

career  
development manitoba



A GUIDE TO  
**RECOGNIZING  
YOUR PRIOR  
LEARNING**

**YOUR** FUTURE **YOUR** WAY

**Manitoba** 



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# Introduction


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## About This Guide

This guide will introduce you to Recognition of Prior Learning (RPL). You will learn how to recognize your existing skills and use this information to find, secure and maintain employment. The RPL process is only one part of your career exploration and job search activities. For more information about career planning, interviewing and other related topics, please visit: [www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment).

If you are having difficulty with any part of the guide, another helpful resource is your local Employment Manitoba Centre. To find one near you call: 1-866-332-5077 or go to [www.gov.mb.ca/employment/emp\\_centre\\_locations.html](http://www.gov.mb.ca/employment/emp_centre_locations.html).

Symbols are used in this guide to help highlight key points, suggestions, tips and examples.

 EXAMPLE	indicates an example
-----------------------------------------------------------------------------------------------	----------------------

 ACTIVITY	introduces an activity to complete
-------------------------------------------------------------------------------------------------	------------------------------------

# What is Recognition of Prior Learning?

Recognition of Prior Learning (RPL) is the process used to identify, document, assess and recognize skills and knowledge.

The overall purpose of RPL is to help you get recognition for what you already know and do.



EXAMPLE

Skills and knowledge can come in various forms and count towards RPL. You may have gained skills or knowledge from:

- work experience – paid and unpaid
- volunteer work
- school credits
- military experience
- travel
- hobbies
- independent study
- formal education
- workplace training
- family and life experiences

## Why Use RPL?

RPL benefits individuals, employers, organizations and academic institutions. There are many reasons to use RPL:

- For a personal assessment to help with:
  - career planning
  - writing targeted resumes for self-marketing
  - preparing for an interview
  - creating a portfolio
- gain credits in academic or skills training programs
- gain credits towards occupational or professional licensing and certification
- achieve different employment possibilities
- advance your career
- get hired
- recognize a need for training
- shorten training time

## What Are Some Benefits?

- help identify personal strengths, skills, knowledge and abilities
- help create tools for self-marketing; show what you know
- help identify new options and choices
- get credit at schools where RPL is used
- help identify a broader range of your skills and knowledge
- save time and money
- help employers understand what you can do

Here are some examples:



EXAMPLE

### **Identify personal strengths, skills, knowledge and abilities**

Frank was interested in a position managing a college apprenticeship program. He was eager to apply but noted the position required management experience and organizational skills.

During a visit to the local employment centre, an Employment Consultant introduced Frank to RPL. She helped Frank list his experiences, then they identified skills developed from those experiences and how those skills transferred to managing the college apprenticeship program. Frank gained the confidence to apply for the management position as he increased his understanding of how his skills transferred to the new position.



EXAMPLE

### **Create tools for marketing; show what you know**

Tom was in his early 20s when he arrived at a Winnipeg Aboriginal training centre with limited confidence in his own abilities and no idea of what he wanted or could do for employment.

Through RPL, Tom worked on developing a resume and cover letter that documented his skills gained while working on the Reserve and in the Band office, including very marketable abilities in proposal writing and administration. RPL helped him see he already had experienced success.

Tom now knows that he has a lot of gifts to offer his community and can make a difference.



EXAMPLE

### **Identify new options and choices**

Nasir contacted a Winnipeg employment centre for assistance with finding a job. Nasir didn't think she had many skills and believed that her limited English was holding her back.

During the RPL process, Nasir worked on having her secondary and post-secondary education accredited, developed a resume that highlights her skills and work experience and attended English as an Additional Language course at a local church. She also audited a science course at the local university in preparation for her eventual return to master-level studies. Nasir also volunteered regularly at a local hospital to help her gain and document employment-related skills and experience.



EXAMPLE

### **Get credit at schools where RPL is used**

Holly was enrolled in a Mature Student Diploma and needed one credit to complete the diploma the year before her baby was born. She had formal training at a private hairstyling school and several years experience in the field. Through several comprehensive exams and a practical test, Holly was able to demonstrate her ability to meet the required competencies. She was able to use the college credit to fulfill the credit requirements for her diploma.



EXAMPLE

### **Identify a broader range of your skills and knowledge**

John is an accomplished individual with experience in the Canadian Forces as a Psychiatric Nurse and as a boxer and boxing coach. John is translating his lifelong learning towards a year of university credit that enables him to enter a Masters of Education program.

John has already earned his three-year Bachelor degree in Native Studies from Brandon University. He believed that knowledge and skills gained through work and life experience could be equivalent to the required fourth year of university credit.

John's portfolio features his workplace learning including operating his own counselling and consulting company, his community service and his accomplishments and recognition as an athlete and coach.





EXAMPLE

### **Save time and money**

Bob wanted to further his training and career in accounting but did not have the entrance requirement of a grade 12 diploma. Through RPL, Bob was able to prove his prior learning attained in business. He successfully tested for all but part of a module for Grade 12 math and quickly got his grade 12. RPL saved Bob time and money in achieving his plan to enrol in accounting courses at the local college.



EXAMPLE

### **Help employers understand what you can do**

Erin is using RPL to assist with her transition from electrical shop teacher to accounts receivable clerk. Trained as an electrician, Erin earned her papers as a journeyman electrician before pursuing further education to become a teacher.

As a mother of two, including a child with disabilities, she wanted a job that enabled her to be home more, with predictable hours and located closer to her home.

Through the RPL process, Erin was able to document what she knows and can do, including her knowledge and skills in math. When Erin heard about a job opening in an accounts receivable office, she had the confidence to apply, and the ability to speak to and define the skills she could bring to the job.



ACTIVITY

Now that you have read some examples on how RPL is used, use the space provided to identify how RPL could benefit you on a personal level, at school and/or for work.

---

**Personal**

---

**School**

---

**Work**

---

# 1

## How Does It Work?

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Depending on your needs, RPL can help you in different ways. RPL can help you to:

- identify goals
- identify personal strengths and interests
- identify skills, knowledge and abilities
- show what you know
- make a plan

There are many ways to show what you know:

- provide samples of your work
- show skills
- complete a project
- build an evidence file
- create a portfolio
- have a discussion, meeting, or interview with an expert
- do an assignment
- take a challenge test, exam, or assessment
- develop a targeted resume

### Show What You Know

The **Show What You Know Guide (Appendix A)** helps identify your skills and knowledge through a six-step process. The steps support you to plan; identify experiences; knowledge and skills; document the results; write about your learning; and create an action plan.

**Step 1: Plan with Confidence and Intention.** This step will help you to identify your career, education, and employment paths by reflecting on:

- who you are now and what you love to do
- the jobs you “dreamed” of doing
- what excites and inspires you
- what you enjoy doing
- your special gifts and skills
- what tasks you think you would be good at
- where you would like your career path to go and what you need to get there

**Step 2: Identify Your Experiences, Knowledge, and Skills.** To provide a better picture of yourself, you’ll need to expand on the experiences, knowledge, and skills normally put on a resume. This step will document the following experiences:

- work
- community
- home
- education and training

**Step 3: Identify Your Transferrable Skills.** Skills can be transferred from one occupation to another and developed throughout a person's life. They can be developed through formal and informal learning. You will identify nine essential skills and employability attitudes then reflect on when you use and have used these skills.

**Step 4: Document What You Know and Can Do.** You will gather evidence of your skills such as:

- degrees or certificates
- thank-you letters
- letters of reference
- awards
- samples of work
- examples of technology skills
- transcripts
- pictures
- videos

**Step 5: Write About Your Learning.** You have identified your skills. The next step is to think about how you could use this learning in the future. This step will help you explore how your learning can be used in other settings.

**Step 6: How Do I Get There? Create Your Action Plan.** This step will focus on developing an action plan by:

- reviewing your assets – your knowledge and skills
- matching your assets to job requirements
- setting goals and creating action steps to learn additional knowledge and skills for a new job or to take action to get the job



ACTIVITY

For a workbook to help with the RPL process use **Show What You Know Guide (Appendix A)**.



EXAMPLE

For an RPL example see **Appendix B**.

If you need help with the RPL process, contact an advisor at a Manitoba Adult Learning Centre or at an Employment Manitoba Centre (**Appendix C**).

# 2

## Then What?

---

Now that you have gone through the RPL process, focus on next steps and how you can use the skills and knowledge that you've identified to:

- develop a targeted resume for self-marketing
- organize a portfolio
- plan your career
- prepare for an interview
- consider academic credit
- get credential recognition

### Develop a Targeted Resume for Self-Marketing

A targeted resume outlines the skills and experience you bring to the position you are applying for. Targeting a resume to a specific position is more effective than creating a generic "one size fits all" resume. It allows you to show why you're the best applicant for the job. The six-step RPL process will give you lots of specific information that you can include in your targeted resume. Ensure you learn about the company or the position you want by reviewing:

- job advertisement
- company website
- annual reports

Take the "Show What You Know" document you created and compare the knowledge and skills the employer is looking for with those identified in your document. Be sure to include these in your resume.

To help get started on writing your resume, see **A Guide to Writing Resumes**.

### Organize a Portfolio

Your portfolio will consist of items that show what you've learned, what you know, and what you can do. Developing a portfolio takes both time and effort. If you've completed the RPL process, you'll be well on your way to creating your portfolio. **A Guide to Building a Career Portfolio** will walk you through:

- how a portfolio can help you
- how you can use it
- the different types of portfolios
- how to prepare a portfolio
- what to include in a portfolio
- how to organize the content
- different design tips
- how to develop an online portfolio
- some portfolio examples

## Plan Your Career

Identifying your skills and knowledge is a good first step in career planning. This will help you to know if you have the knowledge and skills to enter into the occupation of your choice or whether you will require additional training to build on your skill set. Once you have identified your skills and knowledge, you can use career planning to:

- enter the workforce
- plan for education
- deal with changing workplace demands
- anticipate trends or changes
- upgrade your skills

Use **A Guide to Planning Your Career** to walk you through the five stages of career planning.

## Prepare for an Interview

Interviews provide employers with an opportunity to get to know more about who you are. This is your time to sell your skills and knowledge to an employer and let him or her know why you're the best applicant for the job. RPL will help you prepare by identifying your skills and knowledge and increase your ability to speak to these skills.

- If you are preparing for an interview, use **A Guide to Outstanding Interviews** to help you.

## Consider Academic Credit

You may want to use the RPL process for gaining academic credits. You are encouraged to contact the training institution directly as the RPL process is different at each academic institution.

For more help with the RPL process:

- contact an RPL advisor at the college or university
- visit the college or university student support services
- check out the RPL section of the college or university website to determine the process

Gaining academic credit doesn't always need to be at a post-secondary level. You may want to use the RPL process to:

- complete your high school diploma
- earn high school credits to prepare for college or university
- complete high school level credits

To get started, contact the Adult Literacy Programs or Adult Learning Centres in Manitoba:

- Phone 204-945-8247 or Toll-Free 1-800-282-8069 extension 8247
- Email [all@gov.mb.ca](mailto:all@gov.mb.ca)
- Website [www.edu.gov.mb.ca/ael/all/index.html](http://www.edu.gov.mb.ca/ael/all/index.html)



EXAMPLE

Wendy owns and operates a licensed Family Day Care home. This has given her a variety of knowledge and skills related to the early childhood profession. She wants to enhance these skills and to be better qualified to provide care for children with behavioural and mental disorders. Wendy is applying to the Early Childhood Education Diploma Program at her local college.

The full-time two-year program involves numerous courses and the content of many courses was already familiar learning to Wendy. Rather than relearning content in the classroom, Wendy accessed RPL to challenge for credit in courses where she felt that she had already acquired the learning.



EXAMPLE

An active Early Childhood Educator since 1980, Susan has translated her work experience into credits towards a Bachelor of Arts degree at the University of Winnipeg. Susan has vast experience in child care which includes working as a supervisor in a variety of Day Care Centres, a part-time instructor at a college program in Early Childhood Education and as a day care coordinator for the provincial Child Daycare Office. As well, Susan has presented several workshops at the Annual Manitoba Child Care Association Conference.

Through RPL, she received three course credits: Observation and Evaluation Techniques; Parents, Family and Professionals; and Interpersonal Communication while continuing towards her goal of a B.A. major in Developmental Studies.



EXAMPLE

RPL assisted a computer service technologist to translate his extensive work experience into two courses towards a B.A. major in Business Computing.

Tyler, in his work with a large corporation in the Advanced Internet Operations department, was responsible for the operation of many hardware and software systems. Based on his knowledge and experience in computer networking and in distributed client/server applications, he was given credit for two courses – Computer Architecture and Systems Software, and Intro to Unix. He is now a part-time student pursuing RPL in two more Business Computing courses.

# Get Credential Recognition

The RPL process is also useful for recognizing credentials. Manitoba offers various supports to qualified, skilled and experienced individuals in order to assist with recognition of foreign credentials. There are several programs in Manitoba that can help **foreign trade professionals** including:

- Manitoba Provincial Nominee Program (MPNP):
  - The MPNP selects skilled workers who have the training, work experience and language ability to be employed in Manitoba and make a positive contribution to the provincial economy.
  - <http://www.immigratemanitoba.com/how-to-immigrate/>
- Skilled Workers and Professionals:
  - This program assists immigrants with professional and/or technical backgrounds in gaining recognition for education and work experience obtained outside of Canada.
  - [www.cic.gc.ca/english/immigrate/skilled/index.asp](http://www.cic.gc.ca/english/immigrate/skilled/index.asp)
- Canadian Work & Study Permit:
  - If you are not a Canadian Citizen or Permanent Resident, a work permit and study permit is required to work or study in Canada.
  - [www.cic.gc.ca/english/study/index.asp](http://www.cic.gc.ca/english/study/index.asp)



# Summary

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This guide has provided information, examples and resources to help get you started with the RPL process. Here are some key points to remember:

- The overall purpose of RPL is to help you get recognition for what you already know and do.
- Your skills and knowledge can come from many life experiences (ex: community, school, work, volunteer, travel, hobbies, sports...).
- Contact academic institutions directly to learn about their RPL process.
- Gaining academic credit doesn't always need to be at a post-secondary level (it can be used to gain credit in high school as well).
- The RPL process is also useful for recognizing credentials.

For an example of an RPL process and completed package, see **Appendix B**.

This is one of several guides in a series to support your career planning and job search. For more information, visit [www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment).

# Show What You Know

by

## Recognizing Prior Learning (RPL)

A Journey to Self-Discovery

2010





# Show What You Know

by

## Recognizing Prior Learning (RPL)

A Journey to Self-Discovery

2010

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The intent for use of this document is that it can be widely distributed for use by advisors, counsellors and instructors anywhere.

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# Recognizing Prior Learning (RPL): A Journey to Self-Discovery

The RPL process helps you to identify and verify your skills and knowledge which were gained throughout your life as you engaged in your community, school, work, volunteer activities and other activities like hobbies or sports.

Begin your *RPL journey of discovery* by completing the six-step process in this workbook. You will do the exercises and write down information about yourself. The exercises will help move you closer to your career, education and employment goals.

## **RPL helps you:**

- understand your own learning in life
- identify your experience, knowledge, skills and attitudes
- collect valid proof of learning
- clarify training and employment goals
- organize this information in a way that helps communicate skills so that employers understand who you are
- develop your resume to show what you can do and what you know

## **In some situations, you can use RPL to:**

- get academic credit at schools or training programs
- get credit towards occupational or professional licensing and certification

*This can save you time and money.*

This workbook contains a simple six-step process to help identify your learning and to document what you know and can do. The six steps are:

Step 1: Plan with confidence and intention

Step 2: Identify your experience, knowledge and skills

Step 3: Identify your transferable Essential Skills and attitudes

Step 4: Document what you know and can do

Step 5: Writing about your learning

Step 6: Create your action plan

## **STEP 1**

# **Plan with confidence and intention**

---

RPL is most beneficial when career, education and employment paths have been identified and researched. Take a moment to dream a little! Think of who you are now and what you love to do, and the jobs you 'dreamed' of doing. Look back at those times when you said, "I always wanted to do that." Now let's define what 'that' is! Dreams alone will not change your life but turning your dreams into goals and taking logical steps to pursue them will.

When it comes to figuring out what you're good at, the best source of information is you and/or those close to you. After all, who knows you better?

**What motivates and excites you most? What gives you the greatest joy?**

**If you could do work that inspired and satisfied you, what would you do?**

**What tasks have you enjoyed doing? For example, building something, writing a story, taking care of someone, teaching someone, working with a computer, or organizing.**

**What are your special gifts or personal attributes and skills? For example, patient, organized, independent and creative.**



**What tasks (that you've never tried) do you think you would be good at?**

**Your employment goals – where you would like to go:**

To work in the career you desire, you need to know the necessary experience, skills, knowledge, training, and/or certification needed for the job. Identify these things and list them in the space below. You may need to do a bit of research on the Internet to understand what would be required of you in this job. Some places to look are:

**Working in Canada Tool**

**Alliance of Manitoba Sector Councils**

**Manitoba Sector Councils**

**Career Cruising**

**Career Destination**

**National Occupation Classification (NOC)**

**Apprenticeship**

**Post Secondary Institutions in Manitoba**

Human Resource and Skills Development Canada: Essential Skills

**[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)**

Interview and employer or someone doing the job

**To work in this field:**

**I need to be able to (skills):**

**I need to know (knowledge):**

**I need training or certification in:**

**I need experience in:**

## STEP 2

# Identify your experience, knowledge and skills

### A. In the Workplace

You have probably listed your work experience on job applications. The RPL process is a little different and adds new information to what you normally put on a resume. It gives employers a better picture of who you are and what you can do.

If you don't have a long work history, RPL allows you to identify other experiences which require knowledge and skills.

First, list each work experience in your history. Identify your responsibilities (tasks you had to do), the skills you learned and the knowledge you needed to do these things. When you list the skill(s), check off how you learned them.

If you do not have formal work experience to list, go on to Section B: In the Community.

Here is a sample:

**Company Name:** ABC Grocery Mart

**Full-time**  **Part-time**  **Casual**

**Position/Job title:** Cashier

**Length of employment:** three years

#### Responsibilities/tasks:

- scan items to be purchased
- problem solve when items do not scan
- use a digital cash register
- problem solve when the cash register is malfunctioning
- process all kinds of payment methods
- process stock order based on projections from store documents
- manage and account for a fixed daily float
- process returns and refunds
- tabulate day's sales and refunds at shift end
- count cash and reconcile to day's sales/refunds
- work as part of a team and share ideas for improvements and resolving issues
- provide customer service at check-out point of sales by providing information and resolving outstanding issues

#### Skills learned:

- working a digital cash register
- trouble shooting problems with a digital cash register
- balance cash register at the end of shift
- conflict resolution for customer service
- estimate stock requirements based on store stock projections
- communicate and resolve issues in a team

#### How I learned

- |                                                                   |                                                                   |
|-------------------------------------------------------------------|-------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Observed other workers        | <input checked="" type="checkbox"/> Learned in previous job       |
| <input checked="" type="checkbox"/> Asked questions               | <input checked="" type="checkbox"/> Asked people outside my job   |
| <input checked="" type="checkbox"/> Read instructions or manuals  | <input checked="" type="checkbox"/> Took notes during instruction |
| <input checked="" type="checkbox"/> Practiced                     | <input checked="" type="checkbox"/> Trial and error               |
| <input checked="" type="checkbox"/> Learned at school             | <input checked="" type="checkbox"/> Trained by co-worker          |
| <input checked="" type="checkbox"/> Showing co-workers what to do | <input checked="" type="checkbox"/> Trained by supervisor         |

Begin with your most recent job.

Job 1

Company Name: \_\_\_\_\_ Full-time  Part-time  Casual

Position/Job title: \_\_\_\_\_ Length of employment: \_\_\_\_\_

Responsibilities/tasks:

Knowledge and Skills learned

How I learned

- Observed other workers
- Asked questions
- Read instructions or manuals
- Practiced
- Learned at school
- Showing co-workers what to do

- Learned in previous job
- Asked people outside my job
- Took notes during instruction
- Trial and error
- Trained by co-worker
- Trained by supervisor

*Continue with your next job.*

**Job 2**

Company Name: \_\_\_\_\_ Full-time  Part-time  Casual

Position/Job title: \_\_\_\_\_ Length of employment: \_\_\_\_\_

Responsibilities/tasks:

**Knowledge and Skills learned**

**How I learned**

<input type="checkbox"/> Observed other workers	<input type="checkbox"/> Learned in previous job
<input type="checkbox"/> Asked questions	<input type="checkbox"/> Asked people outside my job
<input type="checkbox"/> Read instructions or manuals	<input type="checkbox"/> Took notes during instruction
<input type="checkbox"/> Practiced	<input type="checkbox"/> Trial and error
<input type="checkbox"/> Learned at school	<input type="checkbox"/> Trained by co-worker
<input type="checkbox"/> Showing co-workers what to do	<input type="checkbox"/> Trained by supervisor

*Continue with your next job.*

**Job 3**

Company Name: \_\_\_\_\_ Full-time  Part-time  Casual

Position/Job title: \_\_\_\_\_ Length of employment: \_\_\_\_\_

Responsibilities/tasks:

**Knowledge and Skills learned**

**How I learned**

- |                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Observed other workers        | <input type="checkbox"/> Learned in previous job       |
| <input type="checkbox"/> Asked questions               | <input type="checkbox"/> Asked people outside my job   |
| <input type="checkbox"/> Read instructions or manuals  | <input type="checkbox"/> Took notes during instruction |
| <input type="checkbox"/> Practiced                     | <input type="checkbox"/> Trial and error               |
| <input type="checkbox"/> Learned at school             | <input type="checkbox"/> Trained by co-worker          |
| <input type="checkbox"/> Showing co-workers what to do | <input type="checkbox"/> Trained by supervisor         |

## B. In the Community

We learn a great deal from our personal activities but we often don't get any recognition for this learning. Sometimes we also hesitate to give ourselves credit for the skills and knowledge gained this way. Think about these activities in the same way that you would think about a paid job.

### Examples of volunteer activities:

- |                                          |                                                                    |                                                      |
|------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Food Bank       | <input type="checkbox"/> School/Day care                           | <input type="checkbox"/> Christmas Cheer Board       |
| <input type="checkbox"/> Library         | <input type="checkbox"/> Animal Shelter                            | <input type="checkbox"/> Religious Organization      |
| <input type="checkbox"/> Political Group | <input type="checkbox"/> Meals on Wheels                           | <input type="checkbox"/> Elderly Home                |
| <input type="checkbox"/> Sports Team     | <input type="checkbox"/> Shelter                                   | <input type="checkbox"/> Hospital/Clinic             |
| <input type="checkbox"/> Help Line       | <input type="checkbox"/> Salvation Army Charitable<br>Organization | <input type="checkbox"/> Recreation/Community Centre |
| <input type="checkbox"/> Police/Fire     |                                                                    | <input type="checkbox"/> Other                       |

**Position/volunteer title:** \_\_\_\_\_ **Length of time:** \_\_\_\_\_

### Responsibilities/tasks:

### Knowledge and Skills learned

#### How I learned

- |                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Observed other workers        | <input type="checkbox"/> Learned in previous job       |
| <input type="checkbox"/> Asked questions               | <input type="checkbox"/> Asked people outside my job   |
| <input type="checkbox"/> Read instructions or manuals  | <input type="checkbox"/> Took notes during instruction |
| <input type="checkbox"/> Practiced                     | <input type="checkbox"/> Trial and error               |
| <input type="checkbox"/> Learned at school             | <input type="checkbox"/> Trained by co-worker          |
| <input type="checkbox"/> Showing co-workers what to do | <input type="checkbox"/> Trained by supervisor         |

## C. At Home

We also tend to forget an important place where we learn a great deal - the home. Use the space below to describe the items most related to your job goal. Use additional paper if required.

### Examples of activities:

- |                                              |                                            |                                                   |
|----------------------------------------------|--------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Driving             | <input type="checkbox"/> Home Repairs      | <input type="checkbox"/> Budgeting                |
| <input type="checkbox"/> Day care/child care | <input type="checkbox"/> Cleaning          | <input type="checkbox"/> Cooking/meal preparation |
| <input type="checkbox"/> Sewing              | <input type="checkbox"/> Building projects | <input type="checkbox"/> Pet sitting              |
| <input type="checkbox"/> Arranging parties   | <input type="checkbox"/> Elder care giver  | <input type="checkbox"/> Counselling              |
| <input type="checkbox"/> Scheduling          | <input type="checkbox"/> Giving advice     | <input type="checkbox"/> Conflict resolution      |
| <input type="checkbox"/> Other               | <input type="checkbox"/> Listening         |                                                   |

### Responsibilities/tasks:

## Knowledge and Skills learned

### How I learned

- |                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Observed other workers        | <input type="checkbox"/> Learned in previous job       |
| <input type="checkbox"/> Asked questions               | <input type="checkbox"/> Asked people outside my job   |
| <input type="checkbox"/> Read instructions or manuals  | <input type="checkbox"/> Took notes during instruction |
| <input type="checkbox"/> Practiced                     | <input type="checkbox"/> Trial and error               |
| <input type="checkbox"/> Learned at school             | <input type="checkbox"/> Trained by co-worker          |
| <input type="checkbox"/> Showing co-workers what to do | <input type="checkbox"/> Trained by supervisor         |



## D. Education and Training

The highest grade/education level I completed: Grade \_\_\_\_\_

Year completed \_\_\_\_\_

I attended university, trade school or community college and achieved the following:

ACHIEVEMENT				
Degree	Certificate	Diploma	Post Secondary Institution	Date of Completion

What language(s) are you fluent in? Please specify how fluent.

Language	Speak	Read	Write
Example: French	✓	✓	✓

In addition to your formal education, list any other training, courses, workshops, seminars, etc. that you have completed.

Your list should include anything you took outside the school system. You may not have received a degree or certificate, but you learned something. Some examples are:

- ✓ course from your employer on work related topics
- ✓ technical aspects of your job (ex: course on using Microsoft Access)
- ✓ union courses (ex: leadership, communication)
- ✓ courses on home repairs, writing, gardening, photography, cooking, etc.



## STEP 3

# Identify your transferable Essential Skills and attitudes

---

There are countless skills required in the world of work. Many of these are transferable from one occupation to another and are developed throughout a person's life through formal, non-formal and informal learning. Employers often refer to these skills as foundation skills, attitudes and/or Essential Skills. There are nine Essentials Skills. They are:

- numeracy
- writing
- reading
- document use
- thinking skills
- continuous learning
- working with others
- computer use
- oral communication

These skills are used all day every day at work, at home, and in the community. You have developed Essential Skills through school, jobs, internships, volunteerism and other life experiences. It is important to understand that most new jobs or educational experiences demand us to increase our Essential Skills.

You can get a good understanding of Essential Skills and how they are used at work at the following Government of Canada website. You can also look up a job profile which is the same as (or close to) the job you are thinking about.

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

When you communicate your transferable skills effectively, you increase your marketability. Employers highly value these skills.

Employers look for people who can quickly fit into their organization and produce added value for their company. Flexible people who can adapt easily are the most likely to succeed, both for the company and for themselves.

On the next few pages is a list of common Essential Skills and attitudes that are used in a variety of work settings. Use this list to assess your skills. Keep track of those skills you already have and those skills you need to improve on to help you reach your employment goals.

Read the attached lists and place a checkmark beside each skill you feel you are capable of performing. Once completed, the checklist may be used to:

- a. develop your resume
- b. build a skills portfolio – remember to support the skill with examples of evidence
- c. conduct career exploration – highlight the skills you really like to use and compare these to occupational profiles available at [www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

**A. Essential Skills**

✓	Numeracy	I used this skill when...
<i>I am confident in my ability to:</i>		
	Perform simple calculations for adding, subtracting, multiply and dividing numbers	
	Perform calculations for adding, subtracting, multiplying and dividing fractions and decimals and for converting between fractions and decimals	
	Use mathematical equations and perform more complex calculations such as calculating percent and rate and ratio	
	Convert from one unit of measurement to another	
	Calculate area, perimeter and volume of common shapes	
	Perform complex or multi-step calculations and operations that require using advanced mathematical strategies	
	Measure using tools or equipment to determine length, angle, volume or weight	
	Perform financial transactions such as preparing bills and receiving cash payment and making change	
	Plan or monitor schedules and/or budgets	
	Analyze or compare numerical data to identify trends or compare statistics	
	Make accurate estimations such as estimating quantities, weight, measurement or time to complete a task	
	Other	

✓	Writing	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	Write clearly and concisely using correct grammar, punctuation and spelling	
	Communicate in writing using style and content appropriate to purpose and audience	
	Write short notes that accurately document information	
	Write longer pieces, letters and reports, that are logically structured and contain all the relevant information	
	Create written pieces that are original in content and style	
	Other	

✓	Reading and Document Use	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	Read and follow directions on labels	
	Read and interpret written instructions correctly	
	Read and understand workplace documents such as health and safety information, manuals, and policies and procedures	
	Read and evaluate longer pieces of text such as reports in order to provide an opinion or give recommendations	
	Recognize common symbols, icons and signs	
	Enter information into forms, charts or tables	
	Locate required information from lists, schedules, tables, graphs, maps and diagrams	
	Interpret information found in maps, graphs, diagrams, charts and symbols	
	Create documents such as lists, tables, charts, graphs or diagrams	
	Enter multiple pieces of information into complex forms, charts, or tables	
	Other	

✓	Thinking Skills	I used this skill when...
<i>I am confident in my ability to:</i>		
	Use a problem solving strategy to constructively resolve problems, issues and concerns	
	Think logically through situations in order to provide an suitable response	
	Remember how different tasks are done	
	Find information needed from sources such as manuals and online resources	
	Use a decision making process to make appropriate and timely decisions	
	Plan and organize tasks in order to use time efficiently and effectively	
	Other	

✓	Continuous Learning	I used this skill when...
<i>I am confident in my ability to:</i>		
	Learn new tasks by listening to and watching demonstrations	
	Use new equipment	
	Show a positive attitude toward learning new things	
	Take a course related to your job	
	Understand that learning takes place in all parts of life, not only in classrooms	
	Identify own learning style and what works best for myself in various situations	
	Ask questions to promote learning, make connections to increase understanding	
	Apply learning from one situation to another	
	Teaching, coaching or mentoring others	
	Other	

✓	Working with others	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	Demonstrate respect and caring, be open to and supportive of the thoughts, opinions and contributions of others	
	Work within the dynamics of a group to achieve common goals and objectives	
	Deal with differences and conflict within the group with respect and tact	
	Recognize and respect for people's diversity and individual differences	
	Accept authority and working under supervision	
	Cooperate with others to accomplish shared goals	
	Support and help others	
	Contribute key information and ideas while respecting and being open to others' opinions and contributions	
	Lead and support as needed such as motivating others, taking initiative, keeping everyone involved, and dealing with change	
	Accept and provide constructive feedback	
	Other	

✓	Computer use	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	Use electronic devices such as calculators, photocopiers and cell phones	
	Perform basic computer tasks such as creating documents, saving files and sending email	
	Carry out tasks which require the use of a wide range of software features	
	Navigate through multiple computer screens	
	Demonstrate expert knowledge of computer software and information technology systems	
	Other	

✓	Oral communication	I used this skill when...
<i>I am confident in my ability to:</i>		
	Communicate with others to share information, answer questions, seek clarification and provide direction	
	Participate in formal and informal meetings	
	Provide clear explanations that are appropriate to the situation and the audience	
	Interact with others to provide good customer service	
	Communicate with others to instruct, educate, coach and provide feedback	
	Communicate with others using a variety of communication strategies to negotiate, mediate, resolve difficult issues and sell ideas	
	Other	

✓	Self Esteem and Confidence	I used this skill when...
<i>I am confident in my ability to:</i>		
	State own strengths and determine how to apply them on the job	
	Recognize limitations	
	Show a willingness to try new things	
	Learn from mistakes	
	Apply feedback and/or criticism and be open to self improvement	
	Accept credit for things well done	
	Express feelings, thoughts and beliefs calmly, respectfully and clearly when others have a different view point	
	Form and maintain positive relationships	
	Develop personal and professional networks	
	Other	



✓	Initiative	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	Identify things to be done and begin task without being given direction	
	Complete tasks to desired quality without constant supervision	
	Show a commitment to completing work	
	Help team members when appropriate without being asked	
	Other	

✓	Respecting Diversity	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	Respect other people's opinion even when it differs from my own	
	Understand and respect cultural differences	
	Work with people even if they have a very different background from my own	
	Respect people who look, dress and act differently from me	
	Other	

## STEP 4

# Document what you know and can do

---

In this step, you gather evidence of your skills. Examples of evidence are listed below.

- ✓ degrees or certificates
- ✓ thank-you letters
- ✓ letters of reference
- ✓ awards
- ✓ samples of work
- ✓ ability to demonstrate
- ✓ examples of technology skills
- ✓ transcripts
- ✓ pictures
- ✓ videos

For example, when John organized a fund raising event, he continuously provided the media with accurate, timely press releases. John's evidence consists of letters thanking him for his commitment to the media and copies of press releases.

**Begin to list your evidence:**

**For example:** *Thank-you letter from ABC Broadcasting Inc. or letter from a supervisor*

**STEP 5****Write about your learning**

---

In step four, you identified skills and learning gained from your experiences. Now think about how you could use this learning in the future.

Using the charts on the next two pages, take two activities and explain how your learning can be used in other settings. Use additional paper if required.

For example: John helped organize a large fund-raising event.

<b>Activity</b>	<b>What I did</b>	<b>Skills I used</b>	<b>What I learned</b>	<b>Skills and knowledge I can use in other places</b>
Managed media personnel during a fund-raising event	<ul style="list-style-type: none"><li>• Provided press releases to media personnel</li><li>• Managed the flow of information from all departments to the media room</li><li>• Distributed event related material to media personnel on time</li></ul>	<ul style="list-style-type: none"><li>• Literacy skills</li><li>• Computer skills</li><li>• Organization skills</li><li>• Communication skills</li></ul>	I can write clear, short to-the-point messages and can meet deadlines	<ul style="list-style-type: none"><li>• I can identify and use relevant information</li><li>• I can plan work and meet deadlines</li><li>• I can multi-task and prioritize</li><li>• I can communicate effectively</li><li>• I am proficient in Microsoft Word and Excel</li></ul>

**Write about your learning**

Your learning....

Activity	What I did	Skills I used	What I learned	Skills and knowledge I can use in other places

**STEP 6****Create your action plan**

Now that you identified your experiences, knowledge and skills, you will need to create a plan of action. A plan of action is simply a road map to get to where you want to go:

- review your assets - your knowledge and skills
- match your assets to what a job requires
- set goals and create action steps to learn additional knowledge and skills for a new job or to take action to get the job

If you need more help developing an action plan, check:

- Adult Learning Centres: **Province of Manitoba Adult Learning & Literacy**
- Employment Manitoba Offices: <http://www.manitoba.ca/employment>
- Youth Employment Centre: <http://www.edu.gov.mb.ca/youth/index.html>

<b>ACTION PLAN (Career and/or Education)</b>				
<b>GOAL:</b>				
<b>HOW TO GET THERE</b>				
<b>Action Steps</b>	<b>Who can help me?</b>	<b>When can I</b>		<b>What do I need to successfully complete this step?</b> <i>(for example: child care, time, support)</i>
		<b>Start</b>	<b>Complete</b>	
•				
•				
•				
•				
<b>Investment:</b> <i>(time, resources, money)</i>				
<b>Resources:</b> <i>(funding, services, people)</i>				
<b>Notes:</b>				

# Reflecting on Your Career Path

Congratulations, you have reached the end of the workbook. You have completed all six steps.

Let's review what those steps were and whether or not it has impacted your goals.

## **Step 1: Vision for the future**

During this step, you explained what you are good at, what you would enjoy doing, and what your job goal is. Also you explained what you needed to do in order to achieve your job goal.

## **Step 2: Identify your knowledge, skills and attitudes**

You wrote down the experiences, knowledge and skills you gained in the workplace, classroom, community and home.

## **Step 3: Identify your transferrable skills**

You took your skills from Step two and applied them to the transferable skills lists.

## **Step 4: Document what you know and can do**

In this step, you provided evidence of your skills.

Now take a moment and reflect on the employment goal you wrote down in Step one:

- What was your employment goal?
- Do you still want to pursue your employment goal?
- Has it changed after completing this workbook?
- Can you think of other employment goals that are as valuable?

## **Step 5: Write about your learning**

You used the skills you listed in Step two and explained how they can be applied in other settings.

## **Step 6: Creating Your Action Plan**

Prepare your plan and career path. Take a moment to reflect on the Job Goal you wrote down in step one. Do you still want to pursue your goal? Has it changed? In this step, you started to create your action plan to reach your goals.

# Finding More Information

## Career Development Gateway:

English: [www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment)

French: [www.manitoba.ca/developpementdecariere](http://www.manitoba.ca/developpementdecariere)

Career development is an ongoing decision-making process whereby individuals make informed education, training and life/work choices to manage their learning, work and personal transitions over a life span. The Career Development Gateway gathers all of the best resources and information available to help make your decision a little easier.

## Career Development Resources

**Alliance of Sector Councils (TASC)** is a coordinating body formed of some 37 sector councils. Sector councils bring together representatives from business, labour, education and other professional groups in a neutral forum in order to comprehensively and co-operatively effectively address human resource issues.

**Career Cruising** offers a suite of online career guidance and planning tools designed for people of all ages. Obtain a User ID and Password from any Employment Manitoba Office or Adult Learning Centre.

**Career Destination** Learn about the education, the skills and experience you need to be successful. Link to more information about the career path of a career that interests you.

**National Occupation Classification (NOC)** is the nationally accepted reference on occupations in Canada. It organizes over 30,000 job titles into 520 occupational group descriptions.

## Regulated Professions and Steps for Licensing

Human Resource and Skills Development Canada (HRSDC) – Essential Skills has over 300 profiles of the Essential Skills needed for occupations as well as ways to assess your skills.

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

## Education and Training Options

**Apprenticeship** is quality, low-cost, post-secondary training that leads to certification as a journeyman in a skilled trade.

**Post Secondary Institutions in Manitoba** gives information on a range of post secondary trainers in Manitoba.

**Province of Manitoba Adult Learning & Literacy** provides a directory of Directory of Adult Literacy Programs & Adult Learning Centres.

Essential Skills – WEST is a training centre where the focus is on the nine Essential Skills. WEST has services throughout Manitoba. [http://www.wem.mb.ca/west\\_centre\\_winnipeg.aspx](http://www.wem.mb.ca/west_centre_winnipeg.aspx)

### **Financing Education and Training**

**Manitoba Student Aid** is where you apply online or log in to your existing account.

**SFA Loan Eligible Post Secondary Schools in Manitoba** - updated daily.

**Student Awards** matches students with scholarships, bursaries and cash awards.

**Tuition fee Income Tax Rebate** provides post-secondary graduates with a 60 per cent income tax rebate on their eligible tuition fees, the Tuition Fee Income Tax Rebate helps recent graduates like you pay for your education while living and working here in Manitoba.

### **Job Information**

**HRDC Labour Market Information Bulletins** provide timely information on labour market events that have an impact on jobs.

**Working in Canada Tool** provides information on employment requirements, education and training, earnings, and prospects for employment, skills, terms and conditions of employment, career paths and professional associations can be found for each of the occupations.

**Manitoba Prospects** is a career-planning tabloid designed for students, teachers, parents, guidance and employment counsellors as well as for individuals interested in changing careers or re-entering the labour market.

**Manitoba Prospects Career Planning Guide** provided as an insert to Manitoba Prospects, the Career Planning Guide summarizes 200 Manitoba occupations, describing industries of employment, long-term employment outlook, salaries, training, education routes and recommended high school courses.



## **Essential Skills, Attitudes and Work Habits**

HRDC Essential Skills

<http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

[http://www10.hrsdc.gc.ca/es/english/ES\\_Profiles.aspx](http://www10.hrsdc.gc.ca/es/english/ES_Profiles.aspx)

Workplace Education Manitoba and WEST Training Centres. WEM is an organization that specializes in the Essential Skills needed in the workplace. WEST is a training centre where the focus is on the nine Essential Skills. WEST has services throughout Manitoba.

[www.wem.mb.ca](http://www.wem.mb.ca)

[http://www.wem.mb.ca/west\\_centre\\_winnipeg.aspx](http://www.wem.mb.ca/west_centre_winnipeg.aspx)

The Conference Board of Canada - Employability Skills 2000+. The Conference Board of Canada surveyed employers in the early 90"s about the attitudes and skills they felt were important.

<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

Conference Board of Canada Skills Credentialing free online tool. This is a tool which helps you identify your attitude strengths as valued by employers.

<http://conferenceboard.checkboxonline.com/Survey.aspx?s=b5cfd4c7ef204b5cb3e6a6c1f7e07628>

Ontario Skills Passport. The Ontario government created a passport of the nine Essential Skills which can help you identify your strengths and focus for training.

<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp>

The Blueprint for Life/Work Design. The Blueprint for Life/Work Designs helps to make career development intentional for more people. It helps you to map out the life/work competencies Canadians need to proactively manage their career building process, from kindergarten to adulthood.

<http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

# Appendix B: RPL Example

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## Frank Peters:

Frank is a 46 year old, divorced father of two who lives in Thompson, Manitoba. For the past 22 years, Frank has worked for ABC Equipment Inc. as a heavy equipment mechanic. Six months ago, a workplace accident left him needing to find work that is less physical.

Frank was interested in a position managing a college apprenticeship program. He was eager to apply but noted the position required management experience and organizational skills. Frank knew he had the experience and skills but wasn't sure he could prove it.

During a visit to the local employment centre Sharon, an Employment Consultant, introduced Frank to RPL. She helped Frank list his experiences. Then they identified skills developed from those experiences and how those skills transferred to managing the college apprenticeship program. Next Sharon helped Frank create a list of documents to prove the skills. Frank collected items such as notes from his supervisor, certificates, thank you cards, his Toastmasters membership card and pictures from his coaching experience.

## Identifying Skills

To begin identifying his existing skills and knowledge, Frank completed the second step from the **Show What You Know** worksheets in **Appendix A**.

## Job 2

Company Name: ABC Equipment Full-time  Part-time  Casual

Position/Job title: Heavy Equipment Mechanic Length of employment: Approx. 20 years

## Responsibilities/tasks:

Inspect Equipment  
Fix faulty equipment  
Test repaired equipment  
Routine Maintenance

## Knowledge and skills learned:

Problem-solving  
Communication  
Work in a team  
Safety Policies  
Read technical manuals  
Work independently

### How I learned

- |                                                                   |                                                             |
|-------------------------------------------------------------------|-------------------------------------------------------------|
| <input checked="" type="checkbox"/> Observed other workers        | <input checked="" type="checkbox"/> Learned in previous job |
| <input checked="" type="checkbox"/> Asked questions               | <input type="checkbox"/> Asked people outside my job        |
| <input checked="" type="checkbox"/> Read instructions or manuals  | <input type="checkbox"/> Took notes during instruction      |
| <input checked="" type="checkbox"/> Practiced                     | <input checked="" type="checkbox"/> Trial and error         |
| <input type="checkbox"/> Learned at school                        | <input checked="" type="checkbox"/> Trained by co-worker    |
| <input checked="" type="checkbox"/> Showing co-workers what to do | <input checked="" type="checkbox"/> Trained by supervisor   |

We learn a great deal from our personal activities but we often don't get any recognition for this learning. Sometimes we also hesitate to give ourselves credit for the skills and knowledge gained this way. Think about these activities in the same way that you would think about a paid job.

### Examples of volunteer activities:

- Food Bank
- Library
- Political Group
- Sports Team
- Help Line
- Police/Fire
- School/Day care
- Animal Shelter
- Meals on Wheels
- Shelter
- Salvation Army Charitable Organization
- Christmas Cheer Board
- Religious Organization
- Elderly Home
- Hospital/Clinic
- Recreation/Community Centre
- Other

### Responsibilities/tasks:

Create fun soccer activities  
Maintain safety of children  
Teach soccer

### Knowledge and Skills learned:

Leadership skills  
Organizational skills  
Work as a team

### How can you demonstrate? What documentation can you provide?

Thank you card  
Picture of trophy

### How I learned

- |                                                        |                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Observed other workers        | <input checked="" type="checkbox"/> Learned in previous job     |
| <input checked="" type="checkbox"/> Asked questions    | <input checked="" type="checkbox"/> Asked people outside my job |
| <input type="checkbox"/> Read instructions or manuals  | <input type="checkbox"/> Took notes during instruction          |
| <input checked="" type="checkbox"/> Practiced          | <input checked="" type="checkbox"/> Trial and error             |
| <input type="checkbox"/> Learned at school             | <input type="checkbox"/> Trained by co-worker                   |
| <input type="checkbox"/> Showing co-workers what to do | <input type="checkbox"/> Trained by supervisor                  |

## A. In the Home

We also tend to forget an important place where we learn a great deal - the home. Use the space below to describe the items most related to your job goal. Use additional paper if required.

### Examples of activities:

- |                                                                                                                                                                                  |                                                                                                                                                                                      |                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Driving</li><li>• Day care/child care</li><li>• Sewing</li><li>• Arranging parties</li><li>• Scheduling</li><li>• Disciplining</li></ul> | <ul style="list-style-type: none"><li>• Home Repairs</li><li>• Cleaning</li><li>• Building projects</li><li>• Elder care giver</li><li>• Giving advice</li><li>• Listening</li></ul> | <ul style="list-style-type: none"><li>• Budgeting</li><li>• Cooking/meal preparation</li><li>• Pet sitting</li><li>• Counselling</li><li>• Conflict resolution</li><li>• Other</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Responsibilities/tasks:

Organizing/scheduling  
Taking care of children  
Being a role model  
Repairing things around the house  
Paying Bills

### Knowledge and Skills learned

Problem-solving  
Critical thinking  
Math skills  
Learned how to use a computer (quick typer)  
Prioritizing

### How can you demonstrate? What documentation can you provide?

Online typing test results  
Copy of monthly calendar/schedule

### How I learned

- |                                                        |                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Observed other workers        | <input type="checkbox"/> Learned in previous job                |
| <input type="checkbox"/> Asked questions               | <input checked="" type="checkbox"/> Asked people outside my job |
| <input type="checkbox"/> Read instructions or manuals  | <input type="checkbox"/> Took notes during instruction          |
| <input checked="" type="checkbox"/> Practiced          | <input checked="" type="checkbox"/> Trial and error             |
| <input type="checkbox"/> Learned at school             | <input type="checkbox"/> Trained by co-worker                   |
| <input type="checkbox"/> Showing co-workers what to do | <input type="checkbox"/> Trained by supervisor                  |

## Formal Education

The highest grade/education level I completed: Grade GED

Year completed 1987

I attended university, trade school or community college and achieved the following:

ACHIEVEMENT				
Degree	Certificate	Diploma	Post Secondary Institution	Date of Completion

What language(s) are you fluent in? Please specify how fluent.

Language	Speak	Read	Write
Example: French	✓	✓	
English	✓	✓	✓

In addition to your formal education, list any other training, courses, workshops, seminars, etc. that you have completed.

Your list should include anything you took outside the school system. You may not have received a degree or certificate, but you learned something. Some examples are:

- ✓ course from your employer on work related topics
- ✓ technical aspects of your job (ex: course on using Microsoft Access)
- ✓ union courses (ex: leadership, communication)
- ✓ courses on home repairs, writing, gardening, photography, cooking, etc.

## Identifying Transferrable Skills

To begin identifying how his skills transfer to the job he's interested in, Frank completed the third step from the **Show What You Know** worksheets in **Appendix A**.

✓	Numeracy	I used this skill when...
<i>I am confident in my ability to:</i>		
✓	Perform simple calculations for adding, subtracting, multiply and dividing numbers	<i>Estimating repair costs Creating a monthly home budget</i>
✓	Perform calculations for adding, subtracting, multiplying and dividing fractions and decimals and for converting between fractions and decimals	<i>Paying bills</i>
	Use mathematical equations and perform more complex calculations such as calculating percent and rate and ratio	
✓	Convert from one unit of measurement to another	
	Calculate area, perimeter and volume of common shapes	
	Perform complex or multi-step calculations and operations that require using advanced mathematical strategies	
✓	Measure using tools or equipment to determine length, angle, volume or weight	<i>Repairing engines and hydraulics</i>
	Perform financial transactions such as preparing bills and receiving cash payment and making change	
✓	Plan or monitor schedules and/or budgets	<i>Grocery shopping Creating a budget</i>
	Analyze or compare numerical data to identify trends or compare statistics	
	Make accurate estimations such as estimating quantities, weight, measurement or time to complete a task	
	Other	

✓	Writing	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
✓	Write clearly and concisely using correct grammar, punctuation and spelling	Writing reminder notes
✓	Communicate in writing using style and content appropriate to purpose and audience	Write repair reports at work
✓	Write short notes that accurately document information	Write instructions for night crew
	Write longer pieces, letters and reports, that are logically structured and contain all the relevant information	
✓	Create written pieces that are original in content and style	Write notes to my kids offering advice
	Other	

✓	Reading and Document Use	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
✓	Read and follow directions on labels	Read manuals and warning labels
✓	Read and interpret written instructions correctly	Read directions at home and at work from other co-workers
✓	Read and understand workplace documents such as health and safety information, manuals, and policies and procedures	Reading manuals to fix machines
✓	Read and evaluate longer pieces of text such as reports in order to provide an opinion or give recommendations	Reading brochures Reading notes from friends
✓	Recognize common symbols, icons and signs	Reading manuals & workplace policy documents
	Enter information into forms, charts or tables	
	Locate required information from lists, schedules, tables, graphs, maps and diagrams	
	Interpret information found in maps, graphs, diagrams, charts and symbols	
	Create documents such as lists, tables, charts, graphs or diagrams	
✓	Enter multiple pieces of information into complex forms, charts, or tables	Read maps, engine diagrams
	Other	

✓	Thinking Skills	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
✓	Use a problem solving strategy to constructively resolve problems, issues and concerns	Follow <i>step-by-step</i> repair instructions
✓	Think logically through situations in order to provide an suitable response	Prioritizing <i>daily tasks</i>
✓	Remember how different tasks are done	Completing <i>daily tasks</i>
✓	Find information needed from sources such as manuals and online resources	Use <i>internet to research</i>
✓	Use a decision making process to make appropriate and timely decisions	<i>Solving conflicts between co-workers and kids</i>
✓	Plan and organize tasks in order to use time efficiently and effectively	
	Other	

✓	Continuous Learning	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
✓	Learn new tasks by listening to and watching demonstrations	Updating <i>First Aid certificate</i>
✓	Use new equipment	Learning from my supervisor on how to work on a new machine
✓	Show a positive attitude toward learning new things	Taking initiative to register for <i>workshops</i>
✓	Take a course related to your job	<i>Quality Assurance</i> <i>First Aid</i>
✓	Understand that learning takes place in all parts of life, not only in classrooms	Learn through <i>friends, coaching</i>
✓	Identify own learning style and what works best for myself in various situations	Learning through <i>“doing”</i>
✓	Ask questions to promote learning, make connections to increase understanding	Asking <i>supervisors, co-workers and family and friends</i> how to do things
✓	Apply learning from one situation to another	<i>Communicating</i>
✓	Teaching, coaching or mentoring others	<i>Teaching soccer</i> <i>Participating in Toastmasters</i>
	Other	



✓	Working with others	I used this skill when...
<b>I am confident in my ability to:</b>		
✓	Demonstrate respect and caring, be open to and supportive of the thoughts, opinions and contributions of others	At work <i>coaching</i> At home <i>Coaching</i> <i>Working with others</i>
✓	Work within the dynamics of a group to achieve common goals and objectives	Participating in Toastmasters
✓	Deal with differences and conflict within the group with respect and tact	<i>Solve conflicts at work</i> <i>Resolve conflicts with ex-wife</i>
✓	Recognize and respect for people's diversity and individual differences	Work with individuals from various cultures
✓	Accept authority and working under supervision	Work closely with my supervisor
✓	Cooperate with others to accomplish shared goals	<i>Coaching soccer</i>
✓	Support and help others	At work, Toastmaster, <i>coaching soccer</i>
✓	Contribute key information and ideas while respecting and being open to others' opinions and contributions	During work meetings
✓	Lead and support as needed such as motivating others, taking initiative, keeping everyone involved, and dealing with change	<i>Coaching soccer, Parenting</i>
✓	Accept and provide constructive feedback	Helping co-workers
	Other	

✓	Computer use	I used this skill when...
<b>I am confident in my ability to:</b>		
	Use electronic devices such as calculators, photocopiers and cell phones	
✓	Perform basic computer tasks such as creating documents, saving files and sending email	Using Microsoft products, Word, Excel, Outlook
	Carry out tasks which require the use of a wide range of software features	
	Navigate through multiple computer screens	
	Demonstrate expert knowledge of computer software and information technology systems	
✓	Other <i>Easily use the internet</i>	Entertainment (eg., Facebook)

✓	Oral communication	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
✓	Communicate with others to share information, answer questions, seek clarification and provide direction	Everyday communication
✓	Participate in formal and informal meetings	Talking in person, giving quick instructions
✓	Provide clear explanations that are appropriate to the situation and the audience	Teaching soccer Parenting Communicating with co-workers, Presenting at Toastmasters
✓	Interact with others to provide good customer service	Training and helping new employees
✓	Communicate with others to instruct, educate, coach and provide feedback	
	Communicate with others using a variety of communication strategies to negotiate, mediate, resolve difficult issues and sell ideas	
	Other	

✓	Self Esteem and Confidence	I used this skill when...
<b><i>I am confident in my ability to:</i></b>		
	State own strengths and determine how to apply them on the job	
✓	Recognize limitations	Asking for help
✓	Show a willingness to try new things	Taking risks: trying new activities
✓	Learn from mistakes	Not making the same mistake twice
✓	Apply feedback and/or criticism and be open to self improvement	Having a work evaluation
✓	Accept credit for things well done	Appreciating recognition
✓	Express feelings, thoughts and beliefs calmly, respectfully and clearly when others have a different view point	
✓	Form and maintain positive relationships	Through coaching & with friends & family
✓	Develop personal and professional networks	Using Facebook
	Other	

✓	Initiative	I used this skill when...
<b>I am confident in my ability to:</b>		
✓	Identify things to be done and begin task without being given direction	Everyday work tasks
✓	Complete tasks to desired quality without constant supervision	Working independently
✓	Show a commitment to completing work	Staying late at work to get things done
✓	Help team members when appropriate without being asked	
	Other	

## Identifying Evidence of Skills

Next, using Step four from the **Show What You Know** worksheets, Frank listed evidence of his skills.

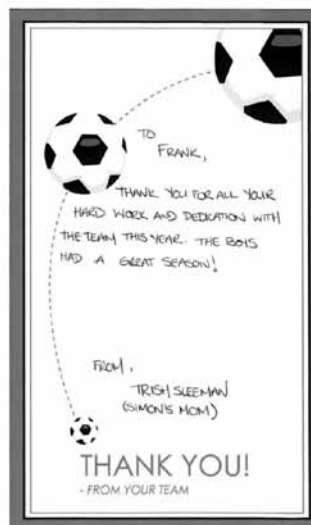
### Begin to list your evidence:

- 1) Coaching, Thank you cards
- 2) Soccer trophy
- 3) Typing test results
- 4) Copy of monthly calendar/schedule
- 5) First Aid certificates
- 6) Quality Assurance certificate
- 7) Toastmasters membership card
- 8) Note from supervisor - "Job well done"

### Collecting Evidence of Skills

Finally after creating a list of items to prove his skills, Frank collected them.

A Thank You Card from a "soccer mom"



A picture of Frank's Soccer Team's 20XX First Place Trophy




Frank's Online Typing Test Results

**Test completed - here are your results:**

<b>Net Speed: 63 WPM</b> (words/minute)	Your typing speed was great! You can increase your speed even further with our <a href="#">TypingMaster Pro typing tutor</a> featuring an adaptive review and Satellite that creates exercises based on your everyday typing in any Windows program.
<b>Accuracy:</b> 98%	
<b>Gross Speed: 64 WPM</b> (words/minute)	

 **Print results**

**Start new test**

 **Add typing test to Facebook**

Frank's Event Schedule - Second Provincial Toastmasters Convention – Crews' Schedule

**Second Provincial Toastmasters Convention - April 24, 20xx**  
**Crews' Schedule**

<b>Crew</b>	<b>Time</b>	<b>Member</b>	<b>Task</b>	<b>Issues?</b>	<b>Done</b>
<b>Registration</b>	7:15-9:00	Amanda B. Karen N.	Put up all signage Organize registration packages alphabetically on registration		
	9:00-10:30	Peter M. Teresa W.	Welcome registrants, check off names, & give registration packages		
	10:30- 12:30	Diane P. Judy L.	Sit at registration table & deal with participants' general		
	12:30-2:30	Amanda B. Karen N.	Sit at registration table & deal with participants' general		
	2:30-4:30	Peter M. Teresa W.	Sit at registration table Pack up all materials, including signage		
<b>Refreshment &amp; Food</b>	7:30-8:00	Blake R.	Ensure coffee, tea, juice & muffins are set up by 8:00		
	8:00-9:00	Jean R.	Confirm special dietary needs with identified registrants		
	7:45-10:15	Blake R.	Monitor for replenishment needs & ensure morning break snack is set by 10:15		
	10:15-	Jean R.	Monitor for replenishment needs		
	11:30- 12:00	Blake R.	Ensure lunch is in place by noon		
	12:00-1:00	Blake R.	Monitor to ensure enough food and registrants with special dietary needs have received their food		
	1:00-2:30	Jean R.	Monitor for replenishment needs & break snack in place by 2:30		
	2:30-4:15	Blake R.	Monitoring		
<b>Technical</b>	6:45-8:00	Alan B. Mike L.	Set up sound system, overhead projector/laptop, & videotaping equipment. Test all systems		
	9:00-12:00	Alan B.	Videotape morning presentations		
	9:00-12:00	Mike L.	Operate sound system & projector		
	12:00-1:00	Alan B. Mike L.	On-call with sound system & projector		
	1:00-4:00	Alan B.	Videotape afternoon presentations		
	1:00-4:00	Mike L.	Operate sound system & projector		
	4:00-4:30	Alan B. Mike L.	Pack up all systems		

FOR IMMEDIATE RELEASE

**Local Mayor Credits Toastmasters for Public Leadership Success at Provincial Convention**

Altona, Manitoba (April 24, 20xx) – C.D. Wall, keynote speaker at the Dinner Dance for the Second Provincial Toastmasters Convention today, said that Toastmasters significantly helped her to gain confidence in public speaking. "I joined Toastmasters in my early 20s because I would get so nervous speaking in front of a group," said Wall, Mayor of Altona.

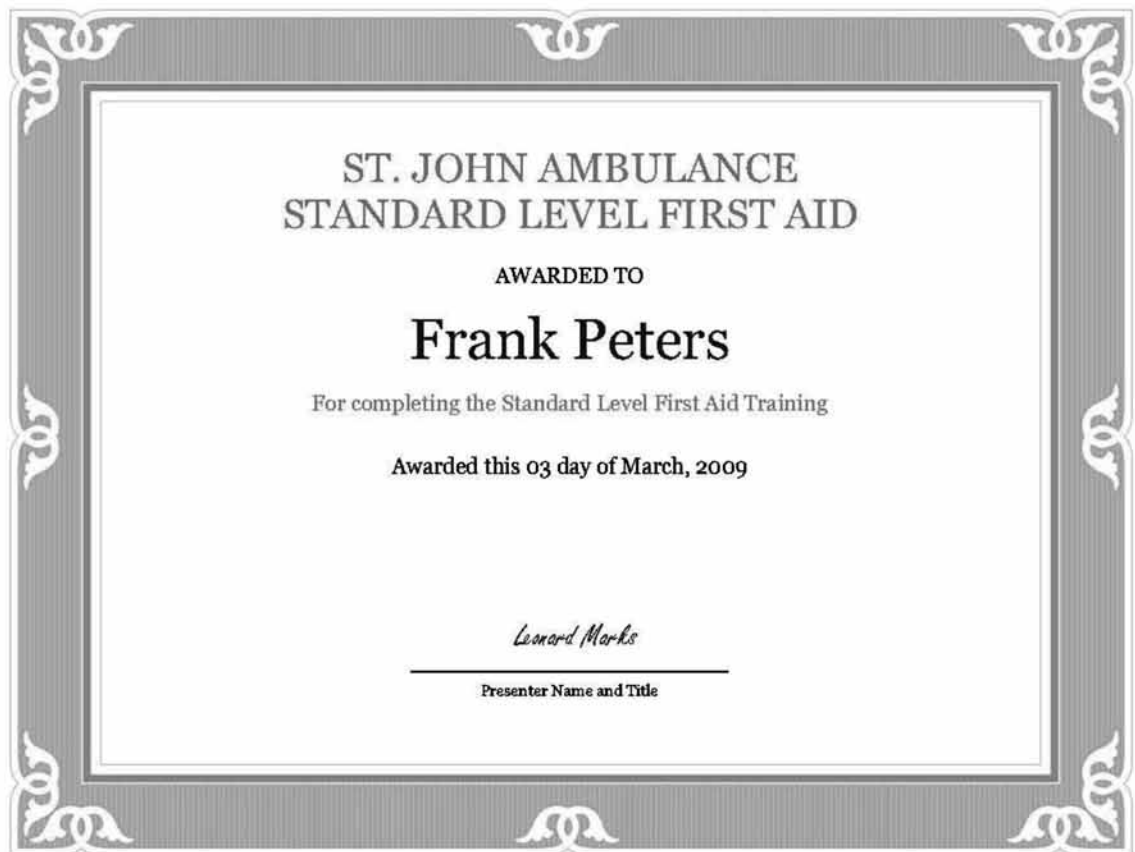
Over 100 Toastmasters came together to learn and network today in Altona, Manitoba. "This convention is a great opportunity for Toastmasters to learn about communication and leadership skill-building for their personal and professional growth," said T.D. Smith, Convention Co-Chair. The convention continues tomorrow with the second Provincial Championship of Public Speaking and workshop sessions.

The provincial club is part of Toastmasters International, which aims to help women and men learn the arts of thinking, listening, and speaking.

Contact:

Frank Peters, Convention Co-Chair/ Media Relations  
(204) 112-0000

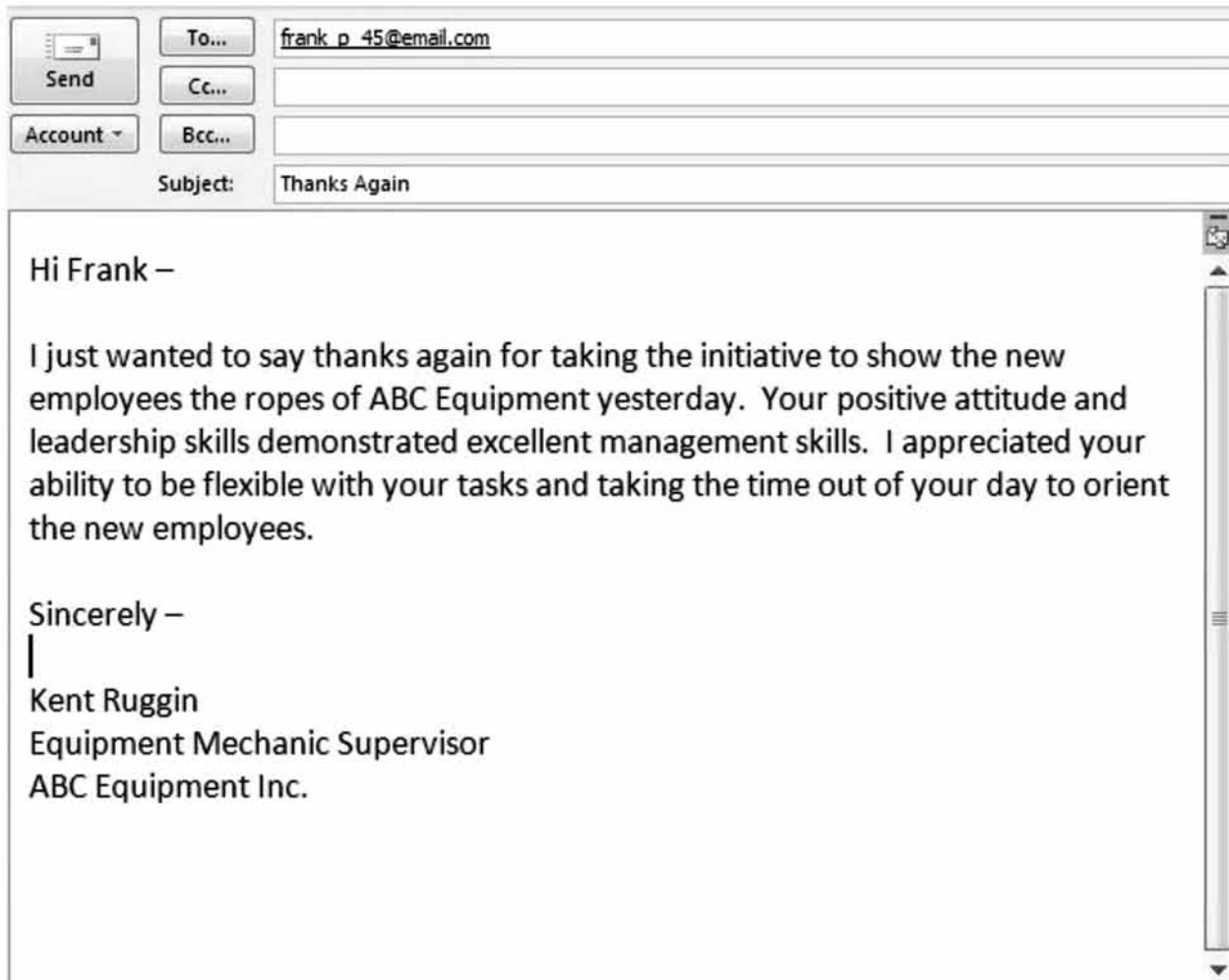
Copy of Frank's First Aid certificate



Frank's Toastmasters Membership Card



Email From Frank's Supervisor at ABC Equipment



Now that Frank has compiled evidence of his skills and learning, he can use this evidence to:

- Develop a resume. See **A Guide to Writing Resumes** for a copy of Frank's resume
- Write a cover letter. See **A Guide to Writing Cover Letters** for a copy of Frank's cover letter
- Create a portfolio. See **A Guide to Building a Career Portfolio** for more information on how Frank pulled together his portfolio
- Help prepare for an interview. See **A Guide to Outstanding Interviews** for some of Frank's practice interview responses

### **Write about your learning**

Once Frank identified his skills and learning gained from his experiences, the next step was to think about how these transferred to the Management position he wanted. Frank started to write the activities and explain how his learning could be used in other settings. Use additional paper if required.

For example: Frank helped orient new staff at ABC Company.



Activity	What I did	Skills I used	What I learned	Skills and knowledge I can use in other places
Staff Orientation	<ul style="list-style-type: none"> <li>• developed orientation package</li> <li>• presented on Worker safety</li> <li>• managed the overall orientation event and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Computer skills</li> <li>• Organization skills</li> <li>• Communication skills</li> <li>• Management skills</li> </ul>	<ul style="list-style-type: none"> <li>• I can write clear guidelines</li> <li>• I can use the computer to create a package of information</li> <li>• I can organize and give training</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and use relevant information</li> <li>• I can plan work and meet deadlines</li> <li>• I can multi-task and prioritize</li> <li>• I can communicate effectively</li> <li>• I am proficient in Microsoft Word and Excel</li> </ul>
Toastmasters Speaking Event	<ul style="list-style-type: none"> <li>• Scheduled speakers</li> <li>• Managed project volunteers</li> <li>• Provided press release to media</li> </ul>	<ul style="list-style-type: none"> <li>• Computer skills</li> <li>• Organization skills</li> <li>• Leadership skills</li> <li>• Communication skills</li> <li>• Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• I can write clear, short to-the-point messages</li> <li>• I can create schedules using Excel</li> <li>• I can provide direction</li> <li>• I can schedule a large event</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan my work and work of others</li> <li>• I am proficient in Excel</li> <li>• I can provide leadership</li> <li>• I can write clearly</li> <li>• I can communicate effectively</li> </ul>

### Action Planning:

After Frank went through identifying his experiences, knowledge, and skills, he started to create a plan of action. The plan to get him to where he wants to go:

ACTION PLAN (Career and/or Education)				
GOAL: Managing a College Apprenticeship Program				
HOW TO GET THERE				
Action Steps	Who can help me?	When can I		What do I need to successfully complete this step? <i>(for example: child care, time, support)</i>
		Start	Complete	
• Obtain a letter from Toastmasters on management of events	Toastmasters Board	Jan 5, 20XX	Jan 7, 20XX	Time
• Create new resume	Employment Counsellor	Jan 10, 20XX	Jan 15, 20XX	Contact Employment Centre  Gather all relevant document
• Look into short training options	School Counsellor / Employment Counsellor			
<b>Investment:</b> <i>(time, resources, money)</i>				
<b>Resources:</b> <i>(funding, services, people)</i>	Employment Counsellor			
<b>Notes:</b>				

For more examples of RPL documents visit

- **Workplace Education Manitoba (WEM)**
- [www.wem.mb.ca/case\\_studies.aspx](http://www.wem.mb.ca/case_studies.aspx)

# Appendix C: Guide Links

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## External Weblinks

- Adult Literacy Programs or Adult Learning Centres in Manitoba - [www.edu.gov.mb.ca/ael/all/index.html](http://www.edu.gov.mb.ca/ael/all/index.html)
- Canadian Work & Study Permit [www.cic.gc.ca/english/study/index.asp](http://www.cic.gc.ca/english/study/index.asp)
- For more information about career planning, tips for success in the workplace and other related topics, please visit [www.manitoba.ca/careerdevelopment](http://www.manitoba.ca/careerdevelopment)
- Manitoba Provincial Nominee Program (MPNP) <http://www.immigratemanitoba.com/how-to-immigrate/>
- Professionally trained immigrants can learn more about working in Manitoba by visiting [www2.immigratemanitoba.com/browse/work\\_in\\_manitoba/](http://www2.immigratemanitoba.com/browse/work_in_manitoba/)
- Skilled Workers and Professionals [www.cic.gc.ca/english/immigrate/skilled/index.asp](http://www.cic.gc.ca/english/immigrate/skilled/index.asp)
- Workplace Education Manitoba (WEM) [www.wem.mb.ca/case\\_studies.aspx](http://www.wem.mb.ca/case_studies.aspx)

## Links In This Guide

- **Appendix A**
- **Appendix B**
- **Consider Academic Credit**

## Links to Other Guides

- A Guide to Building a Career Portfolio
- A Guide to Completing Applications
- A Guide to Conducting an Effective Job Search
- A Guide to Outstanding Interviews
- A Guide to Planning Your Career
- A Guide to Success in the Workplace
- A Guide to Writing Cover Letters
- A Guide to Writing Resumes