximately how long you have been (or were) on that job.

Step 2 Skills learned

Most of us have trouble naming our skills. There is a list of skills you may choose from but, keep in mind, that this is not a final list and there are MANY more. Note any others which come to mind as you read through the examples so you won't forget them.

Step 3 How you learned

Here's an example of how John and Anne learned to use the computer program, Windows. It was not a job requirement, but they both learned it on the job... John explains..

"Well, a few of us would have some time at work to look at the Windows background of the presses software, and we got to wondering how it worked. So Anne started fooling around with it and she taught the rest of us what she figured out."

So John learned from a co-worker, Anne. Anne learned through experimenting and trial and error. You may choose from the list provided or write your own method for learning that particular skill.

You are now ready to complete this section. Remember, this is your chance to do an inventory of the knowledge and skills you have developed on the job. Feel free to use the back of the form if you need more room.



Choose from the list below the skills you learned on your past three jobs.

- | | | | |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> operating tools/equipment | <input type="checkbox"/> assembling | <input type="checkbox"/> installing | <input type="checkbox"/> building |
| <input type="checkbox"/> repairing | <input type="checkbox"/> cleaning | <input type="checkbox"/> sketching | <input type="checkbox"/> painting |
| <input type="checkbox"/> keyboarding | <input type="checkbox"/> cooking | <input type="checkbox"/> training | <input type="checkbox"/> refinishing |
| <input type="checkbox"/> raising animals | <input type="checkbox"/> sewing | <input type="checkbox"/> chopping | <input type="checkbox"/> gardening |
| <input type="checkbox"/> organizing | <input type="checkbox"/> packaging | <input type="checkbox"/> massaging | <input type="checkbox"/> weaving |
| <input type="checkbox"/> monitoring | <input type="checkbox"/> measuring | <input type="checkbox"/> sculpting | <input type="checkbox"/> baking |
| <input type="checkbox"/> tending to the sick | <input type="checkbox"/> taping | <input type="checkbox"/> editing | <input type="checkbox"/> writing |
| <input type="checkbox"/> calculating | <input type="checkbox"/> budgeting | <input type="checkbox"/> analyzing | <input type="checkbox"/> driving |
| <input type="checkbox"/> listening | <input type="checkbox"/> examining | <input type="checkbox"/> reading | <input type="checkbox"/> creating |
| <input type="checkbox"/> coordinating | <input type="checkbox"/> translating | <input type="checkbox"/> filing | <input type="checkbox"/> reporting |
| <input type="checkbox"/> presenting | <input type="checkbox"/> data entry | <input type="checkbox"/> searching | <input type="checkbox"/> inventing |
| <input type="checkbox"/> trouble shooting | <input type="checkbox"/> designing | <input type="checkbox"/> classifying | <input type="checkbox"/> counting |
| <input type="checkbox"/> internet surfing | <input type="checkbox"/> acting | <input type="checkbox"/> cycling | <input type="checkbox"/> flying |
| <input type="checkbox"/> taking inventory | <input type="checkbox"/> serving | <input type="checkbox"/> teaching | <input type="checkbox"/> training |
| <input type="checkbox"/> motivating | <input type="checkbox"/> talking | <input type="checkbox"/> empathizing | <input type="checkbox"/> explaining |
| <input type="checkbox"/> building a database | <input type="checkbox"/> selling | <input type="checkbox"/> modelling | <input type="checkbox"/> singing |
| <input type="checkbox"/> playing an instrument | <input type="checkbox"/> dancing | <input type="checkbox"/> running | <input type="checkbox"/> defending |
| <input type="checkbox"/> giving feedback | <input type="checkbox"/> encouraging | <input type="checkbox"/> negotiating | <input type="checkbox"/> evaluating |
| <input type="checkbox"/> public speaking | <input type="checkbox"/> counselling | <input type="checkbox"/> advocating | <input type="checkbox"/> lobbying |
| <input type="checkbox"/> giving advice | <input type="checkbox"/> other _____ | | |

Curret or Most Recent Job

Job title: _____

Length of time: _____

Skills learned: _____

How I learned. Choose from below

- trained by supervisor
- trained by co-worker
- trial and error
- observed other workers
- asked questions
- read instructions and manuals
- took notes during instruction
- practised
- asked people outside my job
- showing co-workers what to do
- learned in previous job
- learned at school

Previous Job

Job title: _____

Length of time: _____

Skills learned: _____



How I learned. Choose from below

- | | |
|--|--|
| <input type="checkbox"/> trained by supervisor | <input type="checkbox"/> trained by co-worker |
| <input type="checkbox"/> trial and error | <input type="checkbox"/> observed other workers |
| <input type="checkbox"/> asked questions | <input type="checkbox"/> read instructions and manuals |
| <input type="checkbox"/> took notes during instruction | <input type="checkbox"/> practised |
| <input type="checkbox"/> asked people outside my job | <input type="checkbox"/> showing co-workers what to do |
| <input type="checkbox"/> learned in previous job | <input type="checkbox"/> learned at school |

Previous Job

Job title: _____

Length of time: _____

Skills learned: _____

How I learned. Choose from below

- | | |
|--|--|
| <input type="checkbox"/> trained by supervisor | <input type="checkbox"/> trained by co-worker |
| <input type="checkbox"/> trail and error | <input type="checkbox"/> observed other workers |
| <input type="checkbox"/> asked questions | <input type="checkbox"/> read instructions and manuals |
| <input type="checkbox"/> took notes during instruction | <input type="checkbox"/> practised |
| <input type="checkbox"/> asked people outside my job | <input type="checkbox"/> showing co-workers what to do |
| <input type="checkbox"/> learned in previous job | <input type="checkbox"/> learned at school |

Now, please estimate the total amount of time per week you spend on informal learning, personal learning and on the job learning.

_____ hours.

Section E. FUTURE LEARNING PLANS

WHAT THIS SECTION IS ABOUT

At this point, we hope you are feeling pretty good about the extent of knowledge and skills you already have. Now we would like you to start thinking about the future. You have a lot going for you, whatever you decide to do!

HOW TO COMPLETE SECTION E

Before you begin section E, think about the following questions:

- Given all you have been thinking about so far, what kind of paid work, study or personal learning you want to do in the future?

- What knowledge and skills will you need to fulfill your future plans?

Make yourself some notes on the back of the page if you would find that helpful.

NOW YOU ARE READY TO COMPLETE SECTION E.

1. Are you currently working? Yes No

If so, where?

2. What are your employment plans for the next 5 years?

- | | |
|--|--|
| <input type="checkbox"/> Find a job | <input type="checkbox"/> Upgrade skills to stay in your current job, |
| <input type="checkbox"/> Develop skills to get a new job | <input type="checkbox"/> Change jobs |
| <input type="checkbox"/> Ask for a raise | <input type="checkbox"/> Other _____ |

3. What are your plans regarding personal interests?

- | | |
|--|--|
| <input type="checkbox"/> Start a family | <input type="checkbox"/> Retire |
| <input type="checkbox"/> Move homes or to another city | <input type="checkbox"/> Take up new hobbies |
| <input type="checkbox"/> Go back to school | <input type="checkbox"/> Fix your home |
| <input type="checkbox"/> Travel | <input type="checkbox"/> Other _____ |

4. What courses or training programs will help you get the skills you need? (You can check more than one answer)

- | | |
|--|---|
| <input type="checkbox"/> Complete secondary education | <input type="checkbox"/> ESL training |
| <input type="checkbox"/> Workplace (in-house) Training | <input type="checkbox"/> Computer training |
| <input type="checkbox"/> Complete university education | <input type="checkbox"/> Community courses/training |
| <input type="checkbox"/> Union Courses | <input type="checkbox"/> Language training |

Obtain certification from:

- Trade school
- Community college
- Complete apprenticeship program
- Other

5. How could your employer assist you?

- Fund trade school course
- Provide workplace training
- Provide scholarship
- Employer pay for course
- Authorization to attend
- Providing replacement workers

6. How could your union assist you?

- Provide union training
- Develop contract language on training
- Set up jointly managed training funds

7. How could your training program assist you?

- Provide accreditation for the program
- Keep you informed about upcoming programs
- Making agreements with other training programs

REFERENCES & CONTACTS

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The project co-ordinators were Karen Lior, formerly Executive Director, ACTEW, and D'Arcy Martin, Union Educator. Project Researchers were Anne Morais, Toronto, Peter Sawchuk, Toronto, and Priti Shah, Vancouver, British Columbia. The Skills and Knowledge Profile and Coach's Manual are available from:

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The cost is \$25.00 for single copies of the Skills and Knowledge Profile with the Coach's Manual, \$100 with the two videos. For rates on multiple copies and permission to reproduce contact the two sponsoring organizations.