



On the Job

QLWG
Individual Life Skills
Unit 20

Tutor Support

QLWG Skills for Life

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Project Coordinator:

Patti L. Moore

Author:

Vicki-Ann Huegli

Project Supervisor:

PROCEDE (Provincial Organization of Continuing Education Directors – English)

Proofreading:

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Assessment of Student Comprehension and Progress

The **Tutor Support Guide** provides a sequential list of questions for you to review with the distance education learner. These questions will help you to monitor and guide learner progress. This document will help you to record progress as you review different sections of the *QLWG's Skills for Life* units with the learner.

Name of Student: _____

Unit Title: _____

Pages Reviewed: _____

Date: _____

| Progress Indicator <i>The learner...</i> | Competent | Needs to develop competence | Observations/Comments |
|--|-----------|-----------------------------|-----------------------|
| 1. adequately responds to questions on the unit of study. | | | |
| 2. demonstrates a sufficient level of comfort with concepts presented in the unit. | | | |
| 3. demonstrates an ability to work independently to complete tasks. | | | |
| 4. provides evidence of task completion. | | | |
| 5. can use personal learning style and strategies to complete tasks. | | | |
| 6. can connect the theme to his or her own life. | | | |

General Observations:

Tutor Support: On the Job

Overview:

The purpose of this unit is to help learners develop skills for the workplace. Such skills will enable learners to manage their affairs at work. Suggestions for handling work-related problems are provided. Critical thinking skills are promoted in an activity where learners must think of ways to respond to common workplace problems. Additionally, learners must predict the outcome of handling problems in a certain way. Other activities are designed to make learners feel competent in writing phone messages and/or professional requests. In general, this unit encourages learners to develop essential workplace competencies.

The Unit at a Glance:

- Read an article about job success.
- Think about job safety.
- Practice reading instructions.
- Think about how to be an impressive worker.
- Think about your rights as a worker.
- Practice writing messages for the workplace.
- Practice writing workplace requests.
- Practice handling workplace problems.
- Reflect on skills for work.

Checking for Comprehension

You are provided with a list of questions for various sections of this unit of study. You can check for learner progress by asking questions on the section of the workbook that that your student has worked on (or is working on).

Whenever possible, you are provided with the correct answers to questions (in green). For the most part, however, answers will vary. When the learner responds to a question, verify that he or she both understands key concepts and is progressing at an appropriate rate. As a distance education tutor, you should also check for the learner's level of comfort and ability with the work. Always consider the following:

- Does he/she understand?
- Can he/she do the activities?
- How is he/she doing with reading?
- How is he/she doing with writing?

Discussion Questions to Monitor Progress, Comprehension and Task Completion

Pages 1-6 of the student workbook

This section introduces the idea of developing habits for a happy and healthy workplace. The learner is asked to read an article about the topic.

Check for Comprehension:

1. How did you prepare to read the article, “Habits for a Happier and Healthier Workplace”?
Answers will vary. Check for reading strategies (i.e. looked at title, picture, etc.).
2. According to the article, why should you laugh?
It’s good for you. Studies prove that laughing is a significant part of physical wellness.
3. What tips for a healthy and happy workplace can you take from this article?
Answers will vary. Check for general comprehension and task completion.

Pages 7-14 of the student workbook

This section introduces the idea of job safety. First, the learner is asked to reflect on his/her rights and responsibilities. Next, tips for reading labels and instructions are provided.

Check for Comprehension:

1. What did you learn about your rights and responsibilities as a worker?
Answers will vary. Check for general comprehension.
2. Can you give an example of a risk that may come with a certain job and then explain an appropriate safety procedure (for the risk)?
Answers will vary. Check for general comprehension and task completion (pages 10-11).
3. How do you feel about reading labels and following instructions in the workplace?
Answers will vary. Check for general comprehension and comfort level handling workplace labels and instructions.

Pages 15-18 of the student workbook

This section emphasizes the importance of being professional in the workplace.

Check for Comprehension:

1. Give some examples of how to be professional on the job.
Answers will vary. See examples on page 15.
2. Why should you be professional on the job?
Answers will vary. Check for general comprehension: "Being professional on the job will not only make you a better worker, it will gain for you the respect of your co-workers and boss. Most people feel they can count on people who act professionally." (p. 17)

Pages 19-20 of the student workbook.

This section introduces workplace communication.

Check for Comprehension:

1. Why do you think good workplace communication is important?
Answers will vary. Check for general comprehension.
2. Can you give some examples on how to communicate effectively on the job?
Answers will vary. Check for general comprehension (see steps on page 19).
3. What can you do to communicate well at your workplace?
Answers will vary. Check for general comprehension.

Page 21 of the student workbook

The learner is asked to reflect on his/her learning and progress with this unit. Verify progress, comprehension and task completion.

1. Have you completed all activities?
2. What was easy and why?
3. What was difficult and why?

Pages 22-37 of the student workbook

This section focuses on how to write messages, requests and thank-you letters for the workplace.

Check for Comprehension:

1. What did you learn about writing messages for the workplace?
Answers will vary. Check for general comprehension.
2. What did you learn about writing requests for the workplace?
Answers will vary. Check for general comprehension.
3. What did you learn about writing thank-you notes for the workplace?
Answers will vary. Check for general comprehension.
4. What did you learn about writing thank-you letters for the workplace?
Answers will vary. Check for general comprehension.
5. When should you send thank-you note or letter in the workplace?
 - *Whenever anyone does a service for you.*
 - *When your boss takes the time to discuss something with you.*
 - *After an interview.*

Pages 38-39 of the student workbook

This section emphasizes the importance of effective teamwork.

Check for Comprehension:

1. When might you work as part of team in your workplace?
Answers will vary.
2. What can you do to be a team player?
Answers will vary. Check for general comprehension.

Pages 40-44 of the student workbook

This section discusses workplace memos.

Check for Comprehension:

1. What is a memo?
A memo is a workplace document to be read and passed along quickly. Most memos give directions or update workers on new policies.
2. Can you give some examples of common memo acronyms?
Answers will vary. (See page 42.)
3. How do you feel about reading memos?
Answers will vary. Check for comfort level with reading workplace memos.

Pages 45-53 of the student workbook

This section discusses ways to impress the boss, solve problems and have a good attitude on the job.

Check for Comprehension:

1. Give some examples of how to impress your boss.
Answers will vary. (See page 45.)
2. How should you handle a problem at work?
Answers will vary. (See pages 47-48.)
3. Why should you have a positive attitude at work?
Answers will vary. (“Negative attitudes are easily seen and affect the quality of your work and your relationships at work.”)

Pages 54-56 of the student workbook

For several days, the learner should make observations of how this theme affects his/her everyday life. He/she should be able to connect the unit's theme with his/her respective world.

1. What did you observe over the past few days?
Answers will vary. Check for task completion.
2. How do workplace skills affect your life?
Answers will vary. Check for task completion.
3. How do workplace skills affect the lives of those around you?
Answers will vary. Check for task completion.
4. Can you provide some concrete examples of what you observed?
Answers will vary. Check for task completion.

Page 57 of the student workbook

The learner is asked to think about what he/she has learned in this unit.

Check for Comprehension:

1. What did you know before you started this unit?
Answers will vary. Check for general comprehension.
2. What do you know now?
Answers will vary. Check for general comprehension.
3. What else would you like to know?
Answers will vary. Check for general comprehension.

Pages 59-60 of the student workbook

The learner is asked to complete a **Learning Checklist**. You may wish to go over this list together. See pages 11 and 12 of this guide for a copy of this list.

Checkpoint – On the Job

ANSWER KEY

Please note that many of the answers to these questions will vary according to individual learners. Check for understanding and an ability to articulate valid responses.

IMPORTANT!

The learner should include a typed copy of a request letter (pages 26-29 of workbook) with this Checkpoint.

Letter Assessment

| Assessment Criteria The letter... | Achieved | Almost achieved | Needs work | Comments |
|--|----------|--------------------|---------------|----------|
| a. follows the correct letter format. | | | | |
| b. includes the date. | | | | |
| c. uses "Dear" followed by the name of the receiver (with "Mr.", "Mrs." or "Ms."). | | | | |
| d. politely makes a request. | | | | |
| e. includes a thank-you statement. | | | | |
| f. is generally well written. | | | | |
| g. employs correct grammar, syntax and punctuation. | | | | |

1. What are some tips for happiness in the workplace that you learned from the article, "Habits for a Happier and Healthier Workplace"?

Answers will vary. Check for general comprehension.

2. What strategies did you use to read this article?

Answers will vary. Check for ability to use reading strategies (i.e. look at pictures, read titles, etc.)

3. What safety rights do you have as worker?
 - *To be taught safety rules.*
 - *To work in a safe clean environment.*
 - *To have safety training: fire drills, first-aid stations, rules for handling chemicals, etc.*
 - *To have proper equipment: tools, desks, chairs, etc.*
 - *To know about any risks.*
4. What safety responsibilities do you have as a worker?
 - *To follow safety rules.*
 - *To report all hazards.*
 - *To pay attention.*
 - *To apply safety training.*
 - *To handle equipment with care.*
 - *To be careful.*
5. Explain safety procedures for a specific job (you choose the job).
Answers will vary. Check for general comprehension and task completion.
6. What kinds of words should you look for when you read instructions?
Answers will vary. Check for general comprehension (see page 12 of the workbook).
7. Describe professional behaviour in the workplace.
Answers will vary. Check for general comprehension: Care about how others see you, use good manners, use your competencies, be trustworthy, be respectful, act mature, etc.
8. Describe behaviour that is not professional for the workplace.
Answers will vary. Check for general comprehension.
9. Why are communication skills important for the workplace?
Answers will vary. Check for general comprehension: Communicating allows us to share ideas and work together.
10. How can you communicate well?
Answers will vary. Check for general comprehension:
 - *Listen to what a person is saying.*
 - *Ask questions if something is unclear.*
 - *Think about what you want to say.*
 - *Speak (or write) clearly and confidently.*
 - *Look people in the eye when you are speaking face to face.*
 - *Smile.*
 - *Use the name of the person you are communicating with.*

11. What details do you need to include in a phone message?
- *The date and time the message was taken.*
 - *The person who the message is for.*
 - *The person who left the message.*
 - *The details of the message.*
 - *The name of person who took the message.*
12. When should you write a thank-you letter at work?
- *Whenever anyone does a service for you.*
 - *When your boss takes the time to discuss something with you.*
 - *After an interview.*
13. List five different ways to say thank you.
- *Thank you for...*
 - *It was really kind of you...*
 - *I would like to thank you for...*
 - *I am writing to express my thanks for...*
 - *My most sincere thanks...*
 - *I would like to express my gratitude...*
14. Practice writing thank-you notes. Write a thank-you note in the box below to Ahmed for filling in for you at work yesterday.
Notes will vary. Check for ability to clearly articulate a thank you in a note (for the workplace).
15. What is a memo?
- A memo is a workplace document to be read and passed along quickly. Most memos give directions or update workers on new policies.*
16. What do following common memo acronyms mean?
- FAQ: *frequently asked question(s)*
ASAP: *as soon as possible*
ETA: *estimated time of arrival*
TBA: *to be announced*
TBD: *to be decided*
17. How can you be a team player at work?
Answers will vary. Check for logical ideas.
18. What can you do to impress your boss?
Answers will vary. Check for logical ideas.

19. Explain how to solve a problem at work.
Answers will vary. Check for logical explanation.
20. Provide an example of how skills for work affect your everyday life (something you observed).
Answers will vary. Check for comprehension and task completion.
21. How will you use what you have learned in the future?
Answers will vary. Check for comprehension of themes and task completion.
22. How was writing in your Learner's Journal? What did you write about?
Answers will vary. Check for comprehension of themes and task completion.

On the Job: Learning Checklist

(Learner's checklist found on pages 59-60 of the student workbook.)

At the end of this unit, the learner is asked to complete a checklist to see what he/she has learned. The following list matches the one that the learner is asked to complete. Use the Checkpoint questionnaire and your observations to determine if the following behaviours have been achieved.

| COMPETENCIES The learner can... | IN PROGRESS | ACHIEVED |
|--|------------------------|-----------------|
| 1. read an article about work. | | |
| 2. consider ideas to make the workplace happier. | | |
| 3. find the meaning of new words. | | |
| 4. reflect on what he/she reads. | | |
| 5. compare what he/she learns from reading with what he/she already knows. | | |
| 6. say what his/her safety rights at work are. | | |
| 7. say what his/her safety responsibilities at work are. | | |
| 8. reflect upon what kind of safety is needed for different jobs. | | |
| 9. identify key words in instructions. | | |
| 10. read labels. | | |
| 11. say what professionalism means. | | |
| 12. be professional at work. | | |
| 13. explain what professional people act like. | | |
| 14. explain how to communicate well. | | |

| COMPETENCIES The learner can... | IN PROGRESS | ACHIEVED |
|---|------------------------|-----------------|
| 15. follow steps to communicate well. | | |
| 16. use tips to remember people's names. | | |
| 17. reflect on his/her communication skills. | | |
| 18. write phone messages. | | |
| 19. write a written request. | | |
| 20. prepare a typed copy of a written request. | | |
| 21. say what a memo is. | | |
| 22. say what memo contains. | | |
| 23. understand acronyms in a memo. | | |
| 24. read a memo. | | |
| 25. find information in a memo. | | |
| 26. explain how to work in a team. | | |
| 27. explain how to impress a boss. | | |
| 28. work as a team member. | | |
| 29. follow steps to solve problems. | | |
| 30. solve problems. | | |
| 31. explain why a positive attitude is important at work. | | |
| 32. consider how attitude affects the way he/she feels. | | |
| 33. identify his/her skills for work. | | |
| 34. identify which skills he/she wants to work on. | | |

Independent Learning Observation Grid

“Learning is a treasure that will follow its owner everywhere.” ~ Chinese Proverb

Learner’s name: _____

Unit of study: _____

Date started: _____

Date ended: _____

| | | |
|----------------|---|---|
| Legend: | A - Autonomously C - With a lot of support | B - With some support D - Not at all |
|----------------|---|---|

Assess the learner’s level of independence in the following areas:

| The learner... | Level of autonomy |
|---|-------------------|
| actively works on material. | |
| complies with instructions. | |
| demonstrates an understanding of key words. | |
| asks questions. | |
| uses different strategies. | |
| completes tasks. | |

Comments:

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