

**SKILLS FOR SUCCESS
WORK READY YOUTH PROGRAM**



**COLLABORATION
WORKBOOK!**



Acknowledgement

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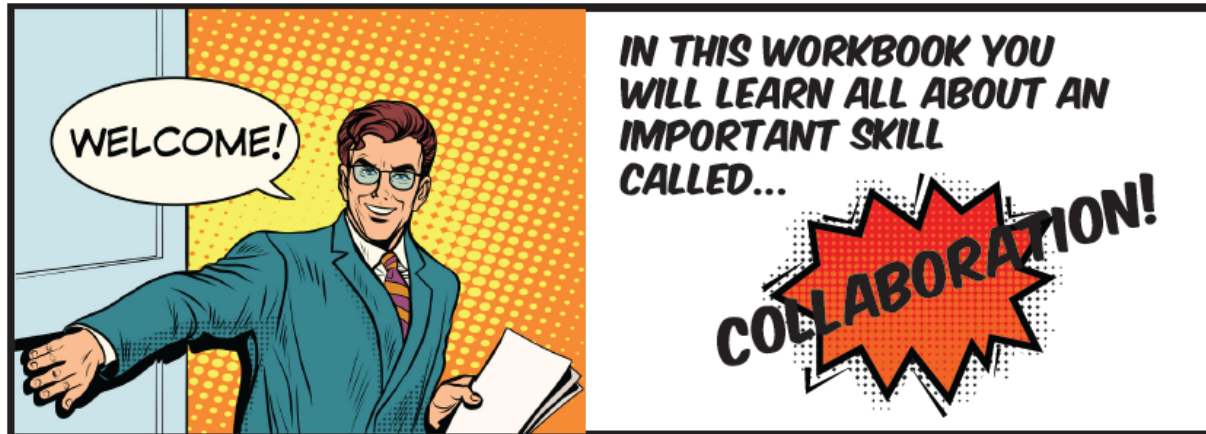
COLLABORATION

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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WELCOME TO THE SKILLS FOR SUCCESS WORK READY YOUTH PROGRAM



Q: HOW DO I USE THIS WORKBOOK?

- 1** START BY REVIEWING THE INFORMATION AND FUN FACTS ABOUT COLLABORATION AND SKILLS FOR SUCCESS .
- 2** PRACTICE YOUR SKILLS IN THE "WORKOUT" SECTION .
- 3** BUILD YOUR SKILLS IN THE "BOOSTER" SECTION .
- 4** IN THE ANSWER KEY SECTION, CHECK YOUR WORK FROM THE WORKOUT SECTION.
- 5** TRY THE ASSESSMENT QUESTIONS AT THE END TO GET AN IDEA OF HOW STRONG YOUR SKILLS ARE.



INTRODUCING THE SKILLS FOR SUCCESS

Breaking News

The Government of Canada has identified nine key skills that lead to positive outcomes in work and daily life. They are called Skills for Success.

I'm here with Skills for Success expert Conrad. Conrad, what are Skills for Success and why are they important?

Skills for Success are skills needed to participate and thrive in work, learning and life.

They are skills that help us to be efficient and adaptable. They help us carry out activities and job tasks involving ideas, things, and people.

SKILLS FOR SUCCESS ARE THE SKILLS ALL PEOPLE NEED FOR WORK, LEARNING AND LIFE. THEY FORM THE FOUNDATION FOR LEARNING OTHER SKILLS.



THE NINE SKILLS FOR SUCCESS



Skills for Success are a major component of Skills/Compétences Canada Initiatives. Let's take a closer look.

THE NINE SKILLS FOR SUCCESS

 ADAPTABILITY ADAPTABILITÉ	 COLLABORATION COLLABORATION	 COMMUNICATION COMMUNICATION	 CREATIVITY & INNOVATION CRÉATIVITÉ ET INNOVATION	 DIGITAL COMPÉTENCES NUMÉRIQUES
 NUMERACY CALCUL	 PROBLEM SOLVING RÉSOLUTION DE PROBLÈMES	 READING LECTURE	 WRITING RÉDACTION	



BUILDING SKILLS FOR SUCCESS

Think of a time you tried something new. It can be a sport, learning to code, learning to play an instrument. Maybe you were great at it right away, but most of us aren't. We practice so we get better. In the same way, you need to practice, to build your Skills for Success. To do this, you need to practice tasks, questions and problems related to the Skills for Success, starting with those at Entry level and working up to Intermediate and Advanced levels.

SKILLS FOR SUCCESS LEVELS		
Entry	Intermediate	Advanced
Practice needed	Ready to keep learning	Good to go!

Skills like muscles get stronger the more we use them and strengthening your Skills for Success will help you succeed in today's evolving work environment and in daily life.

WHAT DO THE LEVELS MEAN?

- Tasks, questions, and problems at Entry level are less difficult than those at the Intermediate and Advanced levels.
- People with skills at Entry level need to practice, to make their skills stronger. When you have skills at, or above, Intermediate level, you have skills that are strong enough to allow you to learn academic, technical, or job-specific skills.
- Employers like to hire workers who are efficient, capable, learners because they know they are more likely to 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 technologies.





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.*)



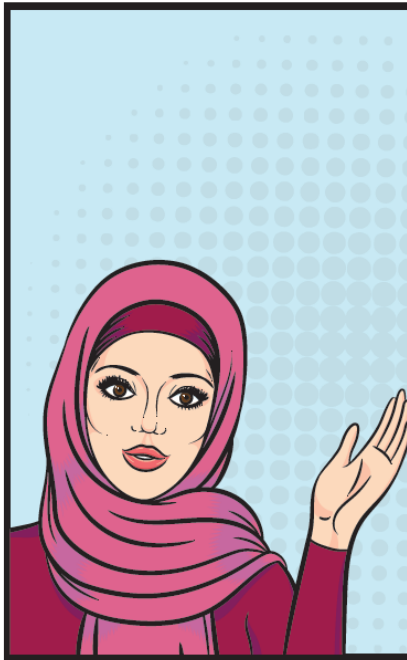
Task	Skills Used
Find information online to complete the set-up of a new iPhone.	
Apply online for a learner's license.	
Book concert tickets online.	
Help plan a fundraiser for your sports team.	
Make a plan to pay for the boots you want when they are more expensive than expected.	
Find an alternate way to travel when you can't use the car to go skiing.	
Text your coach to say you will be late for practice, and why, and how you will catch up on what you miss.	
Arrive at work early to learn the new customer payment system, from your boss.	NU,
Use an online transit schedule to get to your new job on time.	

Skills for Success	
ADA	Adaptability
COL	Collaboration
COM	Communication
CI	Creativity & Innovation
DIG	Digital
NU	Numeracy
PS	Problem Solving
RE	Reading
WR	Writing





GETTING STARTED WITH COLLABORATION



Collaboration refers to your ability to contribute and support others to achieve a common goal.

For example, at work we use this skill to provide meaningful support to team members while completing a project.

COLLABORATION 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



GIVE IT A TRY! THINK ABOUT COLLABORATION


Think about how you use your Collaboration 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 (alone or with a partner); be as specific as you can. We've filled in examples from a graphic designer's workday 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>Working from her home studio, creates preliminary sketches for the video game characters.</p>	
<p>With a Partner (and/or as part of a team)</p> 	<p>Brainstorm story lines with another person. Participate in online meetings each morning with everyone working on developing the game.</p>	
<p>RESPONSIBILITY</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>Assign work to a student intern. Approve time off for an employee.</p>	



COLLABORATION MAKES A DIFFERENCE



Collaboration – a critical work skill!

Think you don't need the skill of collaboration? 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 being able to collaborate is an important part of that culture!

IF YOU DO ANY OF THESE... YOU CAN COLLABORATE!



From the classroom to the workplace, Skills for Success matter!



COLLABORATION MAKES A DIFFERENCE

AT WORK

Once you start working, the ease with which you can work across different contexts will be critical to your workplace success. The ability to collaborate 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 collaboration 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 collaboration 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 COLLABORATION

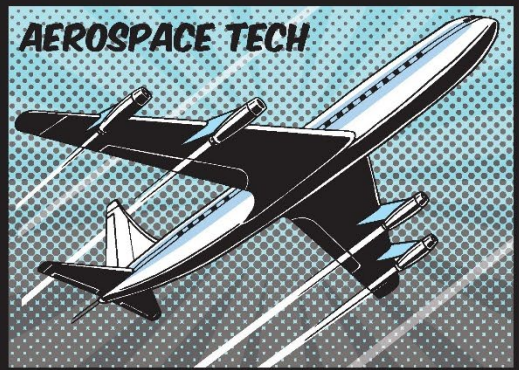
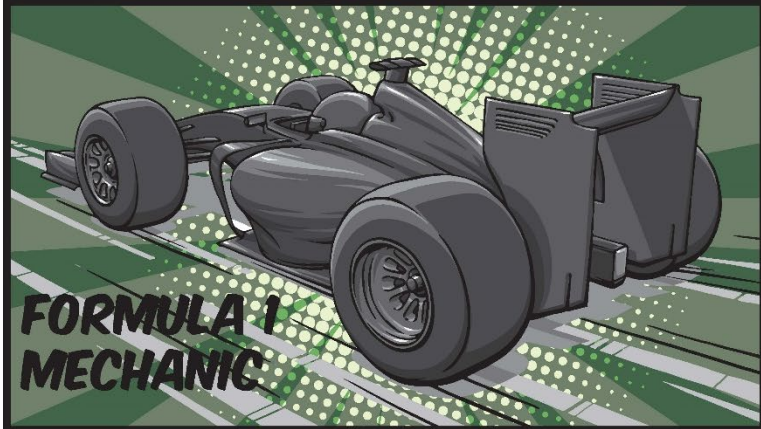
Like the other Skills for Success, collaboration has 3 levels of complexity (difficulty): Basic, Intermediate and Advanced.

Task complexity depends on factors like the context of the work (alone or independently or with a partner or as part of a team) and on how much responsibility an individual has, related to those they are collaborating with.

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



COOL JOBS THAT RELY ON COLLABORATION!





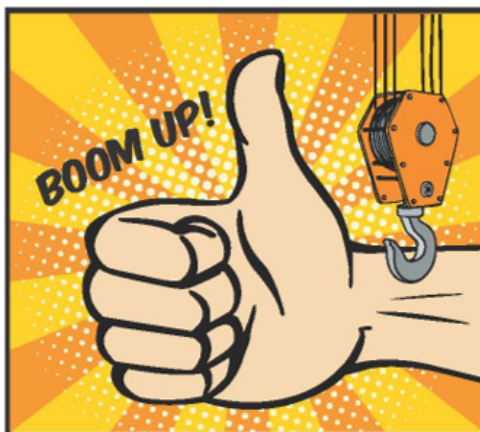
COLLABORATION TRIVIA



1. The mere presence of other people can boost your performance
2. Collaborative work teams have advantages like sports teams in their home stadiums
3. A balance of extroverts and introverts makes for a better team
4. Inclusive teams perform better
5. Effective teams depend on “social sensitivity”
6. The culture of a workplace impacts how we work with others

Answer: all the above are true

THINK BEING ABLE TO COLLABORATE ISN'T A BIG DEAL? THINK AGAIN!



WORKING WITH A PARTNER

The skill of collaboration 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.



COLLABORATION IN ACTION!



1. Accounting and related clerks ... **collaborate** 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. (collaboration Basic Level)
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. (collaboration Intermediate Level)
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. (collaboration Advanced Level)
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. (collaboration Basic Level)
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. (collaboration Intermediate Level)



COLLABORATION 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. (collaboration Basic Level)
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. (collaboration Basic Level)
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. (collaboration Intermediate Level)
9. Most 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. (collaboration Intermediate Level)
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. (collaboration Intermediate Level)



COLLABORATION 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 collaboration!





COLLABORATION IN THE NEWS!

continued from page 1...

Taylor has been working at UPS for more than a year and a half and regardless of the long commute, Taylor is a hard worker and rarely late, UPS employee Allie Steen shared with Global News. “He walked over seven miles to work, rain or shine, five days a week.”

After a now-retired co-worker offered to sell his Jeep Cherokee, the Oxford staff took the opportunity to pool their money together and purchase the car for \$1,100 so they could give it to Taylor.

One day, after a long shift, the company convinced Taylor to stay late so they could surprise him with the car.

“It’s a great feeling to know that I got people around me like that,” Taylor said. “That really doesn’t happen to folks that only work a year and a half.”

<https://www.entrepreneur.com/article/290010>



COLLABORATION BITS AND BITES

COLLABORATION 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 collaborate 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.



COLLABORATION 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
/ˈkʌltʃər/

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 characterizes 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 successfully collaborate with others in that workplace. Positive workplace culture enhances and encourages teamwork, improves efficiency and productivity and significantly reduces employee turnover.





COLLABORATION BITS AND BITES

WHAT ARE THE EXPECTATIONS? ARE WE MEETING THEM?

Workplace culture matters when we are collaborating with others.

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



TIPS FOR COLLABORATING WITH A PARTNER OR A TEAM

Employment and Social Development Canada provides the following tips for successfully collaborating.

- ✓ 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.



COLLABORATION 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 ”

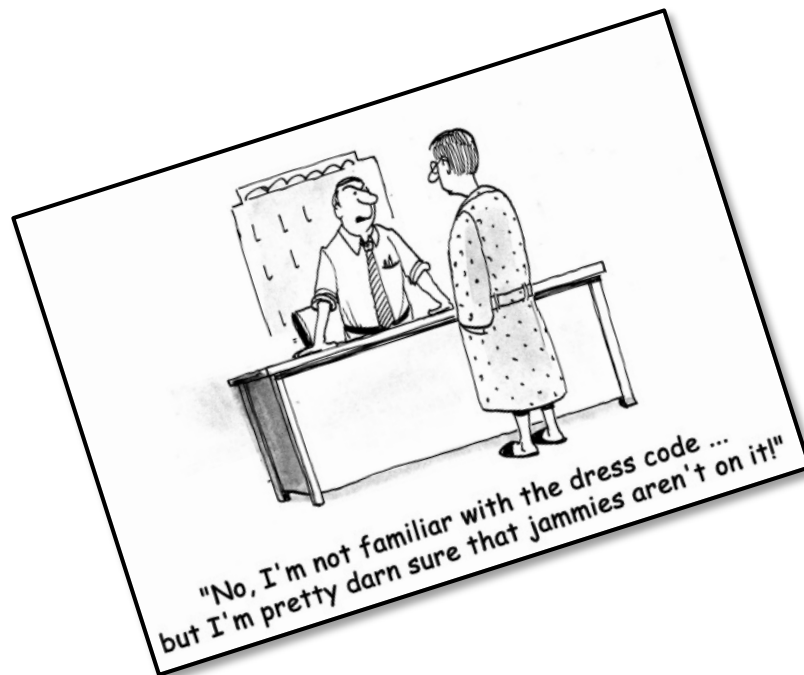


COLLABORATION BITS AND BITES

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.





COLLABORATION 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 their 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.



COLLABORATION 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 FOR SUCCESS
TO WORK!**

**GIVE YOUR SKILLS A WORKOUT. SKILLS, LIKE
MUSCLES, GET STRONGER THE MORE WE
USE THEM. BUILD YOUR SFS MUSCLES BY
COMPLETING THE WORKOUTS. YOU CAN
CHECK YOUR ANSWERS IN THE ANSWER
KEY.**

COLLABORATION

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1. FITTING IN

COLLABORATION – 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 or not valued at all.

(collaboration Basic level, problem solving Basic level)

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.

(collaboration Basic level, problem solving Basic level, writing Basic level)



NOTES



2. SEEING IS BELIEVING

COLLABORATION – 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 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, working product that only a major corporation could have created 10 or 20 years ago.



1. What two ways did the internet help Renny collaborate with their team?
(collaboration Intermediate level, reading Basic level)

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 collaborate.
(collaboration Basic level, scheduling, budgeting & accounting Basic level)

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 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



COLLABORATION – WORKING TOGETHER



270

Engaged Naujaat
Community Members



267k

Funds Raised



20K

lbs of Produce Per Year

In 2013, a not-for-profit organization named *Growing North* was created to empower Inuit individuals by reducing food prices and offering education. By 2016, it had 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 was the brainchild of the co-founders Ben Canning and Stefany Nieto, two Ryerson University students who came up with the idea when they heard about the extreme levels of food insecurity in Nunavut. They worked with Enactus, an international organization that connects students, professors, and business experts to use 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 now Green Iglu and it continues to raise awareness on food insecurity in Northern Canada and build capacity within the Naujaat community to grow their own produce. A majority of the community can now grow their own produce in the greenhouse year round and buy fresh food at a fraction of the price of imported food.

Local employees help design the project and carry out the daily tasks to sustain and distribute the produce.

Learn more here

<https://www.cbc.ca/television/higharctichaulers/igloo-shaped-greenhouses-are-growing-nutritious-affordable-food-in-canada-s-north-1.5365796>



- 1.** Using information from the article, write in Column 1 two (2) examples of the ways in which people collaborate with partners or teams, and two (2) examples of how they work as leaders.
(collaboration Intermediate level, reading Basic level, creativity & innovation Basic level, writing Basic level)

	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 the Green Iglu project.
(collaboration Intermediate level, reading Basic level, creativity & innovation Basic level, writing Basic level)

3. Large projects like Growing North, which was where the Green Iglu started, 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.
(collaboration Intermediate level, reading Basic level)

PARTNER	CONTRIBUTION



4. POSITIVELY TOGETHER

COLLABORATION – LET ME COUNT THE WAYS



There are lots of ways we collaborate with others, whether at a job or in our daily lives. In this 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 ways in which individuals collaborate in 3 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.)

(collaboration Basic & Intermediate levels, reading Basic level)

<p><u>Athletes</u> 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><u>Members of environmental groups</u> 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><u>Student filmmakers</u> 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 3 different occupations demand different levels of skill in collaboration. Read the examples and then answers the questions for each.
(collaboration Basic & Intermediate levels, reading Basic level)

<p><u>Machinists</u> 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><u>Trappers and hunters</u> 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><u>Bakers</u> 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>
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QUESTIONS

<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>
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<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>a) Ahmed, who is a first-time competitor but has won several awards for design</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 conduct your own online research into how workers in that job collaborate. Provide at least one example of how they work:

- alone or independently
- with a partner or on a team

Be sure to include web references for your sources.

(collaboration Basic & Intermediate levels, digital Intermediate level)

Aircraft Mechanic

Alone/Independently:

With a partner/on a team:

Landscaper

Alone/Independently:



With a partner/on a team:

Mining Mechanic

Alone/Independently:

With a partner/on a team:



**BUILD YOUR SKILLS FOR
SUCCESS!**

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

COLLABORATION

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. TEAMWORK

EMPLOYERS VALUE EMPLOYEES WHO COLLABORATE WELL 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 TEAM MEMBER.



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 clearly 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 all team members and ask questions to clarify and confirm understanding of those opinions and ideas.





ANSWERS FROM THE SFS WORKOUTS!

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

COLLABORATION

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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0. MATCHING TASKS AND SKILLS

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

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



Task	SkillsUsed
Find information online to complete the set-up of a new iPhone	RE, DS, PS
Apply online for a learner's license	RE, WR, PS
Book concert tickets online	DS, RE, PS
Help plan a fundraiser for your sports team	NU, PS, COM, COL, CI
Make a plan to pay for the boots you want when they are more expensive than expected.	PS, NU, RE
Find an alternate way to travel when you can't use the car to go skiing.	COM, COL, CI
Text your coach to say you will be late for practice, why, and how you will catch up on what you miss	DS, WR, PS, COL
Arrive at work early to learn the new customer payment system, from your boss	NU, COL, COM
Use an online transit schedule to get to your new job on time	PS, NU, DS



1. 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 or not valued at all.

(collaboration Basic level, problem solving Basic level)

Answers may vary.

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.

(collaboration Basic level, problem solving Basic level, writing Basic level)



Answers will vary

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. 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 rude and conveys the message that you think your time is more important than that of the people you are meeting.
6. 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. 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. While no workplace values complaining, many value "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 collaborate with their team?
(collaboration Intermediate level, reading Basic level)

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)	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 collaborate.
(collaboration Basic level, scheduling, budgeting & accounting Basic level)

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 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 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. *(collaboration Intermediate level, reading Basic level, creativity & innovation Basic level, writing Basic level)*

	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>	<i>Answers will vary.</i>
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 the project.

(collaboration Intermediate level, reading Basic level, creativity & innovation Basic level, writing Basic level)

3.

Large projects like Growing North, which was where Green Iglu started, 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.

(collaboration Intermediate level, reading Basic level)

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

Any 3 of the above.



4. POSITIVELY TOGETHER

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1. Below are descriptions of ways in which individuals collaborate in 3 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.)

(collaboration Basic & Intermediate levels, reading Basic level)

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 3 different occupations demand different levels of skill in collaboration. Read the examples and then answers the questions for each.

(collaboration Basic & Intermediate levels, reading Basic level)

<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 conduct your own online research into 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

some possible answers are below

(collaboration Basic & Intermediate levels, digital Intermediate level)

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*

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*

Mining 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*

**SKILLS FOR SUCCESS
WORK READY YOUTH PROGRAM**



**SFS
ASSESSMENT!**

COLLABORATION

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. COLLABORATION 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 2 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) Agree to 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.

Your class is setting up a room for interviews for a documentary. Which job will require collaborating to with someone else to complete the 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 keep the team connected while discussing plans and progress. How will you engage the team member?

- a) Resend the emails with a high priority flag
- b) Hold team meetings in person
- c) Discuss with the team member why they are not responding to the emails

4.

You are collaborating 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 collaborating with 4 others to plan an auction fundraiser. The jobs to be done are create posters, contact auction item donors, collect auction items, and manage the logistics, i.e., book 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) Ask each person to volunteer for a task
- b) Ask each person what they don't want to do
- c) Ask each person to describe related past experience



6.

Some students volunteered to do work in a community member's backyard – shown in the photo. Which tasks need the most 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

7.

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



8.

Your team must complete a map showing the locations of all available AV connections, at the local music festival grounds. The first task is to check the number of connections and record the locations. Who will you assign?

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

9.

Which team member would you recommend to create a unique tasting pasta sauce for a food competition?

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 and with no referee. This means that all players must agree to follow the rules and display mutual respect. There is disagreement about a play during a game. Which technique will resolve it?

- a) Team A's members agree that Team B was wrong. Everyone on Team A tells them so.
- b) Team A's representative explains calmly to the other team why they were wrong on the play.
- c) Team A's representative first asks the Team B representative 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) Obtain and summarize each group member's update
- c) Explain what you think each member is contributing



2. COLLABORATION 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 2 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) Agree to create a communication plan

collaboration Intermediate level

2. Your class is setting up a room for interviews for a documentary. Which job will require collaborating with someone else to complete a task?

b) Testing the sound from mic to equipment

collaboration Basic level

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

c) Discuss with the team member why they are not responding to emails

collaboration Basic level

4. You are collaborating 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

collaboration Basic level

- 5.** You are collaborating with 4 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., book 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) Ask each person to describe related experience

collaboration Intermediate level

- 6.** Some students volunteered to do work in a community member's backyard – shown in the photo. Which tasks need the most coordination for timing?

b) Painting the fence and trimming the plants

collaboration Basic level

- 7.** 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?

b) Explain to your supervisor that you have not been properly trained

collaboration Basic level

- 8.** Your team must complete a map showing the locations of all available AV connections, at the local music festival grounds. The first task is to check the number of connections and record the locations. Who will you assign?

c) Angela

collaboration Basic level



9.

Which team member would you recommend to create a unique tasting pasta sauce for a food competition?

b) Zach

collaboration Intermediate level

10.

Ultimate is a game played by teams of 7 with no referee. This means that all players must agree to follow the rules and display mutual respect. There is disagreement about a play during a game. Which technique will resolve?

c) Team A's representative first asks the Team B representative to explain their perspective

collaboration Intermediate level

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) Obtain and summarize each group member's update

collaboration Intermediate level

How did you do?

Enter the number of answers you got correct: _____/11

9-11 correct: Good work! You've mastered the fundamentals and your skills might be quite quickly increased with practice.

6-8 correct: Keep at it! Your skills need to be improved, but some of the fundamentals are in place. It might be possible to improve reasonably quickly.

<5 correct: Your skills need practice.