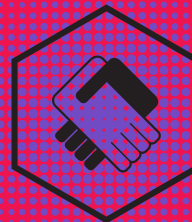


**ESSENTIAL SKILLS  
WORK READY YOUTH PROGRAM**



**WORKING  
WITH OTHERS  
WORKBOOK!**



## Acknowledgement

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# **WORKING WITH OTHERS**

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

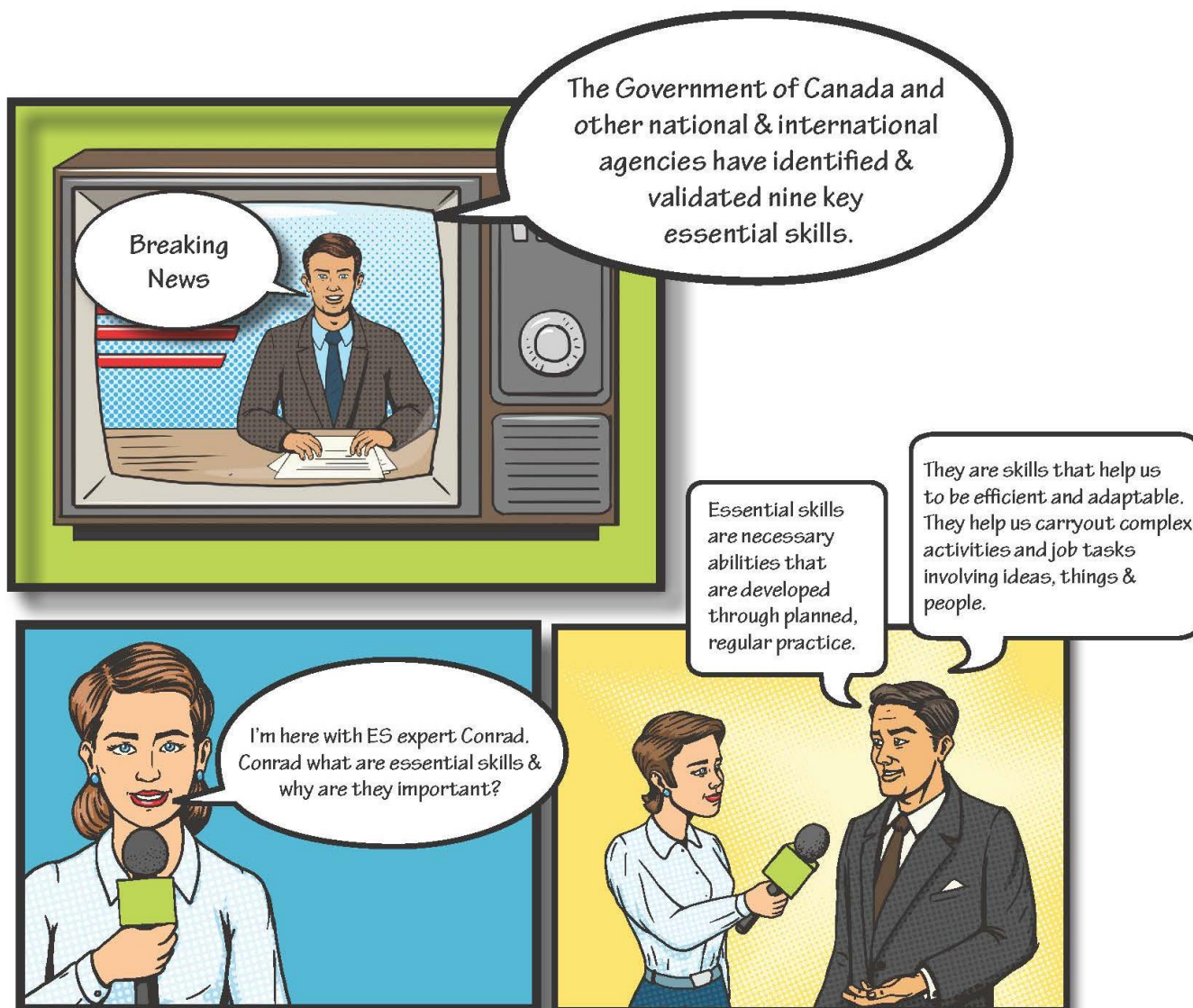
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## INTRODUCING THE ESSENTIAL SKILLS



**ESSENTIAL SKILLS ARE "ESSENTIAL" BECAUSE THEY ARE THE SKILLS THAT ALL PEOPLE NEED FOR WORK, LEARNING AND LIFE. THEY ARE ALSO THE FOUNDATION FOR LEARNING OTHER SKILLS.**















## THE NINE ESSENTIAL SKILLS



Essential skills are a major component of Skills/Compétences Canada initiatives. Let's take a closer look.

The nine essential skills:

 DIGITAL	 DOCUMENT USE	 ORAL COMMUNICATION	 READING TEXT	 NUMERACY
 THINKING	 WORKING WITH OTHERS	 WRITING	 CONTINUOUS LEARNING	





## MEASURING ESSENTIAL SKILLS (ES)

Essential skills are measured on a 5 level scale (see below). The scale describes:

1. The complexity (difficulty) of an essential skills task, question, or problem.
2. The proficiency (ability) of a person in completing an essential skills task, question, or problem.

### THE ES MEASUREMENT SCALE



### WHAT DO THE LEVELS MEAN?

- Tasks, questions, and problems at Levels 1 and 2 are less difficult than those at Level 3, 4, and 5.
- People with essential skills at Levels 1 and 2 need to practice in order to make their skills stronger. When we have skills at, or above, Level 3 we have skills that are strong enough to enable us to cope with new situations and to efficiently learn academic, technical or job-specific skills.
- Employers prefer to have workers who are efficient, capable, learners because they can accurately solve problems, complete their work, learn new processes and adapt to changes on the job.
- The skills are just as important in daily life. We all need to read information, fill out documents, make decisions about how much we can spend on things we want to buy, work and communicate effectively with friends, family, teachers and employers, and use computers and other digital technology.



**ESSENTIAL SKILLS MATTER**

**ESSENTIAL SKILLS ARE USED TO NAVIGATE OUR DAILY LIVES AND THE WORLD OF WORK AND THEY ALLOW US TO KEEP LEARNING SO WE DON'T GET LEFT BEHIND.**





## GIVE IT A TRY! MATCHING TASKS AND SKILLS

Look at the list below. What skills do you think you would need, to complete each task? Write the abbreviation for any of the skills you think would be used to complete the task. One is started for you as an example. *(HINT: they all require more than one skill.)*



Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	
Apply for a learners' license	
Book concert tickets	
Shop for new clothes	
Plan a weekend ski / snowboard trip	
Ask if you can use the car to go skiing	
Text your coach to say you will be late for practice, why, and how you will catch up	
Arrive at work early to learn the new customer payment system	TS6,
Use a transit schedule to get to your new job on time	

Essential Skills	
RT	Reading Text
DU	Using Documents
N	Numeracy
W	Writing
OC	Oral Communication
TS	Thinking Skills...
WVO	Working With Others
DS	Digital Skills
CL	Continuous Learning

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Planning & Organizing Tasks
5. Find Information
6. Use Memory








## GIVE IT A TRY! THINK ABOUT WORKING WITH OTHERS


Think about how you use your *Working with Others* skills every day – whether at a job or in your daily life. Complete the following table with an example of each of the work contexts given: be as specific as you can. We've filled in examples from a graphic designer's work day to help you get started. Then think about ways in which you take responsibility.



WORK CONTEXT	GRAPHIC DESIGNER	YOU
<p>Alone (or independently)</p> 	<p><i>Working from her home studio, creates preliminary sketches for the video game characters.</i></p>	
<p>With a Partner (and/or as part of a team)</p> 	<p><i>Brainstorm story lines with another person. Participate in online meetings each morning with everyone working on developing the game.</i></p>	
<p><b>RESPONSIBILITY</b></p>	<p>Graphic Designers may work in a lead or supervisory role, when they are part of a team.</p>	<p>Now think about how <u>you</u> take responsibility – at work or in your daily life. (Do you have brothers or sisters? A part time job? Are you on a team?) What examples can you give?</p>
<p>As a Leader or Supervisor</p> 	<p><i>Assign work to a student intern.</i></p> <p><i>Approve time off for an employee.</i></p>	



## GETTING STARTED WITH WORKING WITH OTHERS



Working with Others refers to the ways workers interact with one another to get the job done. Sometimes, workers complete tasks on their own. Other times, they work with a partner or as part of a team. Some workers also have a supervisory or leadership role, which makes working with others more complex.

### WORKING WITH OTHERS INCLUDES...

a combination of who, if anyone, you work with to complete a task and if and how much of a leadership or supervisory role you take in getting the task completed. For example, musicians work on a team to rehearse for a gig and you might lead a team working on a class project.

#### WORK CONTEXTS:



Alone



Independently



With a Partner



On a Team

#### EXAMPLE LEADERSHIP OR SUPERVISORY ROLES:

- ✓ monitor the work performance of others
- ✓ inform other workers or demonstrate to them how tasks are to be performed
- ✓ orient new employees
- ✓ make hiring decisions
- ✓ select contractors and suppliers
- ✓ assign tasks to other workers
- ✓ identify training that is required



## WORKING WITH OTHERS MAKES A DIFFERENCE



Working in teams -  
a critical work skill!

Think you don't need the skill of working with others? Think again!

Employers say the ability to work well in teams is critical! They really want employees who fit into the culture of the workplace - and working with others is an important part of that culture!

**IF YOU DO ANY OF THESE...YOU WORK WITH OTHERS!**



**TEAM  
WORK!**







## WORKING WITH OTHERS MAKES A DIFFERENCE

### AT WORK

Once you start working, the ease with which you can work across the different contexts of working with others will be critical to your workplace success. The ability to work well with others is considered essential in all occupations. In national surveys Canadian employers consistently rank the ability to work in teams as the most important skill they are looking for. Also near the top are the abilities to self-motivate and to demonstrate initiative: important qualities whether working independently, in a team, or as a leader.



### AT HOME

Our non-working life is impacted by our Working With Others skills too. Strong skills mean we are better able to contribute when we are on sports teams or part of a band, or we are raising funds to support a cause we believe in or to host a community event. Having solid Working with Others skills helps us to grow our networks of friends and contacts and to be prepared to take on more responsibility and increase our opportunities for growth in our personal lives.

### MEASURING WORKING WITH OTHERS

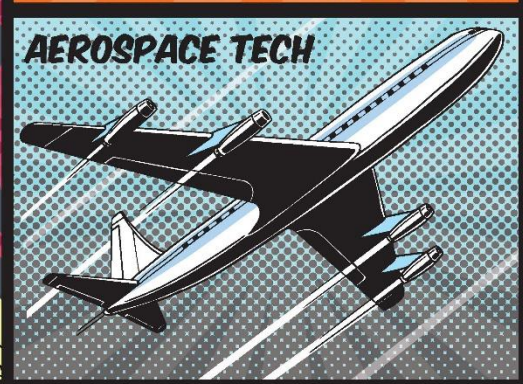
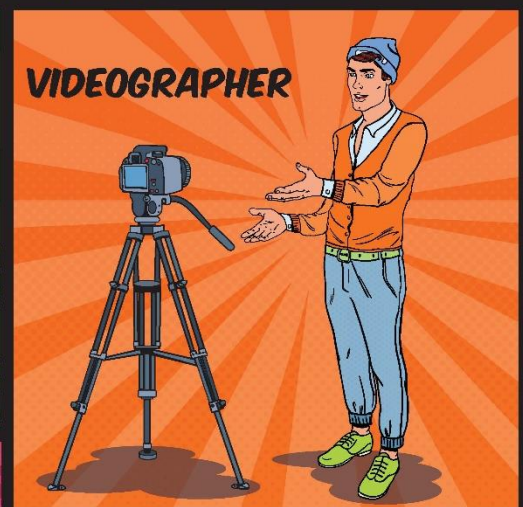
Just like the other essential skills, working with others has 5 levels of complexity (difficulty). Task complexity depends on factors like the context of the work (see page 6) and on how much responsibility an individual has, related to working with others.

If you test your working with others skills, you will find that you are strongest in one of the 5 levels. This does not mean you don't have skills at other levels, but if your skills are below level 3, it means it would be a good idea to work on them.





**COOL JOBS THAT RELY ON WORKING WITH OTHERS...OR NOT!**







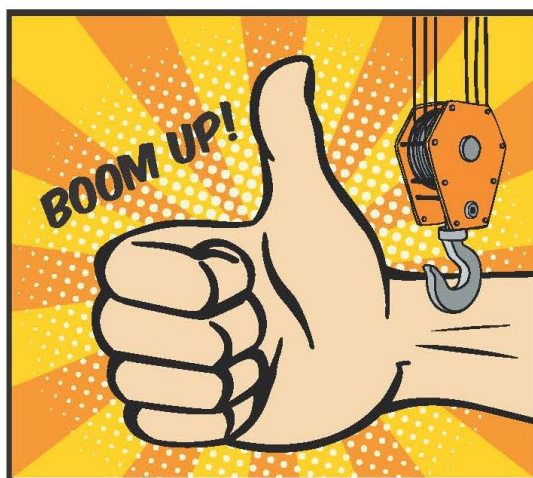
## WORKING WITH OTHERS TRIVIA



1. The mere presence of other people can boost your performance
2. A familiar team has benefits like a home stadium
3. A balance of extroverts and introverts makes for a better team
4. Teams perform better when they include both men and women
5. Effective teams depend on "social sensitivity."
6. The culture of a workplace impacts how we work with others

Answer: all of the above are true

## THINK WORKING WITH OTHERS ISN'T A BIG DEAL? THINK AGAIN!



### WORKING WITH A PARTNER

The essential skill of working with others is critical for many jobs. Some workers couldn't safely do their job without the help of a partner!

Crane Operators work closely with a Ground Crew partner or "signaler" to get the job done and keep the site safe. For example, they use hand signals to communicate with each other on where to move the crane boom, when to stop and when to raise and lower a load.



## WORKING WITH OTHERS IN ACTION!



1. Accounting and related clerks ... **work with others** when assisting accountants and when working with partners to complete routine tasks. They may be members of administrative and office support teams, working together to ensure that services are provided efficiently. (Working with Others Level 2)
2. Automotive painters ... may be required to **coordinate activities** with workers from body repair and vehicle preparation departments to ensure a smooth supply of vehicles to be painted. Automotive painters may also **work directly with co-workers** who assist them with vehicle preparation duties, such as sanding and masking. (Working with Others Level 3)
3. Computer network technicians **coordinate** and **integrate job tasks with co-workers**, such as programmers, technical support staff, system analysts, other network and web technicians and supervisors. (Working with Others Level 4)
4. Construction electricians **work primarily with other** construction electricians but may also **interact with** a wide variety of workers including apprentices, supervisors, owners' representatives, architects, engineers, inspectors and suppliers. (Working with Others Level 2)
5. When completing larger jobs, gas fitters **work with helpers or other crew members**, and may **coordinate the tasks of subcontractors**. They **work beside** other subcontractors integrating activities and sharing space to avoid job site congestion. They work as first response **team leaders** when responding to an emergency gas leak. (Working with Others Level 3)



## WORKING WITH OTHERS IN ACTION!

6. Kitchen helpers and line cooks work both **independently** and **as part of a team**. They **participate in formal discussions** with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities. (Working with Others Level 2)
7. Machinists work **independently and with others**. They work independently to interpret, plan and produce or repair parts. They work with other machinists to carry out new or complex tasks or to solve problems. For example, they may work with partners or maintenance staff to troubleshoot equipment failures. (Working with Others Level 2)
8. Steam- and pipefitters **work with others** most of the time. They **liaise** with other steam- and pipefitters ... They work mainly with welders to assemble fittings prior to welding, but may also work with pipe insulators and electricians. They **coordinate** the arrival times of crane operators when necessary. They work closely with apprentices to obtain assistance and to offer both technical training and safety information. **Coordination of work** with others is a key part of the occupation. (Working with Others Level 3)
9. The majority of welders' tasks are completed **independently**, but they must **work with other team members**, including fitters, other welders and supervisors to plan work, confirm measurements and calculations, assist co-workers with tasks and schedule sharing of equipment. Journeypersons may **coach and receive assistance from** apprentices. They may also be partnered with workers from other trades, such as pipefitters, to **co-ordinate** their tasks on projects so that steps are completed in the right order. (Working with Others Level 3)
10. Web designers and developers mainly work **independently** when designing and developing web sites. On larger projects, they **coordinate tasks** and **exchange information** with other team members ... They may work as **team members or leaders** ... They may **demonstrate, train and assign tasks** to junior web designers. (Working with Others Level 3)





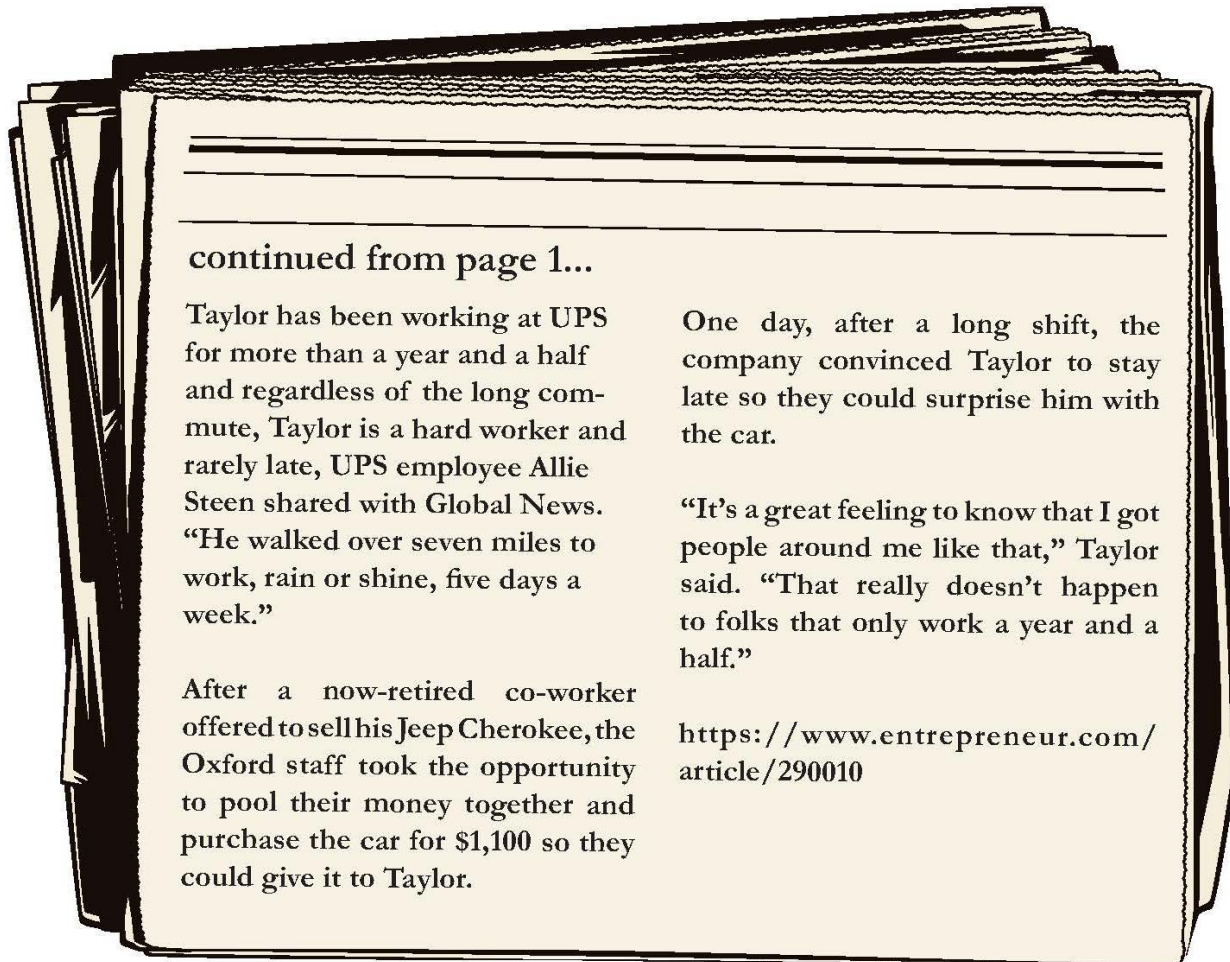
## **WORKING WITH OTHERS IN THE NEWS!**

Check out this cool article about a group of UPS Employees who came together to surprise a co-worker with a car. Now that's teamwork!





## WORKING WITH OTHERS IN THE NEWS!





## WORKING WITH OTHERS BITS AND BITES

### WORKING WITH OTHERS IN THE REAL WORLD...CHECK OUT THIS TEAM!

As technology advances, more and more work is done using virtual teams. Check out this Canadian inventor who worked with a virtual team to build a wireless backup camera.



People love backup cameras on vehicles. It's safer and easier to reverse while watching a screen display of what's behind your car or truck, but less than a quarter of all vehicles have backup cameras right now. Making it easy to instantly add and remove a backup camera from any vehicle is what Canadian inventor Renny Whipp has done, and his story is interesting because he couldn't have succeeded until now, when the internet made it possible to create a skilled team of experts able to work together while living in separate geographical locations.

The Hindsight camera delivers a wireless video signal to a smartphone or tablet on the dash of your vehicle. The quick-release base of the camera fastens to any car, truck, RV or transport truck, using controllable magnets and a no-mar adhesive. No bolt holes or wiring required. The system has a working range of more than 80 feet and a warning system in case you back up too close to vehicles, buildings or people.

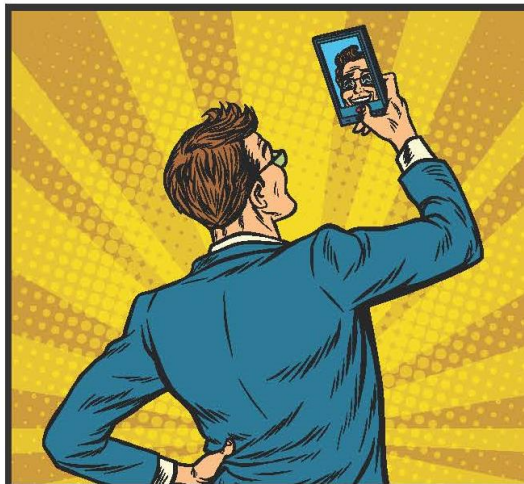


*Back up cameras make work life easier, and safer, for all workers who drive vehicles in their jobs. What kinds of jobs do people have who work on cool projects like this? Well here's a selection of a few: Electronic Products Designer, Electronics Tester, Industrial Designer, Computer Programmer, Robotics Technologist, Manufacturing Technician, Electrical Engineering Technologist.*





## WORKING WITH OTHERS BITS AND BITES



### NEVER MISS A SELFIE AGAIN... LOL!

Scientists working together at a branch of the Walt Disney Company called Disney Research have converted an entire room into a wireless charger that can boost the batteries of 10 objects at one time, according to the study.

The researchers said they were inspired by inventor Nikola Tesla, who created the first system to wirelessly transmit electricity - the Tesla coil.

<http://www.livescience.com/58202-disney-researchers-build-wireless-charging-room.html>

### work·place

*/ˈwɜrkˌplɑːs/*

*noun – a place where people work, such as an office or factory*

### cul·ture

*/'kʌltʃər/*

*noun – the set of shared attitudes, values, goals and practices that characterize an institution or organization*

### WHAT IS WORKPLACE CULTURE?

Workplace culture is the set of shared attitudes, values, goals and practices that characterize an institution or organization such as a corporate culture focused on the bottom line.

The culture of a workplace is critical to our ability to work successfully with others in that workplace. Positive workplace culture enhances and encourages teamwork, improves efficiency and productivity and significantly reduces employee turnover.







## WORKING WITH OTHERS BITS AND BITES

### WHAT ARE THE EXPECTATIONS? ARE WE MEETING THEM?

Workplace culture matter when we are working with others.

46% of people will fail within the first 18 months of a new job. The main cause? Poor culture fit.



### TIPS FOR WORKING WITH A PARTNER OR A TEAM

Employment and Social Development Canada provides the following tips for successfully working with others. More tips, and pitfalls to avoid, are available on the Government of Canada's Literacy & Essential Skills website.

- ✓ Maintain open lines of communication with team members by freely sharing information.
- ✓ Contribute to group decisions by stating your ideas and points of view.
- ✓ Contribute to the team by completing the tasks assigned to you on time.
- ✓ Encourage your team members to share ideas by asking questions and listening attentively.
- ✓ Let your colleagues know when they are doing a good job.
- ✓ Respect the feelings, views and values of other team members.
- ✓ Support and encourage fellow team members by helping those who need assistance.
- ✓ Do not avoid conflict. Address issues or problems when they happen.



## WORKING WITH OTHERS BITS AND BITES

### TEAMWORK AND LEADERSHIP

We all need to work with others. Check out what these famous folks have to say about teamwork and leadership...

“ If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader.  
~ Dolly Parton, Musician ”

“ I suppose leadership at one time meant muscles; but today it means getting along with people.  
~ Mahatma Gandhi, Civil Rights Leader ”

“ Ultimately, leadership is not about glorious crowning acts...it is about laying the groundwork for others' success, and then standing back and letting them shine.  
~ Chris Hadfield, Canadian Astronaut ”

“ Great things in business are never done by one person; they're done by a team of people.  
~ Steve Jobs, Apple CEO ”

“ Let us put our minds together and see what life we can make for our children.  
~ Sitting Bull, Hunkpapa Lakota Holy Man ”

“ Alone we can do so little; together we can do so much.  
~ Helen Keller, the first deaf-blind person to earn a bachelor of arts degree ”



## WORKING WITH OTHERS BITS AND BITES



### WORKPLACE CULTURE AND FACEBOOK!

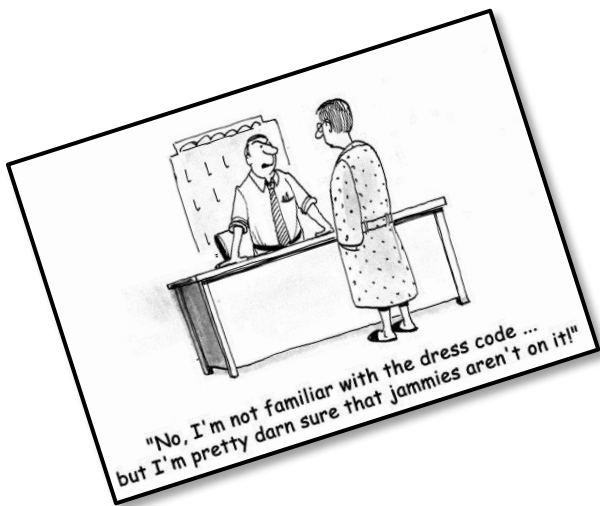
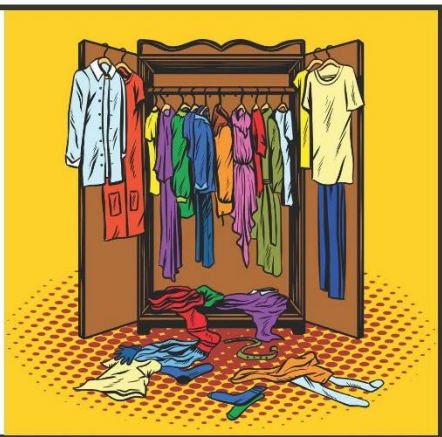
The world's most successful companies understand the importance of workplace culture in attracting and building great teams. Just take a look at Facebook.

According to entrepreneur.com, "Facebook treats its employees well -- free food, free dry cleaning, as well as a lot of other enticing benefits. But make no mistake -- the key attraction is the company's culture and the vision of its leader, Mark Zuckerberg."

### CLOTHING AND TEAMWORK...IS THERE A CONNECTION?

According to HR analysts, "an important function of a company dress code is its ability to unite employees and foster a cohesive team."

We don't usually think about them as a "dress code" but sports uniforms, how musicians dress in a band, and what certain groups of people choose to wear are all types of dress codes.

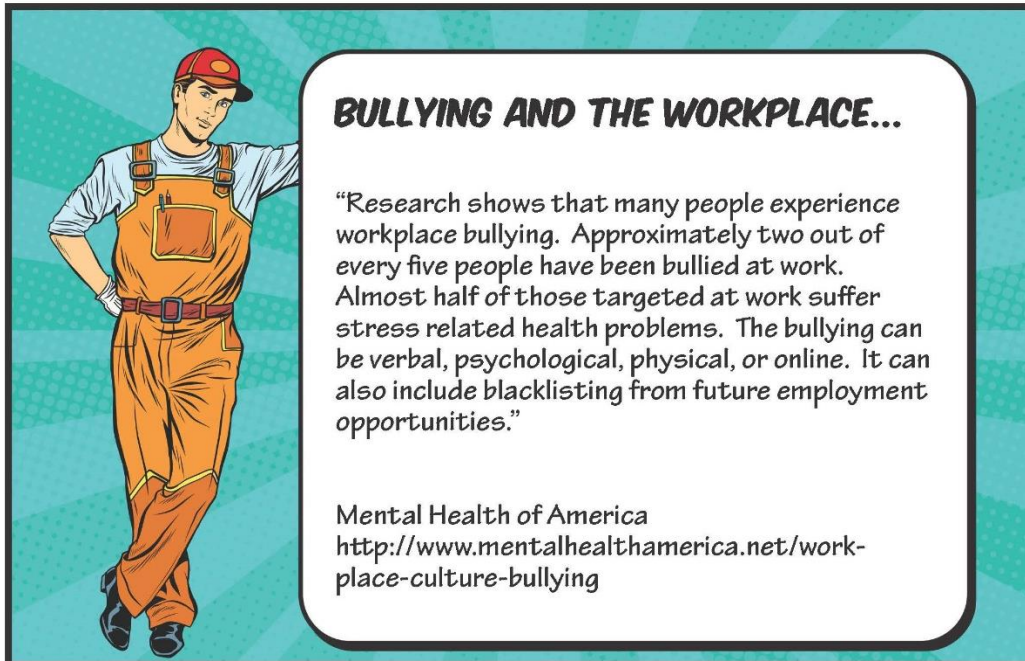






## WORKING WITH OTHERS BITS AND BITES

Culture impacts all aspects of a workplace. While culture mostly has a positive impact, some organizations have negative or “toxic” workplace cultures. One example is when bullying is tolerated on the job.



**BULLYING AND THE WORKPLACE...**

“Research shows that many people experience workplace bullying. Approximately two out of every five people have been bullied at work. Almost half of those targeted at work suffer stress related health problems. The bullying can be verbal, psychological, physical, or online. It can also include blacklisting from future employment opportunities.”

Mental Health of America  
<http://www.mentalhealthamerica.net/workplace-culture-bullying>

### WHAT TO DO IF YOU'RE BEING BULLIED AT WORK?

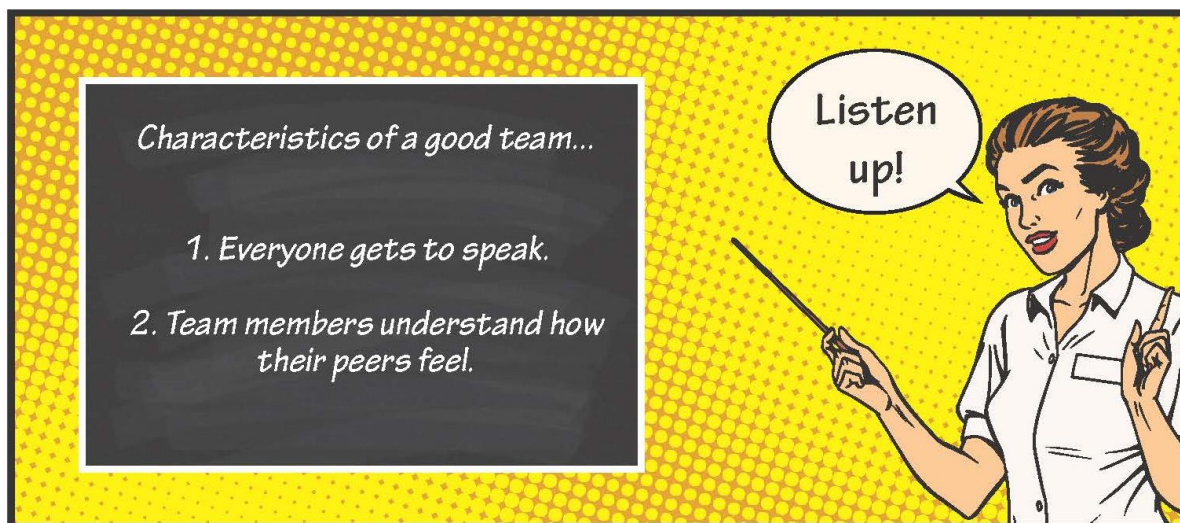
- **FIRMLY** tell the person that his or her behaviour is not acceptable and ask them to stop. You can ask a supervisor or union member to be with you when you approach the person.
- **KEEP** a factual journal or diary of daily events. Record:
  - the date, time and what happened, in as much detail as possible
  - the names of witnesses
  - the outcome of the event

Remember, it is not just the character of the incidents, but the number, frequency, and especially the pattern, that can reveal the bullying or harassment.

- **KEEP** copies of any letters, memos, e-mails, faxes, etc., received from the person.
- **REPORT** the harassment to the person identified in your workplace policy, your supervisor, or a delegated manager. If your concerns are minimized, proceed to the next level of management.



## WORKING WITH OTHERS BITS AND BITES



### **DID YOU KNOW...**

When researchers at Carnegie Mellon, M.I.T. and Union College studied teams they noticed two behaviors that all the good teams generally shared.

1. On the good teams, by the end of the day, everyone had spoken roughly the same amount.

“As long as everyone got a chance to talk, the team did well,” but if only one person or a small group spoke all the time, the collective intelligence declined.”

2. The good teams all had high “average social sensitivity”

That’s a fancy way of saying they were skilled at understanding how others felt, based on their tone of voice, their expressions and other nonverbal cues.





**PUT YOUR SKILLS TO  
WORK!**

**GIVE YOUR SKILLS A WORKOUT IN  
THIS SECTION OF THE WORKBOOK.  
SKILLS, LIKE MUSCLES, GET  
STRONGER THE MORE WE USE THEM.  
BUILD YOUR ES MUSCLES BY  
WORKING INDEPENDENTLY TO  
COMPLETE ALL OF THE WORKOUTS.  
YOU CAN CHECK YOUR ANSWERS IN  
THE ANSWER KEY.**

# WORKING WITH OTHERS

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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## 1. FITTING IN

### WORKING WITH OTHERS – WORKPLACE CULTURE



Fitting into the culture at a workplace or on a team, in a positive way, helps us to build trust with our co-workers and supports our participation on teams or when working with a partner. Not all workplaces have a culture that is a good fit with our skills or our values. It is useful to think about what attitudes, behaviours and characteristics are commonly sought after by employers and what our values and attributes are, so we can determine if we are a match, before we take a job or join a team.



## 1.

Below is a list of attitudes, behaviours and characteristics that contribute to workplace culture.

Put a ✓ beside those you think are valued in all workplaces.

Put an X beside those that you think might only be valued in certain workplaces.  
(*working with others level 2, critical thinking level 2*)

1		Working the expected start and end times
2		Following the dress code
3		Working safely
4		Completing work on schedule
5		Showing up on time
6		Wearing headphones
7		Complaining

## 2.

On the next page, make brief notes regarding why you made each of the choices you made. Then check the answer key to compare your ideas to what HR professionals say.  
(*working with others level 2, critical thinking level 2, writing level 2*)



NOTES





## 2. SEEING IS BELIEVING

### WORKING WITH OTHERS – THE BACK UP TEAM



No matter where you look, the Internet is changing the world. And while not all these changes are good, empowering the creativity of individuals and small teams is one of the great benefits the Internet offers. Renny Whip is the Canadian inventor who created a wireless backup camera. A life-long Canadian tinkerer and inventor, Renny has harnessed the power of the Internet to identify and build a virtual team that created what he calls the Hindsight backup camera. Working geographically separate but connected, they collaborate using design software and 3D printing tools to develop a refined and working product that only a major corporation could have created 10 or 20 years ago.



- 1.** What two ways did the internet help Renny work with others?  
(*working with others level 3, reading level 2*)

Digital technology and the internet have made working as part of a virtual team possible, but it is not without challenges. One thing teams with members who are working in distant cities need to be considerate of is time zones, when booking online or telephone meetings. The table below shows the time zones in Canada and the time in each, relative to the other time zones.

St. Johns Newfoundland Time)	Halifax (Atlantic Time)	Toronto (Eastern Time)	Regina (Central Time)	Calgary (Mountain Time)	Vancouver (Pacific Time)
3:30 pm	3:00 pm	2:00 pm	1:00 pm	noon	11:00 am

- 2.** For each of the situations below, choose the time and the time zone you think would best allow the team to work together.  
(*working with others level 2, scheduling, budgeting and accounting level 2*)

Situation: A company head office is in Calgary but the team also has members in Halifax and Toronto. The offices are open from 9 am to 5 pm. For the Calgary team, it is important that the 2-hour Monday meetings start no later than 1 pm Calgary time. What is the best time for the meeting?

- a) 1:00 pm Calgary
- b) 8:00 am Calgary
- c) 2:30 pm Toronto



*Situation: The Halifax team members need to schedule a weekly 1-hour Skype meeting with the Vancouver members. Usual office hours in both cities are 9 am to 5 pm. What is the best time to schedule the meeting to cause the least inconvenience?*

- a) 1 pm Halifax
- b) Noon Vancouver
- c) 10 am Halifax







## 3. TEAM NORTH



### WORKING WITH OTHERS – WORKING TOGETHER



270

Engaged Naujaat  
Community Members



267k

Funds Raised



20K

lbs of Produce Per Year

Growing North is a not-for-profit organization designed to empower Inuit individuals by reducing food prices and offering education. Since 2013, Growing North has directly impacted over 350 individuals by implementing a co-op with the local high school to help students graduate, setting up a women's collective, and by constructing a 42' Geodesic Greenhouse with hydroponic towers in, Naujaat, Nunavut.

The project is the brainchild of Ben Canning and Stefany Nieto, Ryerson University students and co-founders of Project Growing North — an idea they came up with when they heard about the extreme levels of food insecurity in Nunavut. They are working with Enactus, an international organization that connects students, professors and business experts with the goal of using entrepreneurial action to raise living standards. The Growing North greenhouse was built with the help of local volunteers; 6-8 youth helpers who came every day. More volunteers showed up to plant the first seeds. Growing North is continuing to grow and expand; from the first harvest in 2016 raising awareness on food insecurity in Northern Canada, to connecting with other Northern communities.

Local employees have been trained to carry out the daily tasks to operate the greenhouse year-round. They are being paid by money raised through fund-raising. To date, the group has raised more than \$250,000 in donations, sponsorships and in-kind gifts. But eventually the Project Growing North team hopes the Government of Nunavut will support the project with a long-term employment grant.

Learn more here

<http://www.growfarnorth.com/>

And here

<http://enactus.ca/project/growing-north/>



1.

Using information from the Project North article, write in Column 1 two (2) examples of the ways in which people work with partners or teams, and two (2) examples of how they work as leaders.

*(working with others level 3, reading level 2, document use level 2, critical thinking level 2, writing level 2)*

	Column 1: From the article	Column 2: My ideas
Examples of people working with a partner or as part of a team		
Examples of people working as leaders		



**2.** Now, using your own ideas from school or community projects that you have worked on, add in Column 2, one example for each category of another way in which you think people might work together in Project North.  
*(working with others level 3, reading level 2, document use level 2, critical thinking level 2, writing level 2)*

**3.** Large projects like Growing North need the participation of many partners to succeed. Using the information in the article, list at least three (3) Growing North partners and what you think they have contributed or are expected to contribute in the future. Remember, partners can be individuals, groups of people or organizations.  
*(working with others level 3, reading level 2)*

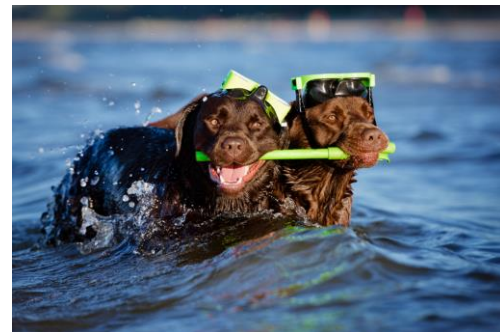
PARTNER	CONTRIBUTION





## 4. POSITIVELY TOGETHER

### WORKING WITH OTHERS – LET ME COUNT THE WAYS



There are lots of ways we work with others, whether at a job or in our daily lives. In this ES Workout, you will think first about things you do and how you work with others as part of an activity. Then you will review information and answer questions regarding the different ways workers in three occupations work with others and finally you will do some research into how workers, in an occupation you choose from a list, work together.



1.

Below are descriptions of how individuals work with others in three different activities. They are activities you might do at school, as a hobby, or as a volunteer commitment. Review the descriptions and choose one that you do. In the space below, describe how you do that activity - working alone, with a partner or on a team. Also describe any way(s) in which you take a leadership or supervisory role. (If you do not participate in any of the activities described, choose one that is similar to something you do, as a guide.)

*(working with others levels 1, 2, and 3, reading level 2)*

<p>Athletes like runners work independently when they train in the gym or run long distances alone. They work with a partner when they train with a running buddy or participate with the coach to review their performance on video. Many runners compete as part of a school or organizational team. They participate in leadership activities such as making suggestions on improving training schedules, leading race team warm-ups, and orienting new runners.</p>	<p>Members of environmental groups work independently when they conduct online research to follow current events and scientific developments related to their cause. They work with a partner when they canvass door to door or at shopping centres to raise funds for their group. They work as part of a team when they plan information fairs. They participate in leadership activities when they make presentations to larger regional or national groups on behalf of their own organization.</p>	<p>Student filmmakers may first work independently to develop a script idea and later partner with another person to write the script. They may cast actors for the film alone or work with a partner who can provide a second opinion. They work as part of a team to ensure the film gets made. They participate in leadership activities when they act as the film's director, ensuring everyone is following their instructions to achieve the vision they want to convey.</p>
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**2.** The following examples illustrate how three different occupations demand different levels of skill in working with others. Read the examples and then answers the questions for each. *(working with others levels 1, 2, and 3, reading level 2)*

<p>Machinists work independently to interpret, plan and produce or repair parts. They work with other machinists to carry out new or complex tasks or to solve problems. In larger organizations, they work with engineering staff to ensure documentation is complete and accurate, and with other trades people, such as electricians or welders, to repair or maintain equipment. They participate in leadership activities such as making suggestions on improving work processes, and orienting new employees.</p>	<p>Trappers and hunters mostly work alone. Some work with a partner. Because of the danger of travelling in dense woodlands, many hunters and trappers share their work schedule with hunters and trappers in adjoining areas so that assistance is available if they do not reappear at the appointed times. They participate in leadership activities such as mentoring new trappers and passing on traditional ways of working.</p>	<p>Bakers work independently to prepare, bake, assemble and decorate baked goods. They coordinate and integrate tasks with other bakers in order to share resources such as ovens and workspaces. They participate in leadership activities such as formal discussions about work processes and demonstrating to other workers how tasks are performed.</p>
<p><b>QUESTIONS</b></p>		
<p>Your supervisor has requested a report on exceptional repairs completed across the company during the past 3 months: repairs other than general maintenance. What should you do to prepare for the meeting?</p> <p>a) Summarize all scheduled repairs that took place during the past year</p> <p>b) Identify whose fault each of the repairs were</p>	<p>You and one other trapper are planning to repair a trap line. The east end was new last year but the west end of the line is now three years old. The weather forecast is for a snowstorm so you need to get as much done in the shortest time possible. What is the best way to work?</p> <p>a) One of you starts at the east end and the other at the west end.</p>	<p>You are team leader on a baking competition to raise funds for a local non-profit. During the final round the judges will award the most points based on the appearance of the final cake. Who of your team members should you assign to create the design?</p> <p>a) Ahmed, who is a first time competitor but has won several awards for design</p>



<p>c) Summarize the past three months' of repairs and confirm with each department if they were planned or exceptional</p>	<p>b) Both of you start at the part of the line you are most familiar with</p> <p>c) Both of you start in different places on the west end.</p>	<p>b) Amy, who is a flavour expert</p> <p>c) Corrine, who has been in the most competitions</p>
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### 3.

Select one of the occupations from the list below and research how workers in that job work with others. Provide at least one example of how they work:

- alone or independently
- with a partner or on a team
- in a leader or supervisory role

*(working with others levels 1, 2, and 3, digital technology level 2, finding information level 2)*

#### Pipe Fitter

Alone/Independently:

With a partner/on a team:

In a leader or supervisory role:

#### Landscaper

Alone/Independently:



With a partner/on a team:

In a leader or supervisory role:

## Mining Mechanic

Alone/Independently:

With a partner/on a team:

In a leader or supervisory role:





**BUILD YOUR  
ESSENTIAL SKILLS!**

**IN THIS SECTION OF THE WORKBOOK,  
YOU CAN GIVE YOUR SKILLS A BOOST  
BY REVIEWING SOME ESSENTIAL  
SKILLS BASICS.**



# WORKING WITH OTHERS

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	√
ES Booster!		47	
1	Working with Others Booster – teamwork Tips	49	



## 1. TEAMWORK

**EMPLOYERS VALUE EMPLOYEES WHO CAN WORK IN TEAMS. THERE IS A VERY GOOD CHANCE YOU WILL FREQUENTLY BE PART OF A TEAM WHEN YOU ARE WORKING. THE TIPS BELOW WILL HELP YOU TO BE AN EFFECTIVE MEMBER OF A TEAM.**



### TEAMS – AN ESSENTIAL PART OF LIFE AND WORK

There is more to being part of a team than just showing up; we also need to contribute in ways that help the team achieve its goals. Effective team members who make useful contributions display some common behaviors.

Effective Team Members are:

#### *Committed*

They show up prepared and on time.

#### *Adaptable*

Teams are often faced with changes to their original plans. Effective team members work hard to adapt to the change and encourage other team members to do the same.

#### *Confident Communicators*

They express their ideas and ask relevant questions about changes or progress. They focus on the team's goal(s) and keep the communication non-judgmental and positive. They don't play the "blame game".

#### *Reliable and Responsible*

They complete tasks they are given and participate in team meetings, discussions, and decisions.

#### *Active Listeners*

They listen respectfully to the opinions and ideas of team members and ask questions to clarify and confirm understanding of those opinions and ideas.







## **ANSWERS FROM THE ES WORKOUT!**

**IN THIS SECTION OF THE WORKBOOK,  
YOU CAN CHECK YOUR ANSWERS FOR  
THE ESSENTIAL SKILLS WORKOUTS  
YOU COMPLETED!**

# **WORKING WITH OTHERS**

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

Answer Key!		51	
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1	Fitting In	55	
2	Seeing is Believing	57	
3	Team North	59	
4	Positively Together	61	





## 0. MATCHING TASKS AND SKILLS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

Suggested responses are below You may have thought of more/other essential skills for getting the job done.



Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	RT, DS, DU, TS1 & 5
Apply for a learners' license	RT, DU, W, TS5
Book concert tickets	DU, DS, RT, TS2
Shop for new clothes	N, TS2, OC,
Plan a weekend ski / snowboard trip	TS2, 4, 5, DU, N, RT, DS, WWO, OC
Ask if you can use the car to go skiing	OC, WWO,
Text your coach to say you will be late for practice, why, and how you will catch up	DS, W, TS1 & 4
Arrive at work early to learn the new customer payment system	TS1, 6, 4, CL, N, OC
Use a transit schedule to get to your new job on time	DU, TS1, N, DS



Essential Skills	
RT	Reading Text
DU	Using Documents
N	Numeracy
W	Writing
OC	Oral Communication
TS	Thinking Skills...
WVO	Working With Others
DS	Digital Skills
CL	Continuous Learning

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Planning & Organizing Tasks
5. Find Information
6. Use Memory



## FITTING IN

Use the answers below to check your work.

1.

Below is a list of attitudes, behaviours and characteristics that contribute to workplace culture.

Put a ✓ beside those you think are valued in all workplaces.

Put an X beside those that you think might only be valued in certain workplaces.

1	✓	Working the expected start and end times
2	✓ or x	Following the dress code
3	✓	Working safely
4	✓	Completing work on schedule
5	✓	Showing up on time
6	✓ or x	Wearing headphones
7	X	Complaining

2.

On the next page, make brief notes regarding why you made each of the choices you made. Then check the answer key to compare your ideas to what HR professionals say.

*(working with others level 2, critical thinking level 2, writing level 2)*



1. ✓ Yes. It's important to know what the work start and end times are in every occupation. Some jobs may be strict 9-5 while others may be flexible where getting the work done by a certain time is more important than the specific hours the work gets done. It's important to know what the norm is in your job so people don't assume you're a slacker when you actually spent all night preparing for a meeting.
2. ✓ or X. Yes and no. Sometimes employers don't care but sometimes they do. Ask if there's a policy in place. Even if there isn't, look around and see what others who are successful in their jobs are wearing as there might be an informal or "unspoken" policy.
3. ✓ Definitely yes. No matter what job you're in, it is always important to work safely. Not sure about what you need to do? Ask for help.
4. ✓ Yes. This is always important, but even more so when you are working with others. If your work is late it throws not only your schedule off but also theirs. If it looks like you are going to need more time, ask your boss as soon as possible and inform your colleagues so they can adjust their schedules too.
5. ✓ Yes. Being late is plain rude and conveys the message that you think your time is more important than that of the people you are meeting.
6. ✓ and X. Yes and no. Sometimes employers don't care but sometimes they do. Ask if there's a policy in place. With so many companies abandoning offices and working in shared space, earphones can be a good way to tune out distractions and allow you to focus on a specific task. But in situations where it's important you hear things like warnings; no earphones. Safety first!
7. X No. Nobody wants to work with a whiner. Complaining might make you feel better but it doesn't help change the situation (or the person) you are having a difficult time with. Instead of complaining, try "constructive feedback". (Also known as constructive criticism.) Constructive feedback has 3 parts. You say what is good, what needs improvement, and offer specific suggestions on how improvements can be made.



## 2. SEEING IS BELIEVING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

What two ways did the internet help Renny work with others?  
(*working with others level 3, reading level 2*)

*Using the internet helped Renny*

1. *find and identify team members*
2. *keep them connected so they can work as a team*

St. Johns (Newfoundland Time) 3:30 pm	Halifax (Atlantic Time) 3:00 pm	Toronto (Eastern Time) 2:00 pm	Regina (Central Time) 1:00 pm	Calgary (Mountain Time) noon	Vancouver (Pacific Time) 11:00 am
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2.

For each of the situations below, choose the time and the time zone you think would best allow the team to work together.  
(*working with others level 2, scheduling, budgeting and accounting level 2*)

Situation: A company head office is in Calgary but the team also has members in Halifax and Toronto. The offices are open from 9 am to 5 pm. For the Calgary team, it is important that the 2-hour Monday meetings start no later than 1 pm Calgary time. What is the best time for the meeting?

*b) 8:00 am Calgary*





Situation: The Halifax team members need to schedule a weekly 1-hour Skype meeting with the Vancouver members. Usual office hours in both cities are 9 am to 5 pm. What is the best time to schedule the meeting to cause the least inconvenience?

*c) 1 pm Halifax*



## 3. TEAM NORTH

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

Using information from the Project North article, write in Column 1 two (2) examples of the ways in which people work with partners or teams, and two (2) examples of how they work as leaders.

*(working with others level 3, reading level 2, document use level 2, critical thinking level 2, writing level 2)*

	Column 1: From the article	Column 2: My ideas
Examples of people working with a partner or as part of a team	<p><i>Local volunteers working together to help build the greenhouse</i></p> <p><i>The high school and the project team creating a co-op</i></p> <p><i>Forming a partnership with Enactus</i></p>	
Examples of people working as leaders	<p><i>Ben Canning and Stefany Nieto co-founding the project</i></p> <p><i>Getting the funding to construct the greenhouse</i></p> <p><i>Training local people to be able to operate the greenhouse</i></p>	



**2.** Now, using your own ideas from school or community projects that you have worked on, in Column 2, write one (1) example for each category of another way in which you think people might work together in Project North.

*(working with others level 3, reading level 2, document use level 2, critical thinking level 2, writing level 2)*

**3.** Large projects like Growing North need the participation of many partners to succeed. Using the information in the article, list at least three (3) Growing North partners and what you think they have contributed or are expected to contribute in the future. Remember, partners can be individuals, groups of people or organizations.

*(working with others level 3, reading level 2)*

PARTNER	CONTRIBUTION
Volunteers	Plant greenhouse garden Build greenhouse
Ryerson Students	Come up with idea Train local workers
Local workers	Work to keep greenhouse going
Local high school	Supported program; perhaps through providing space
Enactus	Supported development of idea
Donors	Provide money and in-kind contributions
Government	Possible source of future funding

Any 3 of the above.



## 4. POSITIVELY TOGETHER

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

- 1.** Below are descriptions of how individuals work with others in three different activities. They are activities you might do at school, as a hobby, or as a volunteer commitment. Review the descriptions and choose one that you do. In the space below, describe how you do that activity - working alone, with a partner or on a team. Also describe any way(s) in which you take a leadership or supervisory role. (If you do not participate in any of the activities described, choose one that is similar to something you do, as a guide.)

*(working with others levels 1, 2, and 3, reading level 2)*

Some possible answers

*As a player on my soccer team I work with a partner to practice drills and I work as a member of a team when we have a game. I work as a leader when new players join the team and I show them around.*

*As a performer in the school musical I work alone to practice my dance steps, work as a member of a team when we rehearse group numbers, and when we sell tickets to the show.*

*As a Reading Buddy, I work alone when I select the books I think the kindergarten class will enjoy hearing, I work as a member of a team when I coordinate with the other Buddies, and I am involved in supervisory activities when I tell stories and help the little kids learn to read.*



- 2.** The following examples illustrate how three different occupations demand different levels of skill in working with others. Read the examples and then answers the questions for each.  
(*working with others levels 1, 2 and 3, reading level 2*)

<p>Your supervisor has requested a report on exceptional repairs completed across the company during the past 3 months: repairs other than general maintenance. What should you do to prepare for the meeting?</p> <p>c) Summarize the past three months' of repairs and confirm with each department if they were planned or exceptional</p>	<p>You and one other trapper are planning to repair a trap line. The east end was new last year but the west end of the line is now three years old. The weather forecast is for a snowstorm so you need to get as much done in the shortest time possible. What is the best way to work?</p> <p>b) Both of you start at the part of the line you are most familiar with</p>	<p>You are team leader on a baking competition to raise funds for a local non-profit. During the final round the judges will award the most points based on the appearance of the final cake. Who of your team members should you assign to create the design?</p> <p>a) Ahmed, who is a first time competitor but has won several awards for design</p>
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- 3.** Select one of the occupations from the list below and research how workers in that job work with others. Provide at least one example of how they work:
- alone or independently
  - with a partner or on a team
  - in a leader or supervisory role
- some possible answers are below*  
(*working with others levels 1, 2, and 3, digital technology level 2, finding information level 2*)

## Aircraft Mechanic

### Alone/Independently:

- *Reviews maintenance reports to learn about work performed previously on aircraft they are to service*
- *Examines aircraft frames and parts for defects*
- *Diagnoses mechanical or electrical problems*
- *Measures parts for wear, using precision instruments*





With a partner/on a team:

- *coordinate job tasks with parts' clerks, avionics, propulsion and instruments technicians, schedulers, dispatchers and other aircraft mechanics and aircraft inspectors*

In a leader or supervisory role:

- *May mentor new workers*
- *If work in an inspection role, provide feedback to mechanics on completed repairs*
- *Sign-off on completed repairs*

Landscaper

Alone/Independently:

- *inspect and treat lawns, plants, golf courses, trees and shrubs*
- *may prepare drawings, and develop specifications, cost estimates and schedules*

With a partner/on a team:

- *coordinate and integrate job tasks with teams of landscape architects, architects, surveyors, urban planners and structural, mechanical, electrical and civil engineers and engineering technologists*

In a leader or supervisory role:

- *May mentor new workers*
- *May start own business requiring hiring and management of employees*

Heavy Duty Equipment Mechanic

Alone/Independently:

- *Work independently, following instructions on work orders*

With a partner/on a team:

- *May work as part of a service team*
- *May work with partners to diagnose a problem and plan the repair*

In a leader or supervisory role:

- *May lead a team at a service centre*



**ESSENTIAL SKILLS!  
WORK READY YOUTH  
PROGRAM**



**ES  
ASSESSMENT!**

## **WORKING WITH OTHERS**

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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2	Working with Others Testing Questions – Answer key	73	



## 1. WORKING WITH OTHERS SKILL TESTING QUESTIONS

**TRY THE 11 QUESTIONS BELOW THEN CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.**

**1.**

Your team is building a storyboard for a new app idea. Four people will work on screens and screen flows and two will work on edits. To avoid costly rework, it is important that the team members always know how the development is progressing. What can the team do to ensure everyone is fully informed each day?

- a) Create a communication plan.
- b) Agree the editors will check with the team member whose file they are working on.
- c) Agree that, each day, everyone will check with everyone else.

**2.**

You and your classmates are setting up a room for interviews for a documentary. Which job will require communicating with others in order to complete a task?



- a) Tidying up the room
- b) Testing the sound from mic to equipment
- c) Setting up chairs





3.

One of the experienced members of your production team doesn't respond to the group emails that are used to discuss plans and progress. How will you engage the team member?

- a) Resend the emails with a high priority flag
- b) Text the team member to notify her, after sending out an email
- c) Hold team meetings in-person

4.

You are working with some friends to assemble the wooden pieces for a mini golf course. What is the best way to work on this project to get it done quickly and accurately?



- a) Each person works on a different piece at different times
- b) Each person works on a different piece at the same time
- c) Each person works on the same piece at the same time



5.

You are working with four others to plan an auction fund-raiser. The jobs to be done are create posters, contact auction item donors, collect auction items, and manage the logistics i.e. booking a room/tables/refreshments and any AV if needed. As a team, you need to decide who will do what tasks. Which decision strategy will result in being able to build the most efficient team?

- a) Playing Rock / Paper / Scissors
- b) Asking each person what they want to do
- c) Asking each person to describe related past experience

6.

Employees have the right to refuse work they believe isn't safe. If they do, they are required to inform a person in charge. You have been asked to help put shingles on a roof, but you haven't had fall-protection training and haven't been provided safety equipment, as required by law. You decide to refuse the work because it is unsafe. How do you manage the situation?

- a) Tell your co-workers you aren't prepared to do the work.
- b) Tell your supervisor that you have not been properly trained
- c) Tell your supervisor you are leaving the worksite and go home.

7.

Some students volunteered to do some work for a community member's backyard. What are some tasks that need coordination for timing?



- a) Painting the fence and removing the weeds
- b) Painting the fence and trimming the plants
- c) Removing weeds and painting the bench



8.

Your team has to complete a map showing the locations of all available AV connections, at the local music festival grounds. First a team member needs to check the number of connections and record the locations. Who will you ask to complete the task?

	Name	Training
a	Susan	<ul style="list-style-type: none"> <li>▪ 3 years as a drummer</li> <li>▪ Played 2 festivals</li> <li>▪ Vocal training at school</li> <li>▪ Has completed stage set-up at gigs</li> </ul>
b	John	<ul style="list-style-type: none"> <li>▪ 2 years as a bass player</li> <li>▪ No festival experience</li> <li>▪ Lots of small gig experience</li> <li>▪ Does sound at own gigs</li> </ul>
c	Angela	<ul style="list-style-type: none"> <li>▪ 1 year singing in a local band</li> <li>▪ Local festival volunteer experience</li> <li>▪ Completing 1<sup>st</sup> year electrician training</li> <li>▪ Has assisted sound techs</li> </ul>

9.

You are one of the team leaders of the cooking competition today. Which team member would you ask to create a unique tasting pasta sauce?

1	Jacob – usually cooks mac & cheese type dinners at home
2	Zach – knows how to combine unusual flavours
3	Anna – likes to follow recipes when cooking



**10.**

Ultimate is a game played by teams of 7. Played without a referee, a Spirit of the Game requires that all players follow and enforce the rules and display mutual respect. There is disagreement about a play during a game. Which technique will resolve it according to Spirit of the Game?

- a) Team A members agree that Team B was wrong. Everyone on Team A tells them so.
- b) Team A's spokesperson explains calmly to the other team why they were wrong on the play.
- c) Team A's spokesperson first asks the Team B spokesperson to explain their perspective.

**11.**

You need to update your science teacher about the group project you are working on. What do you do to get ready for the meeting?

- a) Prepare a description of the project
- b) Summarize each group member's update
- c) Explain what you liked most about the project







## 2. WORKING WITH OTHERS SKILL TESTING QUESTIONS ANSWER KEY

### HOW DID YOU DO ON THE 11 QUESTIONS?

- 1.** Your team is building a storyboard for a new app idea. Four people will work on screens and screen flows and two will work on edits. To avoid costly rework, it is important that the team members always know how the development is progressing. What can the team do to ensure everyone is fully informed each day?

*a) Create a communication plan*

Working with Others – Level 3

- 2.** You and your classmates are setting up a room for interviews for a documentary. Which job will require communicating with others in order to complete a task?

*b) Testing the sound from mic to equipment*

Working with Others – Level 1

- 3.** One of the experienced members of your production team doesn't respond to the group emails that are used to discuss plans and progress. How will you engage the team member?

*c) Hold team meeting in-person*

Working with Others – Level 2



- 4.** You are working with some friends to assemble the wooden pieces for a mini golf course. What is the best way to work on this project to get it done quickly and accurately?

*b) Each person works on a different piece at the same time*

Working with Others – Level 2

- 5.** You are working with four others to plan an auction fund-raiser. The jobs to be done are create posters, contact auction item donors, collect auction items, and manage the logistics i.e. booking a room/tables/refreshments and any AV if needed. As a team, you need to decide who will do what tasks. Which decision strategy will result in being able to build the most efficient team?

*c) Asking each person to describe related past experience*

Working with Others – Level 3

- 6.** Employees have the right to refuse work they believe isn't safe. If they do, they are required to inform a person in charge. You have been asked to help put shingles on a roof, but you haven't had fall-protection training and haven't been provided safety equipment, as required by law. You decide to refuse the work because it is unsafe. How do you manage the situation?

*c) Tell your supervisor that you have not been properly trained*

Working with Others – Level 2

- 7.** Some students volunteered to do some work for a community member's backyard. What are some tasks that need coordination for timing?

*b) Painting the fence and trimming the plants*

Working with Others – Level 2



- 8.** Your team has to complete a map showing the locations of all available AV connections, at the local music festival grounds. First a team member needs to check the number of connections and record the locations. Who will you ask to complete the task?

*c) Angela*

Working with Others – Level 2

- 9.** You are one of the team leaders of the cooking competition today. Which team member would you ask to create a unique tasting pasta sauce?

*b) Zach*

Working with Others – Level 3

- 10.** Ultimate is a game played by teams of 7. Played without a referee, a Spirit of the Game requires that all players follow and enforce the rules and display mutual respect. There is disagreement about a play during a game. Which technique will resolve it according to Spirit of the Game?

*d) Team A's spokesperson first asks the Team B spokesperson to explain their perspective*

Working with Others – Level 3

- 11.** You need to update your science teacher about the group project you are working on. What do you do to get ready for the meeting?

*b) Summarize each group member's update*

Working with Others – Level 3



How did you do? Enter the number of answers, in each level, that you got correct.

WORKING WITH OTHERS		
Level 1 /1	Level 2 /5	Level 3 /5

80 – 100% correct – numeracy skills may be in upper Level 2 and might be quite quickly improved to Level 3, with practice.

60 – 80% correct – numeracy skills may be in low to mid-level 2. They need to be improved, but some of the basics are likely in place and so it might be possible to improve reasonably quickly.

<60% - numeracy skills could definitely use some practice.