



# Assessing Social Emotional Skills for Workplace Success: A Panel Discussion

November 02, 2023

## Land Acknowledgement

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We would like to acknowledge the traditional and unceded territories of all nations within BC and the Lower Mainland and especially the x<sup>w</sup>məθk<sup>w</sup>əy̓ əm (Musqueam), S<sub>k</sub>w<sub>x</sub> wú7mesh (Squamish), and sə'lilw̓ ətaʔt̓ (Tsleil-Waututh) nations who have been stewards of this land from time immemorial. We are grateful for the privilege to be able to learn, live, work and play here!

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# Learning Outcomes

ESAT: Employability Skills Assessment Tool

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Futureworx

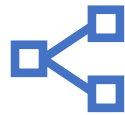


- Gain insights into social emotional skill-assessment and skill-development practices
- Understand the process by which learners build self-awareness and receive feedback
- Hear about ESAT best practices and lessons learned by ESAT users

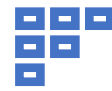
# Session Outline



**Introductions**



**VCC's Social  
Emotional  
Skills  
Context**



**Pre-assessment  
Poll**



**Intro to ESAT**



**Panel  
Discussion**



**Breakout  
Sessions**



**Q&A**



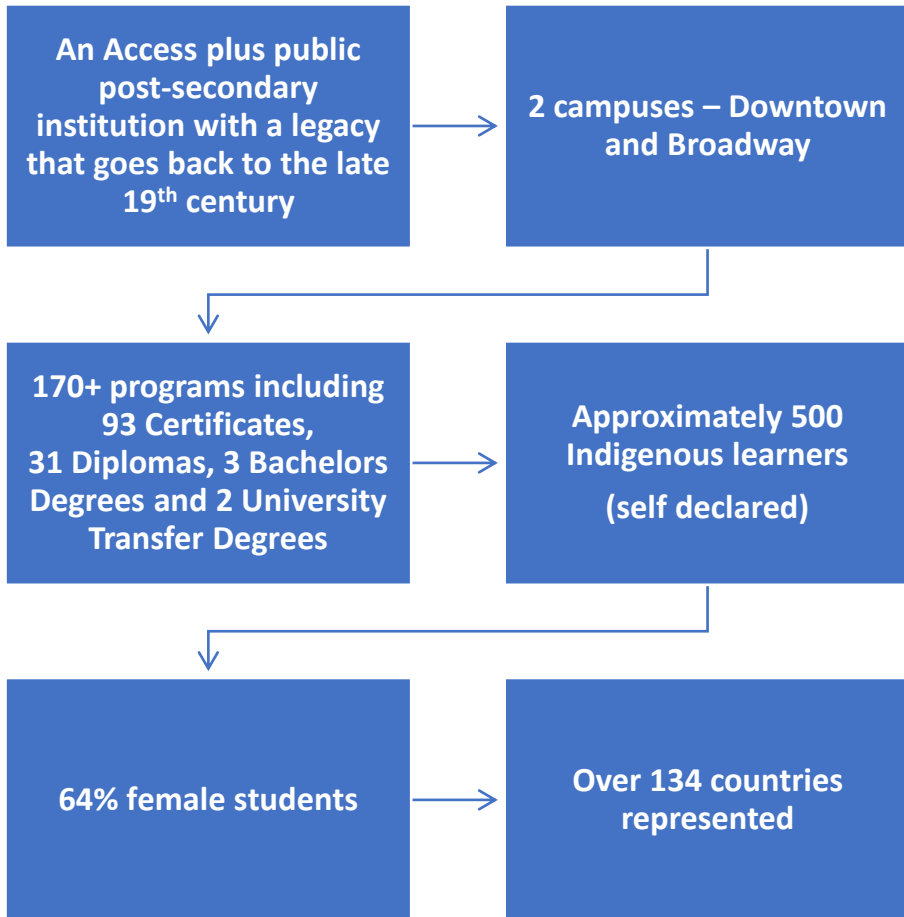
**Wrap Up**

# Social Emotional Skills

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- Social-emotional skills are associated with how we work and how we relate to others both at work and in life.
- They refer to our ability to recognise and regulate our own emotions and recognize the emotions of others with whom we interact.
- Other commonly used names: soft skills, personal management skills, non-technical skills, power skills, employability skills, foundational skills, and more

# About VCC



Downtown Campus



Broadway Campus



# VCC's Social Emotional Skills Context

Employability Skills Assessment Tool (ESAT)

Futureworx



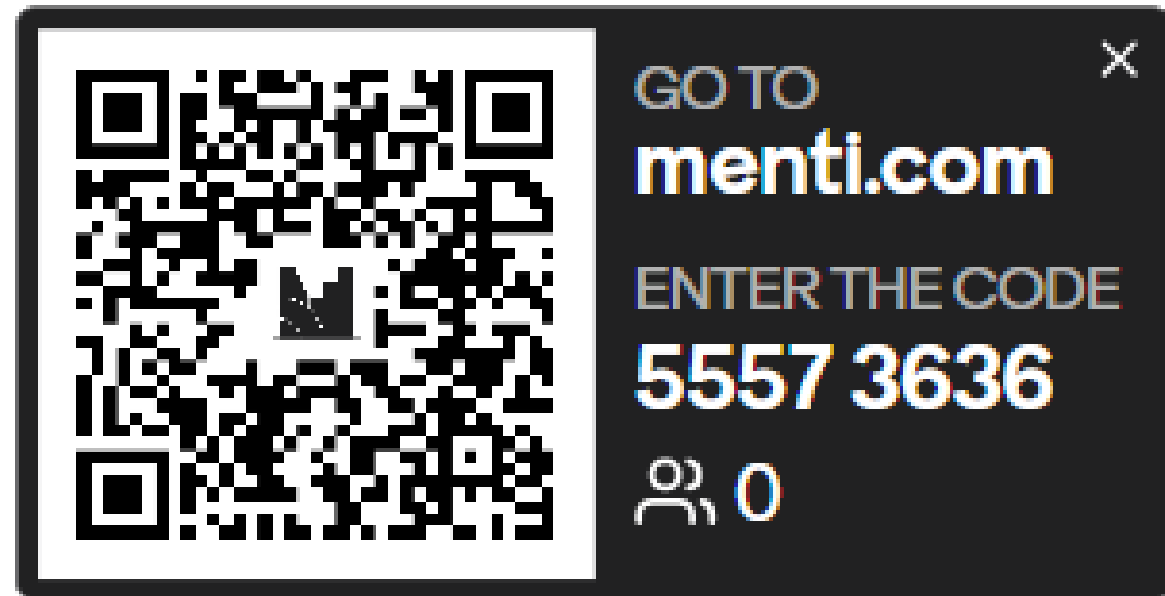
## Partnership Development Office (PDO)

- Hub for tuition free, accessible skill training and work force development projects
- Explicit emphasis on employability skills assessment and training using ESAT and other assessment tools
- Built in employer engagement during program design and through Work Integrated Learning (WIL)/Work Experience
- National level involvement in Skills for Success projects

# Pre-assessment

What is your experience?

- What are the social-emotional skills that you believe are most important for your clients to have?
- What assessment methods or tools do you use that relate to social-emotional skills?
- What challenges do you face in assessing or developing clients' social-emotional skills?





**E** **S** **A** **T**

An Introduction



Is an online, formative, dialogical, cyclical approach to assessing and developing SES, built to support both staff and participants.

The logo for ESAT is displayed on a dark blue background. The letters are stylized and colored: 'E' is red, 'S' is green, 'A' is blue with a white checkmark-like shape inside, and 'T' is orange.

The aim of ESAT and associated processes & resources, is to help organizations address social emotional skill (SES) development as an **intentional outcome** of programming or service delivery.

**It is much, much more than trying to measure SES competency.**



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Establishes a **common language** and **framework of skill definitions and behavioural exemplars** based on shared expectations (+ and -)

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Provides a **database of observations** for 'diagnostics', scoring, and supporting coaching dialogue

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Provides a non-psychometric **self assessment** to indicate learner's perceptions of skill competency and develop learner self-awareness

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Provides **staff assessment** and consensus methods to indicate an 'employer' perception of skill competency

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Provides **outputs to support dialogue and action plan development**

# Core ESAT Employability skills:

- Attitude
- Motivation
- Presentation
- Teamwork
- Time Management
- Adaptability
- Stress Management
- Accountability
- Confidence

**Also new Skills For Success skills –  
Creativity, Collaboration, Problem  
Solving, Communication plus 40 more**

# KEY ACCOUNTABILITY INDICATORS

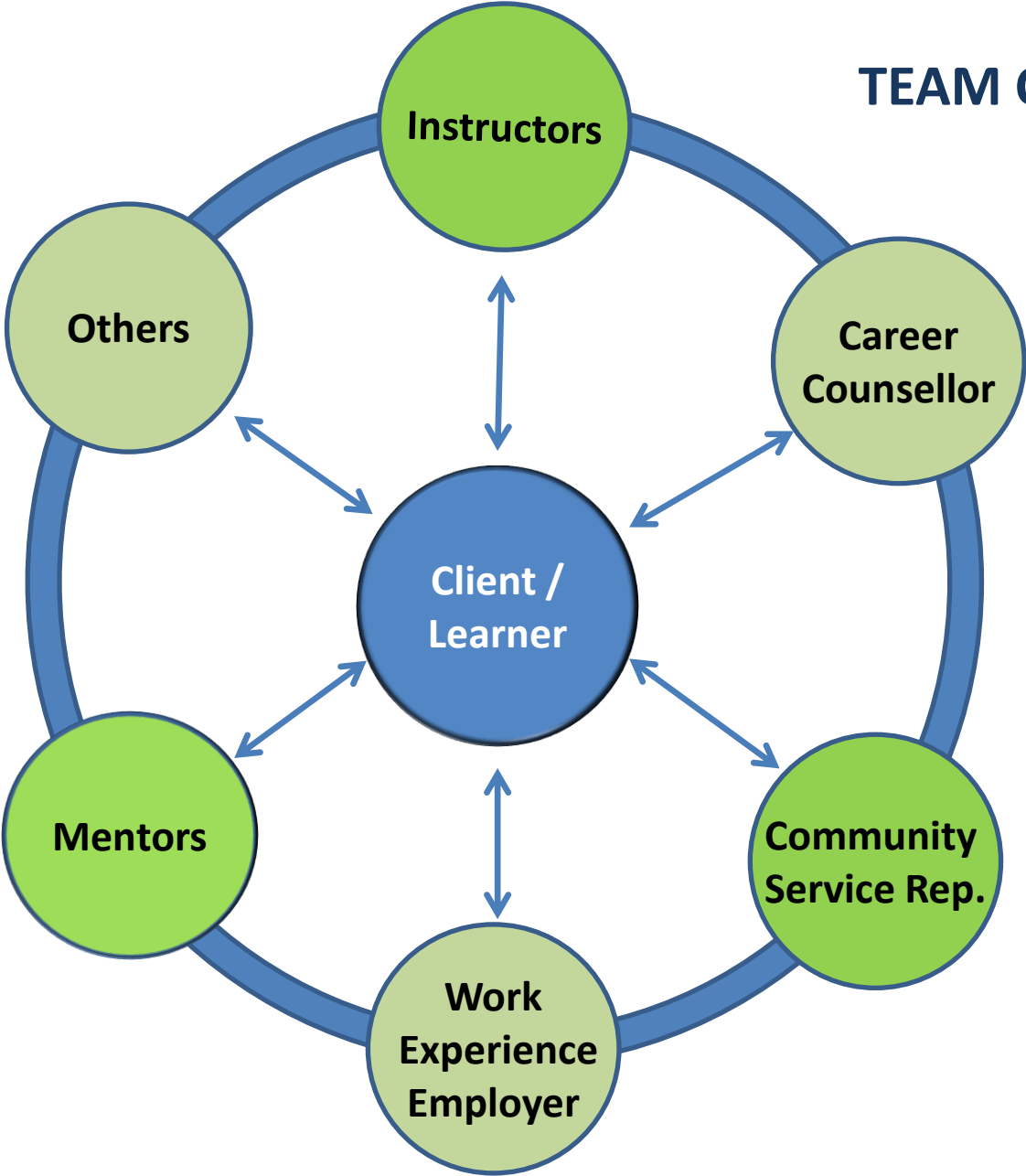
ACCOUNTABILITY	RED	YELLOW	GREEN
VERBAL ACCOUNTABILITY	<ul style="list-style-type: none"> <li>- makes excuses for errors</li> <li>- attempts to blame others for errors</li> <li>- tells or spreads lies about others</li> <li>- rejects feedback</li> </ul>	<ul style="list-style-type: none"> <li>- expresses reluctance to take blame for their mistakes, but is open to discussion</li> <li>- stretches the truth or tries to avoid it</li> <li>- accepts feedback but grudgingly</li> </ul>	<ul style="list-style-type: none"> <li>- admits/reports errors</li> <li>- is truthful about actions and events</li> <li>- accepts feedback constructively</li> <li>- apologetic for errors, lateness etc</li> </ul>
PHYSICAL ACCOUNTABILITY	<ul style="list-style-type: none"> <li>- steals from the workplace or coworkers</li> <li>- cheats on timesheets</li> <li>- creates unfair situations in order to excel.</li> <li>- does not work well if unsupervised</li> <li>- late without notice nor reason</li> </ul>	<ul style="list-style-type: none"> <li>- tries their best when unsupervised under certain conditions (task, time or location dependent).</li> <li>- demonstrates little regard for the property of others (careless or wasteful but not theft).</li> <li>- late without notice</li> <li>- may be reluctant to accept responsibility, but eventually will do so.</li> </ul>	<ul style="list-style-type: none"> <li>- reports instances of theft in the workplace</li> <li>- does not steal or cheat</li> <li>- guards against theft for self and others</li> <li>- accurately logs time</li> <li>- competes fairly for advancement</li> <li>- behaves the same when unsupervised</li> </ul>
CONSISTENCY OF DESIRED BEHAVIOUR (Time, Place, and People)	From NEVER to RARELY	From RARELY to SOMETIMES up to USUALLY	From USUALLY to ALMOST ALWAYS up to ALWAYS
SCALE	1 -> 2	2 -> 3 -> 4	4 -> 5 -> 6

# THE ESAT PROCESS

- cyclical, giving time to understand skills, identify strengths and weaknesses, learn new strategies, and practice them
- contrasts how learners see themselves, with how coaches see them, to foster dialogue and understanding

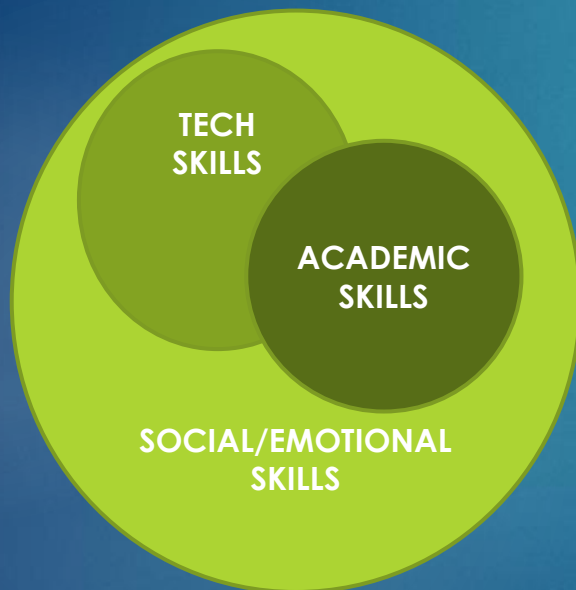


# TEAM COACHING





# INTEGRATE PROGRAM COMPONENTS



## ▶ Integrated Programming mixes:

### ▶ Technical skills:

- ▶ are motivating (most people want the tech skills needed for a job)
- ▶ Boost confidence and trust
- ▶ Provide context for literacy/numeracy

### ▶ Literacy, numeracy, digital skills etc.:

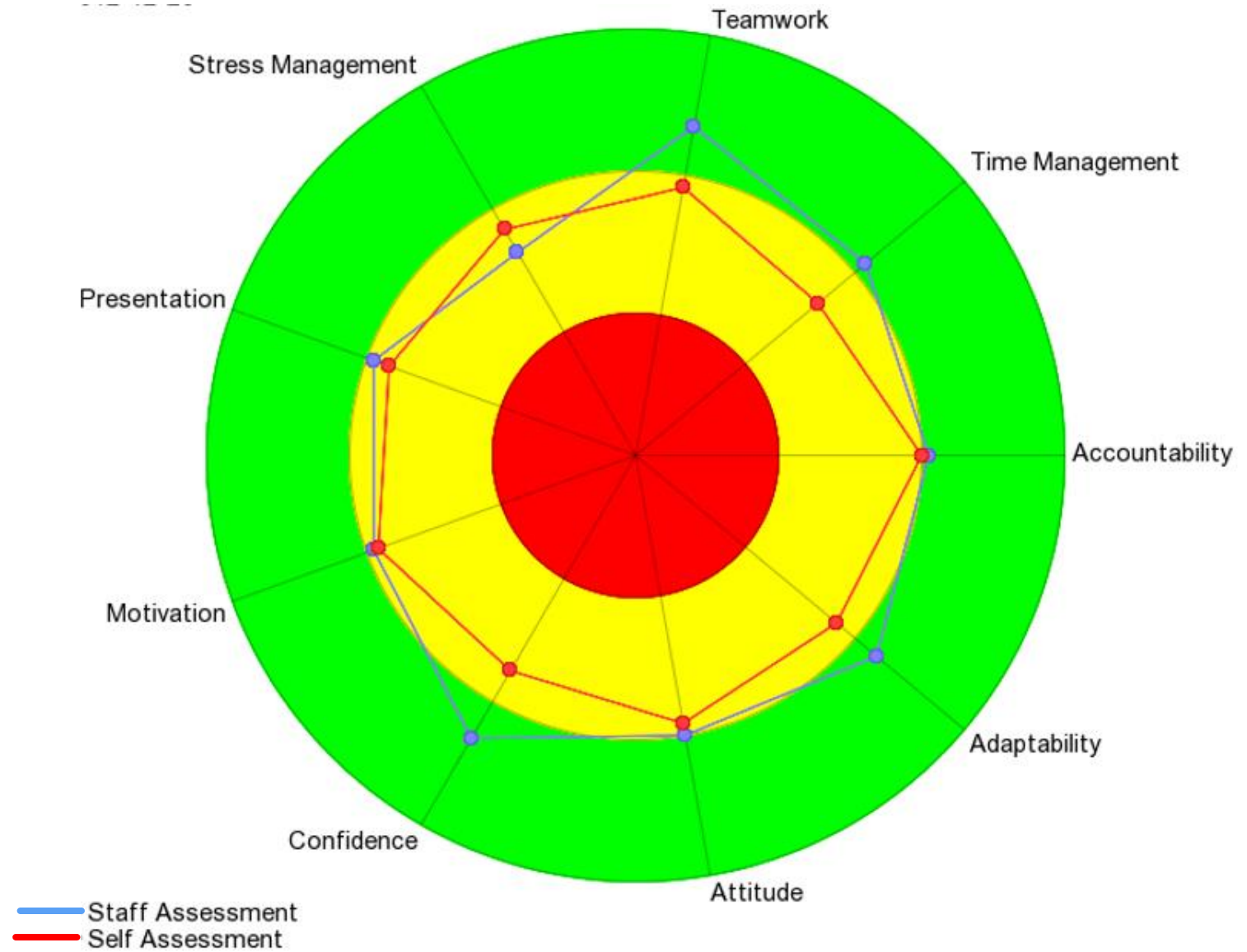
- ▶ Benefit from work specific tasks, documents etc.
- ▶ Are sometimes narrower in scope, focusing on job needs vs achieving skill levels (for employment programs)

### ▶ SES Skills

- ▶ Should be a part of all program components
- ▶ Dedicated SES programs can be overwhelming (particularly if the goal is more than informing)
- ▶ Other skill areas provide variety and opportunity to observe/practice behaviours

# RADAR PLOT:

## Analysis & Debrief



# Distance Travelled

Current Program's Timepoints

All Timepoints

Attitude

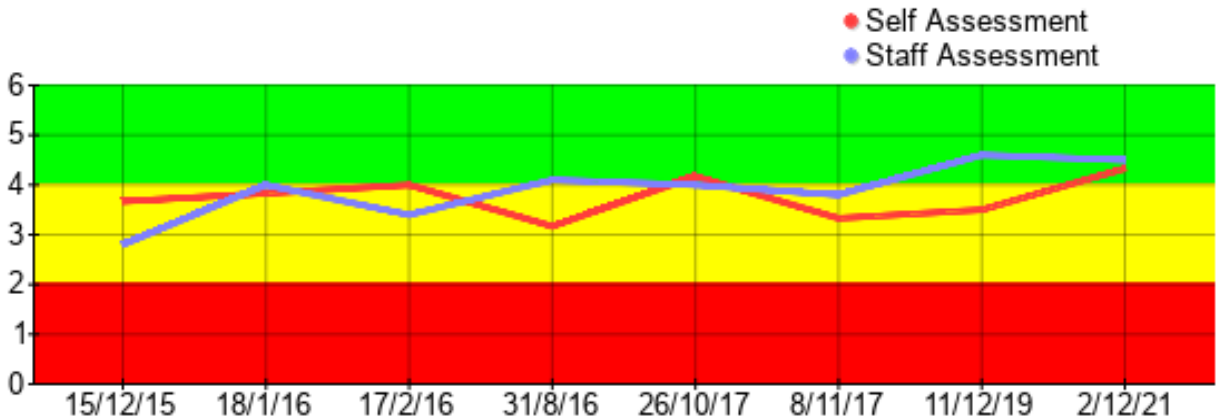
Motivation

Presentation

Teamwork

Time Management

Average



Print

# APPLICATIONS of the TEAM COACHING MODEL

- ▶ **ESAT** – community based and training and post-secondary programs for employment, youth resilience, newcomer support, etc.
- ▶ **ImSET** – Independent Living
- ▶ **ReSET** – Workplace programming for SES development and employee retention

# Panel Discussion



# Group Discussion

10 minutes



**What are some strategies, tools, or methods that you have found or have heard are effective in assessing or teaching social emotional skills?**



**Modeling social-emotional skills is an important teaching tool. How do you build capacity within yourself or your team to develop better social-emotional skills so that you/they are better equipped to teach social emotional skills?**

# Q & A

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