

Outcomes Covered in Diversity at Work in Relation to ATESL ICC 7 Strands, 9 Essential Skills and CLB/ES Comparative Framework

1) ATESL ICC 7 Strands

✓	Strand	Strand Description and Examples
	1	Analyze everyday behaviors in Canadian cultures and compare and contrast these with their own. Example behaviors: Greetings, farewells, daily routines, dress, eating, personal hygiene, shopping, dating...
	2	Recognize cultural stereotypes-favourable and discriminatory – and describe how they impact their own and others’ behaviours. Example stereotypes: race, gender, ethnicity, religion, class, nationality, rural/urban, sexual orientation, age...
	3	Identify and describe the significance of cultural images and symbols in Canadian culture and their own. Example images: historical symbols; popular culture images from mass media; folk culture images;
✓	4	Identify culturally-determined behavior patterns. Example behaviors: small talk, nonverbal communication, taboos, telephone protocol, degrees of familiarity, ways to express emotions, eye contact, use of time and space...
✓	5	Compare and contrast differences and similarities in values and beliefs in their own cultures and in Canadian cultures. Example values & beliefs: attitudes about male/female roles, work ethics, corporal punishment, aging, independence, materialism, time, money.... (Researcher note: in guide the concrete examples given only relate to male/female roles – would be helpful to broaden this).
✓	6	Analyze and describe diversity in Canadian cultures. Example categories of diversity: ethnicity, race, religion, class, gender, sexual orientation, age, urban/rural.
	7	Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture. Example areas of adjustment and balance: parental rights and limitations, multilingual/multicultural homes, approaches to health (home remedies), religious and social practices.

2) 9 Essential Skills

✓	Skill	Skill Description
✓	1	<p>Reading - The ability to understand reading materials in the form of sentences or paragraphs. We use this skill to scan for information, skim overall meaning, evaluate what we read and integrate information from multiple sources.</p> <p>Jobs in community advocacy, such as social workers, use reading skills. A social worker may read clinical assessments and medical reports to learn about clients' medical diagnoses, psychiatric conditions and behavioural problems.</p>
✓	2	<p>Document use - The ability to perform tasks that involve a variety of information displays in which words, numbers, symbols and other visual characteristics are given meaning by their spatial relationship. We use this skill when we read and interpret signs, labels, lists, graphs and charts.</p> <p>In the hospitality industry, line cooks use their document use skills when they read and enter data on the freezer temperature-recording chart or check off items and quantities on delivery checklists.</p>
	3	<p>Numeracy - The ability to use numbers and think in quantitative terms. We use this skill when doing numerical estimating, money math, scheduling or budgeting math and analyzing measurements or data.</p> <p>In the medical field, workers such as nurse aides and orderlies, use numeracy skills in their occupation. A nurse aide may plot patient temperatures on a chart to show deviations from normal ranges.</p>
	4	<p>Writing - The ability to write text and documents; it also includes non paper-based writing such as typing on a computer. We use this skill when we organize, record, document, provide information to persuade, request information from others and justify a request.</p> <p>Labourers in manufacturing jobs, such as in a paper mill plant, use writing skills. They may write changes on worksheets, such as recording the substitution of materials.</p>
✓	5	<p>Oral communication- The ability to use speech to give and exchange thoughts and information. We use this skill to greet people, take messages, reassure, persuade, seek information and resolve conflicts.</p> <p>In the field of finance, an accountant will use oral communication to speak with customers to follow up on overdue accounts, arrange payments, answer customer enquiries and discuss disagreements about accounts.</p>

✓	6	<p>Working with others- The ability to work with other workers to carry out tasks. We use this skill when we work as a member of a team or jointly with a partner, and when we engage in supervisory or leadership activities. Working with others is a skill used often by teachers and educators. They speak with parents, psychologists, social workers and speech-language therapists to share information about students and discuss intervention plans.</p>
✓	7	<p>Thinking - The ability to engage in the process of evaluating ideas or information to reach a rational decision. We use this skill when we solve problems, make decisions, think critically and plan and organize job tasks. Public relations professionals employ their thinking skills to judge the significance of topics in the media to determine whether and how to respond. They consider the risks associated with action and inaction, recent misunderstandings that could resurface, and ramifications and implications for the organization's image.</p>
✓	8	<p>Computer use - The ability to use different kinds of computer applications and other related technical tools. We use this skill when we operate cash registers, use word processing software, send emails and create and modify spreadsheets. Trade helpers and labourers such as roofers, welders and carpenters need to use computer applications. For example, surveyor helpers use electronic field notebooks to complete topographical surveys, specifying details of sites to create computer-generated diagrams.</p>
✓	9	<p>Continuous learning- The ability to participate in an ongoing process of acquiring skills and knowledge. We use this skill when we learn as part of regular work or from co-workers and when we access training in the workplace or off-site. Retail associates and salespeople may cross-train with personnel in other stores, sections or other product lines to obtain the big picture. They may take marketing courses or attend supplier seminars to learn more about products.</p>

3) CLB/ES Comparative Framework

3.1) ES Oral Communication Tasks/CLB Speaking Tasks

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ES Level 1 Oral Communication Tasks	CLB 5 Speaking Tasks
-Tells co-workers about tasks and coordinates work with them.	n/a
-Interacts with supervisors to discuss the status of jobs and the provision of service to customers.	CLB 6 Speaking Tasks
	-Makes a simple formal suggestion -Renews a verbal request for an item

	<ul style="list-style-type: none"> -Express concerns, provides explanations, and seek advice in a parent-teacher interview. -Discusses researched topics on social, cross cultural, or work-related issues. -Participates in small group discussion/meeting.
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ES Level 2 Oral Communication Tasks	CLB 7 Speaking Tasks
<ul style="list-style-type: none"> -Interacts with co-workers when coordinating tasks or discussion procedures and activities. Informs co-workers of progress or unexpected conditions. -Trains and gives direction and instruction to new employees or informs less experienced co-workers of their duties. -Exchanges information with fellow supervisors and with superiors, clarifies information and coordinates work. 	<ul style="list-style-type: none"> -Gives clear instructions in a workplace situation related to moderately complex technical tasks. -Makes and responds to a complaint. -Makes an extended suggestion on how to solve an immediate problem or make an improvement.
	CLB 8 Speaking Tasks
	<ul style="list-style-type: none"> -Responds to minor conflict (e.g., acknowledge or clarify a problem, apologize, suggest a solution)

3.2) ES Oral Communication Tasks/CLB Listening Tasks

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ES Level 1 Oral Communication Tasks	CLB 5 Listening Tasks
<ul style="list-style-type: none"> -Listen to supervisors to receive assignments and priorities. 	<ul style="list-style-type: none"> -Identifies specific factual details and inferred meanings in simple advice and suggestions, announcements and commercials. -Demonstrates comprehension of the gist, factual details and some inferred meanings by listening to descriptive or narrative text.
	CLB 6 Listening Tasks
	n/a
	CLB 7 Listening Tasks
	n/a

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ES Level 2 Oral Communication Tasks	CLB 7 Listening Tasks
	n/a

<ul style="list-style-type: none"> -Interacts with a supervisor to receive instructions, to obtain help with paperwork, problem customers or particular accounts and to obtain approvals and signatures. -Participates in staff meetings to discuss problems and new policies and to exchange opinions on current procedures. -Interacts with supervisors to discuss work schedules, procedures and goals. 	<p>CLB 8 Listening Tasks</p> <ul style="list-style-type: none"> -Identifies specific factual details and inferred meanings.
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3.3) ES Reading Tasks/CLB Reading Tasks

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<p>ES Level 1 Reading Tasks</p> <ul style="list-style-type: none"> -Reads memos, information bulletins and electric mail (e-mail) about special events or new procedures. 	<p>CLB 3, 4 & 5 Reading Tasks</p> <ul style="list-style-type: none"> -Reads an authentic note, e-mail message or letter; answers 7-10 questions about the text. -Identifies key information and locates specific details in verbal text and graphics, including extensive directories, charts and schedules.
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3.4) ES Document Use Tasks/CLB Reading/Writing Tasks

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<p>ES Level 1 Document Use Tasks</p>	<p>CLB 3, 4 & 5 Reading/Writing Tasks Information Search</p>
<p>n/a</p>	<ul style="list-style-type: none"> -Accesses, locates information through tables of content, indexes or glossaries.

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<p>ES Level 2 Document Use Tasks</p>	<p>CLB 5, 6 Reading/Writing Tasks Information Search</p>
<p>n/a</p>	<ul style="list-style-type: none"> -Explains how something works based on a text; relates the sequence of steps or stages in a cycle or process described in the text.