



Mentor Training Program

The Mentor Training Program has been developed to provide standard learning objectives and outcomes.

EMO Workforce Planning and Development Board



The Mentor Training Program

The Mentor Training Program has been developed to provide standard learning objectives and outcomes to be used. This curriculum is designed to enhance the skills of mentors. The curriculum consists of 6 modules focusing on:

- 1) Mentoring and Your Organization
- 2) Role of a Mentor
- 3) Communication
- 4) Personal Development
- 5) Mentoring/Coaching Techniques
- 6) Creating the Training Plan

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Program Outline

Module I: Mentoring and your Organization

Duration: 1 hour

This Course is a pre-requisite for: Module II

Course Description: Participants will be introduced how mentoring fits into your organization through the mission statement, vision statement and core values.

Learning Outcomes: Upon completion of this module, the participant will understand...

1. Organizational Structure
 - Share company's organizational structure
2. Mission Statement
 - Share company's mission statement
3. Vision Statement
 - A Share company's vision statement
4. Core Values
 - Share the Company's Core Values
5. How these 4 pillars link to and support Mentoring
 - How do these components relate to your organization and to Mentoring?
 - How to develop a Mentoring program based on your mission statement, vision statement and core values.
 - Demonstrate how this enables a mentee to learn about your organizational structure, mission and vision statements, core value and culture.

Module II: Role of the Mentor

Duration: 2 hour

This Course is a pre-requisite for: Module III

Course Description: Participants will be introduced to Mentorship, the roles of a mentor, the roles of a mentee and discover if they have what it takes.

Learning Outcomes: Upon successful completion of this module, the participant will understand...

1. What is a mentor?
2. What is a mentee?
3. What is the role of a mentor?
4. What is a Mentorship Agreement?
5. How will my employer support me in my role as a Mentor?
6. Do you have what it takes?
 - Have the participants take the Leadership Test...



Module III: Effective Communication

Duration: 4 hour

This Course is a pre-requisite for: Module IV

Course Description: This module emphasizes the importance of effective communication skills. Participants will review methods to overcome common barriers and understand how to transform conflict into positive action. This module focuses on developing personal styles of communication.

Learning Outcomes: Upon successful completion of this module, the participant will understand...

1. Effective communication skills when assisting their mentee and fellow workers.
2. How to identify the components of the communication process:
 - i. Barriers to Effective Communication.
 - ii. Communication Definitions
 - iii. Effective Speaking
 - iv. Nonverbal Messaging
 - v. Giving Feedback
 - vi. Active Listening
3. Generational Differences and Diversity in the Workplace
4. Behaviour and Conflict Management
 - Effective techniques to resolve conflicts
5. Have participants complete the personality test in Appendix IV and bring results to class for group discussion.

Module IV: Personal Development

Duration: 1.5 hour

This Course is a pre-requisite for: Module V

Course Description: Participants will be introduced to their Personality Type/Colour and discover how this relates to the mentorship partnership.

Learning Outcomes: Upon successful completion of this module, the participant will understand...

1. What does my colour mean?
2. How does my colour relate to mentoring?
3. Understanding the colour the relation between mentor and mentee



Module V: Mentoring/Coaching Techniques

Duration: 2 hour

This Course is a pre-requisite for: Module VI

Course Description: Participants will be introduced to different mentoring/coaching techniques.

Learning Outcomes: Upon successful completion of this module, the participant will understand:

1. You Need Permission to Mentor
2. The Mentor Is Not in Control
3. Be a Knowledgeable Mentor and Resource
 - Tell the Truth When You Don't Know the Answer
4. Help the Mentee Develop their Own Solutions
5. Learning Styles
6. Practice Highly Honed Communication Skills
7. The Mentor Is Always an Educator

Module VI: Creating the Training Plan

Duration: 3 hour

This Course is a pre-requisite for: Completion of Program

Course Description: This module is an introduction to the Ontario Skills Passport (OSP). It will explain the Essential Skills and Work Habits. It will show participants how to create a training plan using the OSP.

Learning Outcomes: Upon successful completion of this module, the participant will understand...

1. The Essential Skills & Work Habits
2. The Ontario Skills Passport
3. How to create a Training Plan for the mentee
4. How this all relates to the Mentorship Agreement in Module 2



Appendices



Appendix I -a

1. Organizational Structure

- Organizational Structure can be defined as the way or method through use of a hierarchy that a group, business, organization, people or objects collaborate to achieve success on one common goal. Share company's organizational structure.
- If your organization does not have an official "organizational chart", describe how decisions are made, describe the responsibilities and reporting relationships of the different positions in your organization so that you create a picture for the mentee of how things work.

2. Mission Statement

- The mission statement should be a clear and succinct representation of the enterprise's purpose for existence. It should incorporate socially meaningful and measurable criteria addressing concepts such as the moral/ethical position of the enterprise, public image, the target market, products/services, the geographic domain and expectations of growth and profitability.
- The intent of the Mission Statement should be the first consideration for any employee who is evaluating a strategic decision. The statement can range from a very simple to a very complex set of ideas. Share company's mission statement.

How to Write a Mission Statement:

<http://www.entrepreneur.com/management/leadership/businessstrategies/article65230.html>

3. Vision Statement

- A **vision statement** is a vivid idealized description of a desired outcome that inspires, energizes and helps you create a mental picture of your target. It could be a vision of a part of your life, or the outcome of a project or goal.
- Vision statements are often confused with mission statements, but they serve complementary purposes. Share company's vision statement.

How to Write a Vision Statement:

http://www.ehow.com/how_2052311_write-vision-statement-company.html

4. Core Values

- The core values of an organization are those values we hold which form the foundation on which we perform work and conduct ourselves. We have an entire universe of values, but some of them are so primary, so important to us that throughout the changes in society, government, politics, and technology they are STILL the core values we will abide by.
- In an ever-changing world, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission.
- The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

✓ Govern personal relationships	✓ Guide us on how to teach
✓ Guide business processes	✓ Inform us on how to reward
✓ Clarify who we are	✓ Guide us in making decisions
✓ Articulate what we stand for	✓ Underpin the whole organization
✓ Help explain why we do business the way we do	✓ Require no external justification
	✓ Essential tenets

What are company core values:

<http://www.paragonworldwide.com/library/documents/6JuneCoreValues-2000foradobe.pdf>



Appendix I – b: Build a Mentoring Culture – Why Mentoring Works

From Judith Lindenberger - <http://humanresources.about.com/cs/coachingmentoring/a/mentoring.htm>

The people in your organizations train for years and go into debt for college. People work late nights and weekends. People spend the entire day taking phone calls when they're supposed to be on vacation. And people generate ideas and create the solutions that your organizations need.

People do these things. The people you have working for you today and the people you may hire tomorrow. And, the people who may resign because no one has recognized their abilities.

Yet, clearly, organizations do not do a good enough job developing and promoting their most important resource – their people. What does it take to develop your people?

It takes more than writing "equal opportunity" into your organization's mission statement. It takes more than sending someone to a training class. It takes more than hard work on the part of your employees. What development takes are people – from the CEO's office to the mailroom – people who are willing to listen and to help their colleagues. Development takes coaches; it takes guide; it takes advocates. Development depends on mentors.

Time after time, successful people I talk to say that one of the most important keys to their success is having a mentor. It is hard to make it without a mentor and it takes too much time without a mentor.

But often there is no mentor around when you need one and especially when you face "particular challenges." What do I mean when I talk about the "particular challenges" that people in organizations face?

Challenges That Need Mentoring

Let me give you a few examples of some challenges we working people all deal with. Imagine that you are facing these situations. How would you react?

First scenario. You've been working in a staff job and a line job opens up in another city. It would be a perfect career move for you but the company fills the job without even asking if you're interested. They don't ask because they assume your spouse wouldn't want to leave his or her job to relocate. What would you do?

Or imagine this. You're in a meeting. It's your opportunity to shine in front of upper management. You've got an important point to make and you start to talk. Someone cuts you off. What would you do?

Or let's say you make that important point—and no one says a word about it. But five minutes later, a guy at the other end of the table says the same thing you did. This time it's a brilliant idea, and he gets all the credit. What would you do?

You're in another meeting — there's always another meeting - and one of your bosses tells a demeaning joke about the Pope - you are Catholic, and everyone knows it. What would you do?

Or a joke about gays — which you are, and maybe no one knows it. Or a joke about women — which you're not, but some of your colleagues sitting right next to you are. What would you do?

My point is really that we need to recognize that there are people in every organization — whether they're men or women, minorities, or people who grew up without any business role-models in their lives — who don't know how to react in these situations.

And it's our responsibility to teach them.

Organizations are only as successful as the men and women who make them work.

So, if we care about our organizations and our people, we have to share our knowledge of the organizational culture; we have to share our wisdom; we have to mentor.



Mentoring Best Practices

If you want to establish a mentoring culture within your organization, here are some mentoring best practices.

- Set organizational goals. Don't establish a mentoring program just because it is a good business practice. Develop a mentoring program based on solid business goals such as increasing diversity or making your organization a better place to work.
- Find out why the talented employees you wanted to keep left you.
- McKinsey and Co. asked top people what they look for when deciding which company to join and stay with. The answer: a great company and a great job. Talented employees want exciting challenges and great development opportunities. They leave because they are bored. Mentoring is a key to attracting and retaining talented employees.
- Develop people to their fullest potential. In order to develop your people, provide training opportunities, challenging projects and assignments, feedback, coaching and mentoring. In one study with people who had experienced real mentors, half of them said the mentoring experience "changed my life." Those are powerful words.
- Foster mentoring for women and minorities. Ten years ago, when I began a new job, I sat with female colleagues during company presentations, and wondered, "Why are the guys up there and we're not?" One of my first job assignments was to develop and manage a mentoring program. We included a special group mentoring program for women. Today, many of the young women I knew ten years ago at that company, have, in fact, climbed onto the stage themselves. Mentoring helped move women into the ranks of vice president, senior vice president and division president.
- Point to the money. Losing talented employees and wasting talent costs companies money.

And remember, whatever programs you design; they won't be effective unless there is commitment from the top. Visible, daily commitment.

*Judith Lindenberger is a two-time recipient of The Athena Award for Excellence in Mentoring and Principal of The Lindenberger Group, a human resources consulting firm that, among other things, creates award-winning mentoring programs. The Lindenberger Group works with individuals and organizations to increase productivity and to make their work environments more enjoyable. For more information contact them at 609.730.1049, or send email to: info@lindenbergergroup.com.



Appendix II

What is a mentor?

- Mentor Trivia: The original Mentor is a character in Homer's epic poem The Odyssey. When Odysseus, King of Ithaca went to fight in the Trojan War, he entrusted the care of his kingdom to Mentor. Mentor served as the teacher and overseer to Odysseus' son.
- The Merriam-Webster Dictionary defines a mentor as "a trusted counselor or guide."
- A mentor is an individual, usually older, always more experienced, who helps and guides another individual's development. This guidance is not done for personal gain.
- Mentors are people, with whom mentee's can share triumphs, defeats and new ideas, receiving in turn guidance, a nonjudgmental audience and constructive criticism.
- A mentor is an individual regarded by his or her peers as a role model, has the ability to encourage and motivate others, is willing to share his or her knowledge and experiences, and is respectful of others.
- A mentor is a critical listener and observer, who asks questions, makes observations and offers suggestions that help a mentee set meet and surpass personal and professional goals.

What is a mentee?

- A "mentee" is a student who receives guidance and support from a successful professional in order to establish and reach his/her personal and professional goals.
- "Mentees" should think of themselves as apprentices who can benefit from the wisdom of more seasoned individuals.

What is the role of a mentor?

- Help the mentee develop an appropriate learning plan/mentoring agreement
- Provide guidance based on the mentee's learning and development needs
- Help enlighten the mentee to a perspective otherwise lacking
- Be a resource, advisor, model, sponsor, etc.
- Provide constructive feedback
- The best mentors help develop the insight and self-awareness that assist with integrating professional life, personal concerns and core values.
- Mentors provide specific practical information regarding their profession/occupation: entry requirements, opportunities for advancement and employment outlook.
- They can share their understanding of personal characteristics for success in the field, important issues facing the profession/occupation, personal rewards and sources of frustration.
- Provide support, positive and constructive feedback, and praise
- Encourage mentees to meet their professional and personal goals/objectives
- Be accessible and available

What is a mentorship agreement?

- Mentorship Agreements play a vital part in ensuring that both parties' expectations are realistic and achievable and that each has a similar understanding of the mentorship relationship. Mentorship Agreements could include the following components:
 - Objectives/expectations—why are we doing this? What are the outcomes expected to result from the mentoring relationship?
 - An assurance of confidentiality—define areas that are not appropriate for discussion or disclosure
 - Roles and responsibilities – agree on the role of the Mentor and the role of the Mentee and responsibilities each party has to the other



- The role of the Mentee's manager—agree on what role the manager will play in the relationship, if any
- Frequency of meetings—the availability of the Mentor and Mentee, length of meetings, and completing assignments or research
- The amount and kind of support—what is needed by the Mentee and what can be provided by the mentor
- Conflict resolution – how you will deal with disagreements or what is perceived as resistance
- Development plan—how will you plan the development, and how will you track and evaluate it (if appropriate)
- Estimated duration—how long should the relationship last, is it short term or longer term

How will my employer support me in my role as a mentor?

- Each mentoring situation and workplace is different. Generally speaking, employers will support mentors in the following ways:
- Provide support and adequate time needed to fulfill the role of a mentor
- Monitor the mentoring process and progress of the mentee
- Provide clear separation between the mentoring program and the company's performance management process and not hold the mentor accountable for mentee performance issues



Appendix II- b Leadership Test

#	Question	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
1	I am energized when people count on me for ideas.	<input type="radio"/>				
2	As a practice, I ask people challenging questions when we are working on projects together.	<input type="radio"/>				
3	I take delight in complimenting people that I work with when progress is made.	<input type="radio"/>				
4	I find it easy to be the cheerleader for others, when times are good and when times are bad.	<input type="radio"/>				
5	Team accomplishment is more important to me than my own personal accomplishments.	<input type="radio"/>				
6	People often take my ideas and run with them.	<input type="radio"/>				
7	When involved in group projects, building team cohesiveness is important to me.	<input type="radio"/>				
8	When involved in group projects, coaching others is an activity that I gravitate toward.	<input type="radio"/>				
9	I find pleasure in recognizing and celebrating the accomplishments of others.	<input type="radio"/>				
10	When involved in group projects, my team members' problems are my problems.	<input type="radio"/>				
11	Resolving interpersonal conflict is an activity that I enjoy.	<input type="radio"/>				
12	When involved in group projects, I frequently find myself to be an "idea generator."	<input type="radio"/>				
13	When involved in group projects, I am inclined to let my ideas be known.	<input type="radio"/>				
14	I find pleasure in being a convincing person.	<input type="radio"/>				
TOTAL						

Score Interpretation

Score	Comment
14 – 27	This implies a low motivation to lead
28 - 55	This implies some uncertainty over your motivation to lead
56 - 70	This implies a strong motivation to lead.

Reference: http://www.mindtools.com/pages/article/newLDR_01.htm



Appendix III

Barriers to Effective Communications

Recognize different barriers to communication:

- The closed mind
- Fear
- Attitude
- "Know-it-alls"
- Jumping to conclusions

Communication Definitions:

- One way Communication
- Two way communication
- Interactive communication

Effective Speaking

Steps to effective speaking:

- STEP 1:** BUILD RAPPORT
- STEP 2:** STATE THE PURPOSE OF SPEAKING
- STEP 3:** STATE YOUR MAIN POINT
- STEP 4:** STATE SUPPORTING POINTS
- STEP 5:** SUMMARIZE MAIN POINT AND RECOMMEND ACTION

Strategies of Effective Speaking:

- NO FILLERS
- PACE
- VOLUME
- CHOICE OF LANGUAGE
- EMPHASIS
- NONVERBAL MESSAGE
- SENDERS

Characteristics of Effective Speaking:

- To emphasize
- To reinforce
- To contradict
- To indicate
- To substitute

Nonverbal Messaging:

- BODY ANGLE AND STANCE
- FACIAL EXPRESSIONS
- ARMS AND HANDS
- LEGS AND FEET

How to Give Feedback:

FIVE STRATEGY STEPS OF GIVING FEEDBACK

- State why you are giving feedback
- Describe what the person said or did
- Describe your reaction to the behaviour
- Listen to what the other person has to say
- Suggest alternative behaviours and summarize

Active Listening

Principles of Active Listening:

- Resist distractions
- Hold your retort
- Use your thought speed
- Do not interrupt
- Identify the purpose and main point

Active Listening Skills:

- Restating and Summarizing
- Paraphrasing
- Using Non-Words
- Using Supportive Statements
- Nonverbal Messages



Barriers to Active Listening:

- Not Paying Attention
- Insulated Listening
- Pseudo listening
- Listening but Not Hearing
- Rehearsing
- Hearing What is Expected
- Defensive Listening
- Ambushing
- Assimilating
- Jumping to Conclusions

Generational Differences and Diversity

Today's workforce is unique. It is a place of diverse cultures, backgrounds and generations. In the workforce, there are 4 distinct generations, each with different motivators working alongside each other in the workplace.

Understanding the differences between the generations will help to understand varying work ethics/motivators, manage expectations and manage conflict.

This is particularly important if a Mentor and Mentee are from different generations, with different formative values; it will help them to find common ground.

Conflict Resolution:

Effective techniques for conflict resolution

Step One: Set the Scene

Step Two: Gather Information

Step Three: Agree the Problem

Step Four: Brainstorm Solutions

Step Five: Negotiate a Solution

Step One: Set the Scene

Agree to the rules. Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use [active listening](#) skills to ensure you hear and understand other's positions and perceptions.

- Restate
- Paraphrase
- Summarize

And make sure that when you talk, you're using an adult, [assertive](#) approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Also, try to understand the conflict in objective terms: Is it affecting work performance? damaging the delivery to the client? disrupting team work? hampering decision-making? or so on. Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view
- Identify issues clearly and concisely
- Use "I" statements
- Remain flexible
- Clarify feelings



Step Three: Agree the Problem

this sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems - if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

if everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like [win-win negotiation](#) can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be Calm, Be Patient, Have Respect...

Key Points

Conflict in the workplace can be incredibly destructive to good teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used.

To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.



Appendix IV

Personality Style Assessment Testing

The Personality Style Assessment Test is a personality survey designed to help you understand your personality and behavioural type, as well as those of others. The personality assessment provides easy to understand insights into your behavioural style and personality type and those of others, so you can have better communication and build rapid rapport, whether it is in your personal life, professional life or in the areas of relationship, sales, leadership, team effectiveness and management.

The Personality Style Assessment is designed to provide you with insights to empower you to better understand how others see you. It is about understanding like and different behavioural styles, personality types and temperament without getting lost in jargon or unnecessary complexity. After you complete the mini quiz on the next page, you can read through the descriptions for each of the four temperaments, focusing on your primary one for insight into your personal strengths. You will also begin to understand how this powerful and effective tool can help you improve communication and understand when working with people who have different behavioural and communication styles whether that be in business, sales, school, career, family and life.

Learn whether you are **blue - Compassionate** or **gold - Responsible** or **Orange - Spontaneous** or **Green - Conceptual**. Which is your strongest color and your secondary color? Understand your personality and behavioural style with this personality assessment and get insight into career, communication and relationship preferences.

There are many other full-length assessments you can take, Keirsey's Please Understand Me, True Colors, Personality Dimensions, and Colour Spectrums, to name but a few, which can provide even more information and insights for you if you wish to explore this topic further.

More than 500,000 individuals yearly attend the full length workshop throughout the world in the areas of business, education, healthcare, criminal justice, career counselling, mental health, and within communities and religious organizations to help them build team, strengthen communication and improve personal interaction.

Why the use of Colors?

Color has been used to shape and describe our lives, our habits, our values, and our feelings throughout the ages. Research into the physiological effects of color has shown that it truly has an impact on our lives, often in unconscious and mysterious ways. Color can relieve tension and stress. Blue, for instance, is associated with tranquil surroundings. Thus, it is fitting that color provides the "association" between a temperament type and learning tools. How much better it is to refer to and connect with color than with the highly technical formulas, symbols, words, and numbers generally associated with temperament/personality/learning theory.

This test was chosen for its direct association with the psychological and physiological needs of people.



Discovering Our Personality Style through Personality Style Assessment Testing

Key Concepts

- Color is used as a metaphor.
- Each person is a unique blend of the four colors or styles—a spectrum.
- There are no bad or good colors.
- There are wide individual variations within each color spectrum.

Each of us has a different and unique personality; however, there are commonalities that we share. This Personality Assessment is an attempt to identify various personality styles and label them with colors. This model of categorizing personality styles is based on many years of work by other researchers and psychologists. Essentially it draws heavily on the work of Isabel Briggs-Myers, Katherine Briggs, and David Keirsey. Don Lowry, Career Life/Skills, and Colour Spectrums. This assessment will use four primary colors to designate personality types and behavioral styles.

The belief is that with increased understanding of ourselves and others that conflict will decrease. Once you learn your color and that of your co-workers, you will have a better understanding of why they behave the way they do!

Each color is associated with certain personality traits or behaviors. Everyone has some degree of each color, but one color is predominant. The following quiz will identify your color spectrum. Print out the following two pages. Follow the directions carefully and transfer your scores to the score sheet. If you have two colors with the same score, you pick which one you think more accurately describes you.

On the next page is the mini assessment.

Instructions: Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

Once you are done total them up in the boxes below. If any of the scores in the colored boxes are less than 5 or greater than 20 you have made an error. Please go back and read the instructions.



Personality Style Assessment Test: 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

Row 1	A Active Variety Sports Opportunities Spontaneous Flexible	B Organized Planned Neat Parental Traditional Responsible	C Warm Helpful Friends Authentic Harmonious Compassionate	D Learning Science Quiet Versatile Inventive Competent
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 2	E Curious Ideas Questions Conceptual Knowledge Problem Solver	F Caring People Oriented Feelings Unique Empathetic Communicative	G Orderly On-time Honest Stable Sensible Dependable	H Action Challenges Competitive Impetuous Impactful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 3	I Helpful Trustworthy Dependable Loyal Conservative Organized	J Kind Understanding Giving Devoted Warm Poetic	K Playful Quick Adventurous Confrontive Open Minded Independent	L Independent Exploring Competent Theoretical Why Questions Ingenious
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 4	M Follow Rules Useful Save Money Concerned Procedural Cooperative	N Active Free Winning Daring Impulsive Risk Taker	O Sharing Getting Along Feelings Tender Inspirational Dramatic	P Thinking Solving Problems Perfectionistic Determined Complex Composed
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 5	Q Puzzles Seeking Info Making Sense Philosophical Principled Rational	R Social Causes Easy Going Happy Endings Approachable Affectionate Sympathetic	S Exciting Lively Hands On Courageous Skillful On Stage	T Pride Tradition Do Things Right Orderly Conventional Careful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>

Total Orange Score	Total Green Score	Total Blue Score	Total Gold Score
A,H,K,N,S	D,E,L,P,Q	C,F,J,O,R	B,G,I,M,T
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Appendix VI-a

BLUE

Blue represents calm. Contemplation of this color pacifies the central nervous system. It creates physiological tranquility and psychological contentment. Those with Blue as a Primary Color value balance and harmony. They prefer lives free from tension... settled, united, and secure.

Blue represents loyalty and a sense of belonging, and yet, when friends are involved, a vulnerability. Blue corresponds to depth in feeling and a relaxed sensitivity. It is characterized by empathy, aesthetic experiences, and reflective awareness.

NURTURER BLUE

- Sensitive To Needs of Others.
- Sincere. Expresses Appreciation.
- Cooperative. Collaborative. Creative.
- Caring. Team Builder and Player.
- People Person. Engages Others.
- Artistic. Inspirational. Spiritual.
- Inclusive. Mediator. Peacemaker.
- Idealistic. Intuitive. Romantic. Loyal.
- Seeks Unity And Harmony. Caretaker.

Blue -- Teaching Style Is Student Oriented

Being student oriented, nurturing and supporting the growth of the students is fulfilling to me. Blue thrives on being a part of the development of their students' personal and social awareness. Blue's for others makes it a joy for them to work with students. Blue's teaching is at its best when they are creating a rapport with students. Blue good when magic springs from the learning experiences and growth of their students.

- “ I use my imagination as a teaching tool.
- “ I involve my students in the learning process
- “ I seek to create harmony in the classroom
- “ I am best when I can use individualized instruction
- “ I am concerned about the whole student
- “ I operate a democratic classroom

Famous Blues: Mozart, Dorothy (Wizard of Oz), Thomas Jefferson, Cinderella, Ghandi, Mohammed Ali, Jimmy Carter



GOLD

Gold is the body's natural perceptions. It represents a need to be responsible, to fulfill duties and obligations, to organize and structure our life and that of others. Those with Gold as a Primary Color value being practical and sensible. They believe that people should earn their way in life through work and service to others.

Gold reflects a need to belong through carrying a share of the load in all areas of living. It represents stability, maintenance of the culture and the organization, efficiency, and dependability. It embraces the concepts of home and family with fierce loyalty and faithfulness.

TRADITIONAL GOLD

- **Respects Authority Rules, Routines, Policies.**
- **Alligant, Faithful, Dependable, Prepared, Efficient.**
- **Remembers The Traditions That Work. Values Family.**
- **Work Comes Before Play. Practical. Systematic. Orderly.**
- **Identifies With Groups. Strives For A Sense Of Security.**
- **Thorough, Sensible, Punctual, Conventional, Proper.**
- **A Right Way To Do Everything. Stick-To-Itivness.**
- **Evaluates Actions As Right Or Wrong.**
- **Stable. Organized. Punctual. Helpful.**

Gold -- My teaching Style Is Institution Oriented

I am institution oriented. My classrooms are organized and my routines are well structured. I believe in being dependable and in upholding consistent classroom management. Good students are the building blocks of the future. I feel responsible for their education. I am committed to preserving the time-honored ideal on which the education system was founded.

- “ **I have a well-established classroom routine**
- “ **I am firm and fair disciplinarian**
- “ **I foster and reward delegated responsibility**
- “ **I encourage team effort**
- “ **I organize and structure the learning process in a step-by-step fashion**
- “ **I preserve and transmit cultural heritage within the institution**

Famous Golds: Mother Teresa, George Washington, Santa Claus, LBJ, George Washington, Joan Rivers, Henry Ford, Florence Nightingale



GREEN

Green expresses itself psychologically as human will in operation: as persistence and determination. Green is an expression of firmness and consistency. Its strength can lead to a resistance to change if it is not proven that the change will work or is warranted. Those with Green as a Primary Color value their intellect and capabilities above all else. Comfort in these areas creates a sense of personal security and self-esteem.

Green characteristics seek to increase the certainty of their own values through being assertive and requiring differences from others in intellectual areas. They are rarely settled in their countenance, since they depend upon information rather than feelings to create a sense of well-being. Green expresses the grounding of theory and data in its practical applications and creative constructs.

VISIONARY GREEN

- **Looks Forward And Sees Impact Of Actions Taken Now.**
- **Explores All Facets Before Deciding. Checks for Accuracy.**
- **Careful Planner. Systematic. Enlivened By Work.**
- **Status Quo Buster. Designer of Change. Inventive.**
- **Systematic. Logical. Theoretical. Self-Sufficient.**
- **Often Not In the Mainstream. Persistent. Thorough.**
- **Intellectual. Inquisitive. Impartial. Improvement Oriented.**

Green -- My Teaching Style Is Subject Oriented

I am subject oriented. I am most proficient in my teaching when I am free to develop the competency and intelligence of my students. I think it is wise to create new procedures, reflecting the advances made in technology and culture. I enjoy giving my students the new insights and knowledge gathered from my research.

- “ **I seek answers to nature’s enigmas and encourage my students to do the same**
- “ **I am interested in the development of my students intelligence**
- “ **I enjoy inspiring students to stretch their intellects**
- “ **I present instructional materials in a logical manner**
- “ **I use a cause and effect approach to develop the reasoning ability of my students**

Famous Greens: Socrates, Sherlock Holmes, Benjamin Franklin, Carl Jung, Thomas Edison, Eleanor Roosevelt, Katherine Hepburn, Rosalyn Carter



ORANGE

Orange represents energy, consuming physiological potency, power, and strength. Orange is the expression of vital force, of nervous and glandular activity. Thus, it has the meaning of desire and all forms of appetite and craving. Those with Orange as a Primary Color feel the will to achieve results, to win, to be successful. They desire all things that offer intense living and full experience.

Orange generates an impulse toward active doing: sport, struggle, competition and enterprising productivity. In temporal terms, Orange is the present.

ADVENTUROUS ORANGE

- "Just Do It" Action Oriented.
- Quick-witted, Charming, Spontaneous
- Playful. Injects fun into work.
- Lives In Here & Now. Risk taker. Creative.
- Enjoys Diversity, Variety, and Competition.
- Multi-tasker, Cheerful, Energetic. Bold.
- Quick Thinking and Acting. Takes Charge.
- High Visibility Performer. Accepts Challenges.
- Enjoys Problem Solving. Negotiator.
- Performs Well Under Pressure. Resilient.

Orange -- My Teaching Style Is Action Oriented

I am action oriented. I give my students information that is useful immediately. I like to see direct results of my teaching by dealing with students in a hands-on fashion, rather than by methods which are more theoretical. I create a dynamic, exciting classroom atmosphere by using an approach that is unstructured and unpredictable.

- " I am an exciting innovator
- " My teaching style is dynamic and unplanned
- " I provide a variety of action experiences
- " I teach in the here and now
- " I deal quickly with concrete problems
- " My direction is dramatic and spontaneous

Famous Oranges: JFK, Amelia Earhart, Lucille Ball, Rhett Butler, FDR, Francis of Assisi, Lee Iacocca, Winston Churchill, Garfield

References:

<http://campusrec.unc.edu/sites/campusrec.unc.edu/files/Personality%20Test.pdf>

<http://www.truecolorspersonalitytest.com/truecolortheory.html>



Appendix IV-b

Blue Mentee - Looking at Mentors

Blue Mentee -- Orange Mentor: This combination can work well if the Orange Mentor allows the Blue mentee to be creative and show personal concern. The Blue mentee appreciates the good sense of humour of the Orange Mentor. The mentee may have difficulty making quick decisions and could become bogged down before completing a task. Although the Blue mentee values communication and social interaction, the Orange Mentor's direct mode of criticism and comments may not be appreciated.

Blue Mentee -- Gold Mentor: The Blue mentee adheres to the rules of the Gold Mentor as long as they seem fair and there is personal consideration and compassion given to the mentee. The Blue mentee will co-operate, particularly if it is felt the Gold Mentor likes and cares for the individuality of the mentee. Unlike the Gold Mentor, the Blue mentee tends to be emotional and to allow feelings to interfere with academic work. This mentee's need to socialize may also be viewed as highly disruptive by the Gold Mentor.

Blue Mentee -- Green Mentor: The Blue mentee responds well to the classroom atmosphere of the Green Mentor, as long as it is personally relevant and stimulating to a creative imagination. The Blue mentee is motivated to perform in an effort to please the Mentor, rather than to demonstrate intellectual mastery of a concept. Unlike the Green Mentor, this mentee tends to value feelings and interpersonal communication above ideas and concepts. Some potential for friction exists due to this difference in values.

Blue Mentee -- Blue Mentor: The Blue mentee will likely maintain the greatest rapport and co-operation with the Blue Mentor. The Blue mentee appreciates the fairness, sensitivity, and personal concern expressed by the Blue Mentor. The atmosphere of imaginative creativity and social interaction provided by the Blue Mentor is highly appealing to the blue mentee.



Gold Mentee -Looking At Mentors

Gold Mentee -- Orange Mentor: This combination can be somewhat problematic. The Gold mentee prefers organized, structured, and predictable routines, while the Orange Mentor tends to prefer an atmosphere of spontaneity and excitement. The Gold mentee may often complain that tasks are never completed and that he/she not learn much of anything in the Orange Mentors classroom. The Gold mentee strives for perfection and enjoys being validated for neat and accurate work.

Gold Mentee -- Gold Mentor: This is a suitable match. The Gold mentee is likely to maintain the greatest rapport and co-operation with the Gold Mentor. The mentee appreciates the structure, organization, and rules that the Gold Mentor emphasizes. The Gold mentee responds well to this Mentor's style of presenting material which is based on logical procedures and clearly defined factual information.

Gold Mentee -- Green Mentor: The Green Mentor may not always meet the needs of the Gold mentee for clear and concise rules and regulations. The independent thinking, originality, and mental creativity so valued by this Green Mentor will not be highly appreciated by the Gold mentee. The Gold mentee may experience anxiety and difficulty related to grasping conceptual matter if it is not explained and demonstrated in concrete ways.

Gold Mentee -- Blue Mentor: The Gold mentee responds well to the Blue Mentor's classroom atmosphere if a regular and predictable schedule is maintained. The Gold mentee requires rules and facts, as well as organized, accurate, and logical procedures. The Gold mentee may differ from the Blue Mentor in expression of or response to very deep emotions. Although the Gold mentee follows rules and accomplishes well-structured work, the creativity valued by the Blue Mentor may rarely be exhibited.



Green Mentee - Looking At Mentors

Green Mentee -- Orange Mentor: The Green mentee responds well to the classroom atmosphere of the Orange Mentor if attracted to the subject matter and if allowed to express and discuss personal ideas. The Green mentee is creative and enjoys discovering new ways of solving problems. Unlike the Orange Mentor, the Green mentee values ideas and concepts above immediate action and wants to inquire about the principles before each task.

Green Mentee -- Gold Mentor: This combination works only if the Green mentee is sufficiently interested in the subject matter and given some freedom to explore ideas and concepts beyond the requirements of the class. Unlike the Gold Mentor, the Green mentee can be oblivious to rules and regulation. It will be difficult to gain the Green mentee co-operation without a perception that rules are logical and necessary.

Green Mentee -- Green Mentor: The Green mentee will likely maintain the greatest rapport and co-operation with Green Mentors. The mentee appreciates the stimulating and creative environment provided by the Green Mentor and enjoys discussing ideas investigating relationships between principles, and discovering new ways of solving problems - especially in conjunction with the Green Mentor.

Green Mentee -- Blue Mentor: The Green mentee responds well to the classroom atmosphere of the Blue Mentor, as long as the mentee's interest in the subject matter and curiosity is continually reinforced. Unlike the Blue Mentor, the Green mentee is less concerned with the feelings of others and will tend to express opinions regardless of how they may affect the feelings of others.



Orange Mentee - Looking At Mentors

Orange Mentee -- Orange Mentor: A good match with the Orange mentee. The mentee is likely to maintain the greatest rapport with an Orange Mentor. The mentee appreciates the atmosphere of freedom and spontaneity in his/her Mentor's classroom and responds favourably to the hands-on approach to learning; both Mentor and mentee enjoy games and competition and are tireless in their efforts to complete any job at hand.

Orange Mentee -- Gold Mentor: The Gold Mentor's demands for order, organization, and appropriate behaviour in the classroom do not conform well with the Orange mentee's need for spontaneity, fun and quick action. The Gold Mentor emphasizes rules and facts as well as neatness and structure. The Orange mentee may react with various degrees of rebellion and hostility when confronted with a Gold classroom atmosphere.

Orange Mentee -- Green Mentor: The Green Mentor is often capable of creating an atmosphere of independence and freedom of thought and action in his/her classroom. This climate allows the Orange mentee to express his/her needs and possibly to establish methods for learning in his/her own style. The Green Mentor can also be perceived as too theoretical by the Orange mentee. This can create the impression that the Mentor is out of touch and unconcerned with the here and now.

Orange Mentee -- Blue Mentor: The Blue Mentor can have some empathy for the Orange mentee's needs, and this Mentor's good sense of humour is protection from reacting too harshly to the Orange mentee's demands for fun and entertainment. The Orange mentee may require more hands-on activities, games, and competition than are normally scheduled in the lesson plans of the Blue Mentor.

References:

<http://www.positivelymary.com/Free-Stuff/TrueColors-Student-Rainbow.htm>
www.its-ideal.com/TRUE%20COLORSPartII-Powrpt.ppt



Appendix V - Tips for Effective Coaching

Coaching Tips

By Susan M. Heathfield - <http://humanresources.about.com/od/coachingmentoring/a/coaching.htm>

Executives, managers, and others interested in career growth and development increasingly turn to a business coach for a personally tailored development process. HR managers need to get on board as coaches or miss this exciting opportunity to influence the next evolution of management potential. According to Winston Connor, formerly an HR Vice President and currently an executive coach, "Coaching is a different delivery system for training, since training, especially with long term managers and people who are further along in their careers, is not working. The coach works with the manager to tailor the training program in skill areas where we will have an impact. The coach helps managers make behavioral changes needed for growth." Connor advises that coaches need to be, "clear on the competencies that have impact on the bottom line. Measure them. Provide support for growth and change. Then measure again."

Connor thinks the HR person should be the change agent within his organization. "He has the opportunity to provide the leadership needed, to become a part of the coaching venture, rather than an obstacle to progress." Connor also warns internal HR practitioners against, "trying to repackage old skills as coaching. In the consultancy approach, the HR person brings solutions. He is the expert. In coaching, we don't bring the answer. We bring a system, a process for helping the client discover the answers."

Following are additional tips to enhance your success as an HR coach.

You Need Permission to Coach

The effective coach defines the boundaries of her relationship with each manager. Is she a trusted advisor and friend? Does she listen and provide feedback? Or, does she help the manager obtain 360 degree feedback and develop action plans to increase his capability as a leader? The agreement the HR professional develops with each manager can be different. The coaching role must be agreed upon to work.

Most importantly, the HR specialist pushes the window with each manager to assist her to grow professionally to promote the success of the organization and of the individual. Christine Zelazek, SPHR, Director of HR at the Mennonite Home of Albany, Oregon, offers her key strategy for the HR coach. "Set the situation up so the person asks for help, rather than me forcing the help upon her."

The Coach Is Not in Control

The HR professional is a resource for managers who seek out her services. She does not control the relationship or the actions and decisions of the person she is coaching. At best, the HR manager forms a partnership with the coached manager that results in good choices for the organization and personal growth for the manager. The manager, however, makes the final decision about what she will do in any given situation.

Your knowledge, your effectiveness as a communicator, your developed relationship with the manager and your perceived competence will impact a manager's willingness to use your input.

Be a Knowledgeable Coach and Resource - Tell the Truth When You Don't Know the Answer

A manager or supervisor seeks input from you most frequently when she is uncertain about how she handled a particular situation. Or, she seeks input prior to making a mistake in her handling of an issue. More recently, managers seek targeted assistance from a coach with their own growth as managers. This means you will most often receive the most difficult and delicate questions. After all, why consult you when she knows the answer?

Recognize too, that sometimes the manager is seeking reassurance and confirmation and already may know the answer to the question she is asking. You will enhance her capabilities and self-esteem if



you ask her what she thinks, and where possible, confirm that her answer is the correct path. Your role as a coach is to strengthen her competency, not to demonstrate that you know the answers. When you don't know the correct answer or are speculating about the right course of action, tell the truth. It is far better to say you don't know, that you will check and find out, than to appear to have all the answers, and give bad advice. You will ruin your reputation and undermine your credibility as a coach forever.

Help the Manager Develop her Own Solutions

People generally know what is the right or appropriate thing to do. Often your job is to draw the answer out of the individual. If you give the person the answer, the manager is less likely to "own" and fully enroll in the solution or answer. Winston Connor suggests the coach say to the manager, "Let's explore the possibilities. What is it that you really want?" He feels the "result will be stronger and richer because we fostered ownership."

You can provide options and recommend resources. You can give your opinion. You can answer questions, but ultimately, the answer must be the manager's. (How do you think the situation should be handled? What have you considered doing? What do you think you need to do to move to the next level?)

Practice Highly Honed Communication Skills for Coaching

Listen to hear the specific needs of the manager who seeks your assistance. Don't automatically assume that this question or this situation is like any other you have encountered. Give your customer your full attention and take in information that will lead to insightful, personalized responses to the manager's questions.

Listen also, for what the individual is not saying verbally. Watch facial expression, body language and movements. Listen to the tone of voice and any expressions of emotion. Ask open-ended questions to draw out the manager, such as, "tell me what you are considering doing". Questions that appear to seek out motives such as, "why did you do that?" will shut discussion down.

The Coach Is Always an Educator

As an HR professional, you educate managers and supervisors as you work with them as a supportive partner and coach. Your goal is to make them self-sufficient. You give them the tools they need to be successful in their business-related and interpersonal functions.

You assist by supplying a process they can follow to build their skills. A manager should leave an HR professional feeling stronger, more knowledgeable and more capable of addressing the opportunities in the future.

"There is a great man who makes every man feel small. But the real great man is the man who makes every man feels great. --G.K. Chesterton

Coaches are active listeners and effective storytellers. They ask powerful questions, promote continuous conversation and help to keep their mentees focused.

Understanding Learning Styles

- i. Basic Principles of Adult Learning
 - a. Adults learn differently than children. Adults learn when they know what is expected of them; when they are treated as responsible, self-directed adults; when the training they receive is applicable to their job and they understand the expected result.
- ii. Understanding there are different learning styles than your own
 - a. Some adults do not learn through structured programs – they prefer self-learning.
 - b. Some adults learn through very specific on-the-job application.
 - c. Some adults learn through structured, programmed instruction (especially for systems and procedures)
 - d. Some adults learn through sharing experiences



Appendix VI - a

Essential Skills

The skills in the [Ontario Skills Passport](#) (OSP) are the Essential Skills that enable people to perform tasks required by their occupation and other activities of daily life. These skills provide people with the foundation for learning other skills, such as technical skills, and enhance their ability to adapt to change. Skill levels are provided for each skill.

Reading Text refers to reading material that is in the form of sentences or paragraphs. Reading Text generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals.

Reading Text includes:

- forms and labels if they contain *at least one paragraph*
- print and non-print media (for example, texts on computer screens and microfiche)
- paragraph-length text in charts, tables and graphs

Document Use refers to tasks that involve a variety of information in which words, numbers, icons and other visual characteristics (e.g., line, colour, and shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.

Numeracy refers to the workers' use of numbers and their being required to think in quantitative terms.

Writing includes:

- writing texts and writing in documents (for example, filling in forms)
- non-paper-based writing (for example, typing on a computer)

Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.

Working with Others examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?

Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.

Continuous Learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true, then the following will become essential skills:

- knowing how to learn;
- understanding one's own learning style; and
- knowing how to gain access to a variety of materials, resources and learning opportunities.



Thinking Skills differentiates between five different types of cognitive functions. However, these functions are interconnected.

Problem solving involves problems that require solutions. For example, a mechanic solves problems, e.g., the car shakes when driven over 80 km. /hr., by eliminating probable causes until the correct one is identified and remedied. Most problems concern mechanical challenges, people or situations.

Decision making refers to making a choice among options. Decision making occurs during problem solving, but not all decision making is part of problem solving. It is, therefore, presented as a separate thinking skill. For example, buyers for retail outlets regularly make decisions about which suppliers to buy from, i.e., they select among the options for particular types of merchandise. This is not problem solving.

Critical Thinking refers to the process of making judgments. It includes the process of evaluating ideas or information using a rational, logical thought process and referring to objective criteria to reach a rational judgment about value or to identify strengths and weakness.

Job Task Planning and Organizing refers to the extent to which the workers plan and organize their own tasks. It does not refer to involvement in the planning function for the organization in which they work.

Significant Use of Memory includes any significant or unusual use of memory for workers in the occupational group. It does not include normal memory use that is a requirement for every occupation.

Finding Information involves using any of a variety of sources including text, people, computerized databases or information systems.

Computer Use indicates the variety and complexity of computer use within the occupational group.

Work Habits

The Ontario Skills Passport also includes a section on work habits, since it is important for everyone in the work force to have good work habits as well as the appropriate skills. Please note that there are no skill levels associated with the OSP Work Habits.

Working Safely

- Working in a manner that prevents injury to self and others
- Reporting unsafe conditions
- Participating in health and safety training, as required
- Using and wearing all required protective equipment and devices

Teamwork

- Working willingly with others
- Showing respect for the ideas and opinions of others
- Taking responsibility for his or her share of the work
- Contributing to the team effort by sharing information, resources, and expertise

Reliability

- Being punctual
- Following directions
- Giving attention to detail
- Using time effectively and producing work on time
- Acting in accordance with health and safety practices



Organization

- Organizing work priorities when faced with a number of tasks
- Devising and following a coherent plan to complete a task
- Revising the plan when necessary to complete a task or to make improvements

Working Independently

- Accomplishing tasks independently
- Independently selecting, evaluating, and using appropriate materials, tools, resources, and activities
- Using prior knowledge and experience to solve problems and make decisions

Initiative

- Beginning and completing tasks with little prompting
- Approaching new tasks with confidence and a positive attitude
- Seeking assistance when necessary

Self-advocacy

- Asking questions and seeking clarification, where appropriate
- Identifying and making use of appropriate resources and support when needed
- Being proactive regarding individual rights and responsibilities, where appropriate

Customer Service

- Listening effectively to determine and meet clients' needs
- Interacting positively with both co-workers and clients/customers
- Endeavouring to meet and exceed expectations
- Creating a positive impression of the company or organization

Entrepreneurship

- Recognizing and acting on opportunities
- Showing perseverance
- Being innovative and creative
- Being versatile and resourceful

Reference:**Ontario Skills Passport**

<http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml>



Finding and training GREAT workers is easier using the Ontario Skills Passport (OSP)!

- ✓ Using the OSP is a smart investment and can save **you** time, energy and money.
- ✓ Using the OSP's job skills language and easy-to-use tools will help **you** hire workers with the Essential Skills and work habits required for the job.
- ✓ Using the OSP with learners and job seekers in co-operative education placements, work placements, internships and mentorships gives **you** a head start in finding and training the right talent.
- ✓ Using the OSP can help **you** design skills development opportunities for workers and grow your own talent.



The OSP is FREE and ready for you to use right now.

<http://skills.edu.gov.on.ca>



Use the OSP **Employer Tools** to **create job descriptions, job ads and interview check lists** based on Essential Skills and work habits appropriate to your workplace, such as Document Use, Decision Making, Teamwork and Initiative.



Create an **OSP Work Plan** with easy-to-understand descriptions of job tasks and expectations of your workplace. You can use this plan to **assess and record demonstrations of Essential Skills and work habits and provide constructive feedback on job performance.**

Create an **OSP Training Plan** to **plan and track workplace skills development.** You can use this plan to design training opportunities to help workers become more productive and better prepared for career advancement.

Here is what employers are saying.....

"A successful worker in the home building industry needs a strong set of Essential Skills and work habits to cope with the ever changing demands of our industry". Brian Johnston, President, Monarch Corporation, President, Ontario Home Builders' Association.

"The OSP subscribes to the same philosophy as Home Depot – an environment to develop your skills, prepare for a challenging career and constant feedback on how to be successful in their programs and in today's workplace." Kim Forgues, Regional Human Resources Director, Eastern Canada, Home Depot of Canada, Inc.

"Both small and medium enterprises and large employers will find the OSP valuable for creating job advertisements and structuring performance reviews, while learners, job seekers and employees can use their work plans to build personal portfolios for career development." Michael Bloom, Vice-President, Organizational Effectiveness and Learning, The Conference Board of Canada