

Apprenticeship ~ The Other 4 Year Degree



School District
42

*"We are all apprentices in a craft where no one
ever becomes a master"*
Ernest Hemingway

WORK IN TRADES COURSE-11B



APPRENTICESHIP – WORKBOOK

Table of Contents – Rev: 2019

Section 1 - Course 11B

- Work in Trades Goals and Criteria
- Working Independently
- Self Awareness Self Motivation, Self Regulation
- Teamwork
- What is Cultural Awareness
- Cultural Sensitivity Checklist
- Indigenous Peoples World Views vs Western World Views
- Employer Evaluation
- Student Self Evaluation
- Exit Interview
- Logbook

COURSE CREDITS

Secondary School Apprenticeship credits are:

- **WRK 11A – 120 hours work experience – 4 credits**
- **WRK 11B – 120 hours work experience – 4 credits**
- **WRK 12A – 120 hours work experience – 4 credits**
- **WRK 12B – 120 hours work experience – 4 credits**

Work in Trades Goals and Criteria

Students that are 15 or older can enroll in this program. They must also formally register with the Industry Training Authority as Youth Apprentices. Successful completion of the program earns students 16 credits towards graduation. Some may also qualify for the Youth Work in Trades (WRK) Award, a \$1000 award given to students for sustained and exceptional work as an apprentice. If you are a high school student already working as an apprentice, speak to your high school counsellor today about signing up for this program.

\$1000 Award Criteria

Students who are eligible for the Youth Work in Trades Award will automatically be considered. There is no need to apply. To be eligible, students must have:

- Been registered with the Industry Training Authority as a Youth Apprentice
- Graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
- Successfully completed WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- Maintained a C+ average or better on Grade 12 numbered courses *
- Reported a total of at least 900 hours to the ITA by December 31 of the school year the student turns 19 **

* Note: A student's graduation transcript only includes the courses the student passes. The Youth Work in Trades Award uses all Grade 12 numbered courses in the calculation of the grade point average.

** To be eligible for a Youth Work in Trades Award, a student must complete 900 hours of work-based training by

December 31 of the school year the student turns 19. The December 31 date ensures the awards will be ready for distribution during that school year. In some cases, students are unable to complete the required hours by December 31 due to circumstances beyond their control. To accommodate these students, a second cycle to verify work-based hours occurs in early September of the following school year. Those school-aged students who met the eligibility criteria on or before June 30, but were unable to complete or report their hours to the ITA by December 31, can still receive the award if they accrue the required work-based hours by August 31. Awards for these students will be processed and distributed in October.

Evaluation Criteria

A. Assignments 30%

- Working Independently / Teamwork
- Cultural Sensitivity Assignments
- Indigenous Peoples Assignment

B. Employer Evaluation / Student Evaluation 40%

- Employer Evaluation
- Student Evaluation
- Logbook

C. Exit Interview 30%

Working Independently

One of the abilities that employers want to see demonstrated in their employees is the ability to work independently. In this section, we'll discuss some strategies that will help you learn how to become a self-motivated, self-regulating independent employee. You will find that the principles you learn here are foundational to lifelong learning, professional growth, development, and long term career satisfaction. They will stand you in good stead in your life no matter your specific choice of career or career path.

A good place to begin is by carefully thinking about your own learning style. Useful questions to think about include:

- Do you like to work independently or do you need a more structured environment? Why?

- Are you self-motivated or do you need regular feedback in order to make progress? Why?

- Do you work best at your own pace or when prodded by others? Why?

What does it mean to be independent?

It means:

- Becoming self-aware, self-monitoring and self-correcting;
- Knowing what you need to do;
- Taking the initiative rather than waiting to be told what to do;
- Doing what is asked to the best of your ability, without the need for external prodding, and working until the job is completed;
- Learning to work at a pace that you can sustain;
- Taking ownership of your mistakes without looking for excuses; and
- Refusing to let self-doubt or negative emotions due to negative past experiences take you off course.

Key to being independent is your:

- Self-awareness,
- Self-motivation, and
- Self-regulation.

Self-Awareness, Self-Motivation, and Self-Regulation.

Self-Awareness

Self-awareness refers to your knowledge and understanding of yourself - your emotions, beliefs, assumptions, biases, knowledge base, abilities, motivations, interests, etc. As you carry out your daily work, make a conscious effort to learn about yourself - your abilities, beliefs, likes and dislikes.

Some useful questions to think about in this regard are the following:

- What kind of work do you enjoy doing?

- Do you enjoy working outside or inside?

- Do you enjoy explaining your work to others? Why?

- Do you like working with others as a member of a team or do you prefer to work by yourself?

- Are you a good listener? Explain:

- How do you handle personal conflict?

- Do you see the "big picture"? What does that term mean to you as related to your job?

- Do you prefer to work on short term projects (6 months or less) or long-term projects? Why?

Your answers to these questions will help you identify your skill set, interests, career path, and motivators.

Personality assessment can also be very useful in helping you gain insight into yourself, your strengths, weaknesses, and provide you with insights into how to grow personally and professionally.

Self-Motivation

Self-motivation refers to your ability to identify effective methods of getting yourself to move from thought to action. Everyone is different. Some individuals are highly self-motivated while others require the imposition of external deadlines or some type of reward or penalty in order to move from thought to action. Identifying your specific needs in this area is the first step.

A common barrier to action is often the perception that a task is too large or too complex to accomplish. If that is an issue for you, then a useful practice is to break down the job into several smaller, more "doable" tasks each of which you can envision accomplishing in a set time period.

Self-Regulation

Self-regulation focuses on your ability to affect personal and professional growth based on your self-awareness and motivation.

Useful questions you should ask yourself in an effort to self-regulate are the following:

- Who will provide direct supervision or oversight on my project? With what frequency (daily, weekly, etc.)?

- What are the deadlines, if any, relevant to my work?

- What are the outcomes that I desire from my participation in this program and my job? What, if anything, do I need to do in order to achieve these outcomes?

Teamwork

Teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job.

Although it may seem as if one player scored the basket, that basket was made possible by many people's planning, coordination, and cooperation to get that player the ball. Employers look for people who not only know how to work well with others, but who understand that not every player on the team can or will be the one who gets the ball. When everyone in the workplace works together to accomplish goals, everyone achieves more.

Teamwork involves building relationships and working with other people using a number of important skills and habits:

- Working cooperatively
- Contributing to groups with ideas, suggestions, and effort
- Communication (both giving and receiving)
- Sense of responsibility
- Healthy respect for different opinions, customs, and individual preferences
- Ability to participate in group decision-making

The ability to work as part of a team is one of the most important skills in today's job market. Employers are looking for workers who can contribute their own ideas, but also want people who can work with others to create and develop projects and plans.

When employees work together to accomplish a goal, everyone benefits. Employers might expect to "see" this in action in different ways. For example, team members in the workplace plan ahead and work cooperatively to assign tasks, assess progress, and deliver on time. They have professional discussions during which differing approaches and opinions might be shared and assessed in a respectful manner. Even when certain employees end up with tasks that were not their first choices, jobs get done with limited complaints because it is in the spirit of teamwork and with the overall goal in mind. A leader or manager may often serve as the teamwork facilitator. In this case, team members participate respectfully in discussion, carry out assigned tasks, and defer to the leader in the best interest of the goal. Consensus is wonderful, but not always possible, and an assigned leader will often support and facilitate the decision-making necessary for quality teamwork to exist.

Elements of Teamwork – An Inventory of Skills

Part of being a good team member is learning how to understand your personal strengths (what you have to offer) AND where you might need to draw assistance from others. Listed on this sheet are 10 of the characteristics that make a productive team member. Rate your level of confidence in each skill (HONESTLY) – and then devise a plan for how you can improve some of the areas you think might need a “jump start.”

SKILL #1: RELIABLE

This means: You can be counted on to get the job done.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #2: EFFECTIVE COMMUNICATOR

This means: You express your thoughts and ideas clearly and directly, with respect for others.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #3: ACTIVE LISTENER

This means: You listen to and respect different points of view. Others can offer you constructive feedback – and you don't get upset or defensive.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #4: PARTICIPATES

This means: You are prepared – and get involved in team activities. You are regular contributor.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #5: SHARES OPENLY AND WILLINGLY

This means: You are willing to share information, experience, and knowledge with the group.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #6: COOPERATIVE

This means: You work with other members of the team to accomplish the job - no matter what.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #7: FLEXIBLE

This means: You adapt easily when the team changes direction or you're asked to try something new.

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #8: COMMITTED

This means: You are responsible and dedicated. You always give your best effort!

Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #9: PROBLEM SOLVER

This means: You focus on solutions. You are good about not going out of your way to find fault in others.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

SKILL #10: RESPECTFUL

This means: You treat other team members with courtesy and consideration - all of the time.

Rating: ____ Not so confident ____ Sort of Confident ____ Really confident

Consider your answers:**Did you have mostly “not so confident” checked off?**

If so, you are still developing your confidence as a team player. These skills often take some time to develop – so don’t worry. It might be helpful to reach out to someone you know and trust to help you focus on developing a plan for working on some of the skills in which you would like to be more confident. Don’t be afraid to ask for help. Asking for help when you need it is another great skill of a productive team player.

Did you have mostly “sort of confident” checked off?

If so, you are pretty confident in your teamwork skills – but could probably use a little extra support or development in a few areas. Invite someone close to you (someone you know and trust), to work with you on the areas you would like to improve. Most people would be really happy to help you! Learning the strategies to become a good team member takes time, energy, and dedication.

Did you have mostly “really confident” checked off?

If so, you are truly confident in your ability to be a good team player. That’s great! Figure out an area or two where you would like to continue to see improvement (since we should always be striving to be the best we can be) and develop a plan for how to further grow those skills. Also try to offer support to someone you know who might be struggling with building his or her own level of teamwork confidence.

Now consider your teamwork skills confidence levels:

I am most proud of my ability to:

I want to improve my ability to:

I will reach out to some of these people for guidance: Why did you choose these people?

What is Cultural Awareness?

Someone's **cultural awareness** is their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values. Behaviour that is regarded as normal in some cultures could be interpreted as unacceptable or offensive in another. Understanding we all have different beliefs and ways of doing things is what cultural awareness is all about.

Where do our cultural beliefs come from? Many factors such as history, religion, tradition, education and our family make us the way we are. As children we typically build our view of the world from our family and those around us. We adopt traditions and ways of doing things we are surrounded by as "normal".

As we grow up and are introduced to new people and places, we gain a better understanding of the world and our cultural awareness grows with us. Exposure to other cultures teaches us that our behaviours and views are not better than others, just different. Our neighbours may eat different foods, speak another language or listen to music that sounds foreign to our ears. We may work alongside co-workers from other countries or buy or sell products from half way around the world. Cultural differences could place strains on relationships or business if we don't learn how to manage diversity.

There is no book of instructions for cultural awareness but having an open mind can help bridge relationships. It is best to assume differences, not similarities. Always expect other people are as resourceful as you and have the same goals. Remember to use empathy and refrain from judgement. Embrace diversity, don't fear it.

Kaleigh, USA

My first overseas trip taught me a lesson in cultural awareness. One day I was riding a bus and a girl about my age kept staring at me, right in the eyes. She didn't seem angry, but she didn't return my smile either. I tried to ignore her but was becoming increasingly uncomfortable. I started to become scared and eventually got annoyed and finally asked her "Why are you staring at me?" She didn't look away or even seem embarrassed, she simply said "You have very beautiful eyes". I then realized what she was doing wasn't rude or threatening in her culture. I was ashamed that I had not even considered I could be wrong.

Cultural Awareness Assignment

Complete the table by matching the underlined words in the following points.

- We need to recognize and welcome cultural **diversity**.
- Cultural awareness begins with **self-awareness**.
- We shouldn't make **assumptions** about other people.
- It is wrong to make **judgements** about people until we understand their culture.
- We need **empathy** if we are going to understand the other person.
- Never forget that people new to living in your culture face **challenges** we can only imagine.
- You don't have to agree with the views of others, but always **respect** them.
- When we learn to **embrace** the differences between us, we can work well together.
- Keeping language simple helps prevent the **exclusion** of others.
- It's a mistake to try to **impose** one culture onto another.

Definition:	Answer:
Beliefs based on little evidence:	<i>assumptions</i>
Treat properly:	
An understanding gained by putting ourselves in the other's position:	
Force or press:	
Being different:	
Welcome, show warmth towards; accept enthusiastically:	
Difficulties:	
Opinions:	
Knowledge of yourself:	
Not including; leaving something or someone on the outside:	

Cultural Sensitivity Checklist

Read each entry in the Awareness, Knowledge and Skills sections Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that column. Multiple the number of times you have checked “Never” by 1, “Sometimes/Occasionally” by 2, “Fairly Often/Pretty well” by 3 and “Always/Very Well” by 4. The more points you have, the more culturally competent you are becoming. This is simply a tool. This is not a test. The rating scale is there to help you identify areas of strength and development.

Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Value Diversity	I view human difference as positive and a cause for celebration				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Be curious	I take any opportunity to put myself in places where I can learn about difference and create relationships.				
Aware of social justice issues	I'm aware of the impact of the social context on the lives of culturally diverse population, and how power, privilege and social oppression influence their lives.				
Your Score		1 pt x	2 pt x	3 pt x	4 pt x

Knowledge		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Gain from my mistakes	I will make mistakes and will learn from them				
Assess the limits of my knowledge	I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more				
Ask questions	I will really listen to the answers before asking another question				
Acknowledge the importance of difference	I know that differences in colour, culture, ethnicity etc. are important parts of an individual's identity which they value and so do I.				
Know the historical experiences of non-European Canadians	I am knowledgeable about historical incidents in Canada's past that demonstrate racism and exclusion towards Canadians of non-European heritage (e.g. the Chinese Head Tax, the Komagata Maru, Indian Act and Japanese internment).				

Understand the influence culture can have	I recognize that cultures change over time and can vary from person to person, as does attachment to culture				
Commit to life- long learning	I recognize that achieving cultural competence involves a commitment to learning over a life-time				
Understand the impact of racism, sexism, homophobia ...	I recognize that stereotypical attitudes and discriminatory actions can dehumanize, even encourage violence against individuals because of their membership in groups which are different from myself				
Know my own family history	I know my family's story of immigration and assimilation into Canada				
Know my limitations	I continue to develop my capacity for assessing areas where there are gaps in my knowledge				
Awareness of multiple social identities	I recognize that people have intersecting multiple identities drawn from race, sex, religion, ethnicity, etc and the importance of each of these identities vary from person to person				
Inter-cultural and intracultural differences	I acknowledge both inter-cultural and intracultural differences				
Point of reference to assess appropriate behaviour	I'm aware that everyone has a "culture" and my own "culture" should not be regarded as a point of reference to assess which behavior is appropriate or inappropriate				
Your Score		1 pt x	2 pt x	3 pt x	4 pt x

Skills		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Adapt to different situations	I am developing ways to interact respectfully and effectively with individuals and groups				
Challenge discriminatory and/or racist behaviour	I can effectively intervene when I observe others behaving in racist and/or discriminatory manner.				
Communicate across cultures	I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own.				
Seek out situations to expand my skills	I seek out people who challenge me to maintain and increase the cross-cultural skills I have.				

Become engaged	I am actively involved in initiatives, small or big, that promote understanding among members of diverse groups.				
Act respectfully in cross-cultural situations	I can act in ways that demonstrate respect for the culture and beliefs of others.				
Practice cultural protocols	I am learning about and put into practice the specific cultural protocols and practices which necessary for my work.				
Be flexible	I work hard to understand the perspectives of others and consult with my diverse colleagues about culturally respectful and appropriate courses of action.				
Be adaptive	I know and use a variety of relationship building skills to create connections with people who are different from me.				
Recognize my own cultural biases	I can recognize my own cultural biases in a given situation and I'm aware not to act out based on my biases				
Be aware of within-group differences	I'm aware of within-group differences and I would not generalize a specific behavior presented by an individual to the entire cultural community.				
Your Score		1 pt x	2 pt x	3 pt x	4 pt x

Indigenous Peoples Worldviews vs Western Worldviews

The world we live in is multi-cultural with a corresponding plethora of worldviews. In this article we provide a definition of "worldviews" and a comparison of Indigenous and Western worldview perspectives. Understanding the core differences between Indigenous worldviews and Western worldviews is an important component in achieving cultural harmony and respectful relationships. We are speaking in **very general terms** in the description of these differences and are in no way indicating that individual Indigenous cultures share the same worldviews; ditto for generalizations of Western worldviews.

First of all, what is the definition of a worldview?

“A worldview can pertain to an individual, group, or society. Overall, a worldview is a set of beliefs and values that are honoured and withheld by a number of people. A worldview includes how the person or group interacts with the world around them, including land, animals, and people. Every person and society has a worldview. Many societies pass on their worldview to their children to ensure worldview continuity. As people interact and learn from one another, it is not uncommon for them to acquire the beliefs of other worldviews. Worldviews evolve as people and societies evolve.

The root of the difference between the worldviews is that they generally subscribe to opposite approaches to knowledge, connectedness, and science. Indigenous cultures focus on a holistic understanding of the whole that emerged from the millennium of their existence and experiences. Traditional Western worldviews tend to be more concerned with science and concentrate on compartmentalized knowledge and then focus on understanding the bigger, related picture.

Understanding and respecting the differences in worldviews will help in relationship building between Indigenous and non-Indigenous people. So, if you ever find yourself in a situation in which you encounter an opposing worldview and are perhaps not quite understanding it, we suggest you open the “curiosity” portal in your mind and try really hard to see across worldviews. This is what is meant by **cultural competency**.

As Martin Luther King Jr. said

“We must learn to live together or perish together as fools.”

Worldviews Assignment

Read the sentences below and decide if the statement describes an Indigenous Worldview or a Western Worldview.

Fill in the Blank space with (I) Indigenous worldviews or (W) Western worldviews

_____ Spiritually orientated society. System based on belief and spiritual world.

_____ Scientific, skeptical. Requiring proof as a basis of belief.

_____ There can be many truths; truths are dependent upon individual experiences.

_____ There is only one truth, based on science or Western style law.

_____ Society operates in a state of relatedness. Everything and everyone is related.

_____ There is real belief that people, objects and the environment are **all connected**.

Law, kinship and spirituality reinforce this connectedness. Identity comes from connections.

_____ Compartmentalized society, becoming more so.

_____ The **land is sacred** and usually given by a creator or supreme being.

_____ The land and its resources should be available for development and extraction for the benefit of humans.

_____ Time is non-linear, cyclical in nature. Time is measured in cyclical events. The seasons are central to this cyclical concept.

_____ Time is usually linearly structured and future orientated. The framework of months, years, days etc reinforces the linear structure.

_____ Feeling comfortable is measured by the quality of your relationships with people.

_____ Feeling comfortable is related to how successful you feel you have been in achieving your goals.

_____ Human beings are not the most important in the world.

_____ Human beings are most important in the world.

_____ Amassing wealth is important for the good of the community

_____ Amassing wealth is for personal gain

Employer Evaluation

Trade:			
Date of Evaluation:		Supervisor/ Evaluator Name:	

5 = Excellent. 4 = Good. 3 = Satisfactory. 2 = Improvement needed. 1 = Not Satisfactory

	5	4	3	2	
Quality: Produces thorough, accurate and consistent work. Applies good judgment.					
Quantity: Produces required amount of work. Consistently completes fair share of the workload. Turnaround time consistently meets expectations.					
Job Knowledge: Understands the overall job function and responsibilities as well as specific tasks. Has sufficient knowledge to perform job. Applies new concepts and skills. Knows and follows standard practices and departmental practices and procedures.					
Relationships: Cooperates with co-workers, supervisor, and others. Supports team effort and contributes to departmental goals. Is always courteous and acts in a professional manner. Acts respectfully toward others.					
Organization: Manages time effectively to plan and complete work. Sets and revises priorities as appropriate (with guidance as necessary from supervisor).					
Initiative: Works independently. Performs appropriate tasks without being told. Suggests and develops procedures to make tasks easier and results more effective. Seeks increased assignments and responsibilities.					
Flexibility: Accepts new methods and changes. Works well under tight time constraints. Adapts willingly to changing priorities. Modifies schedule to meet work demands.					
Professionalism/Dependability: Consistently completes assignments in a timely manner. Meets deadlines. Willing to work overtime when necessary. Demonstrates effective follow-through on short- and long-term tasks. Maintains confidentiality.					
Communication: Communicates effectively with supervisor, co-workers. Listens well to instructions. Provides timely status updates as appropriate. Maintains confidentiality. Asks appropriate questions when uncertain.					
Attendance/Punctuality: Maintains satisfactory attendance. Arrives and departs as scheduled. Schedules days off in accordance with policy. Adheres to time allotted for lunch and break periods.					

Student Self Evaluation

NI = Needs Improvement. S = Satisfactory. G = Good. E = Excellent

Responsibility	NI	S	G	E
• I put forth a consistent effort				
• My work shows attention to detail				
• I organize materials and equipment for effective use				
• I begin my work promptly				
• I follow directions and complete tasks				
• I choose and use materials and equipment correctly, safely, and creatively				
• I persevere with complex projects that require sustained effort				
• I demonstrate flexibility and adaptability				
• I accept responsibility for and manage my own behaviour				
Initiative				
• I welcome new tasks and seek new opportunities for learning				
• I seek new challenges				
• I am interested in and curious about objects and events				
• I approach new learning situations with a positive attitude				
• I generate questions for further inquiry				
• I investigate and obtain information independently				
• I develop original ideas and innovative procedures				
• I recognize and advocate appropriately for my own rights and the rights of others				
• I seek assistance when necessary				
Independent work				
• I complete tasks and assignments within established timelines and with care				
• I follow routines and instructions with minimal supervision				
• I identify and pursue learning goals and tasks independently				
• I persist with tasks				
	NI	S	G	E
Collaboration				
• I accept various roles in the group				
• I listen to, acknowledge, and consider differing opinions				
• I willingly work with others				
• I accept an equitable share of work in a group				
• I consider both the immediate and long-term effects of my actions on others				
• I respect the rights, property, and opinions of others				
• I share information, resources, materials, and equipment with others				
• I share in cleaning duties after an activity				
• I build positive relationships with peers and adults				
• I work with others to resolve conflicts				
• I work to build consensus to achieve group goals				

Self-Regulation	NI	S	G	E
• I identify and pursue my goals independently				
• I monitor my progress towards reaching my goals				
• I assess my own work				
• I seek clarification or assistance when needed				
• I identify strengths and areas for improvement in my own work				
• I identify specific steps or actions needed to reach goals or to improve				
• I revise goals or steps and strategies when necessary				
• I identify learning opportunities, choices and strategies to help me meet my goals				
• I persevere and make an effort when responding to challenges				
• I accept comments on performance from others				
• I use others' comments to improve my work and monitor my learning				

SO WHAT? What 3 areas (from the checklist) will I select to work on so that my learning skills and work habits improve?

1.

2.

3.

Reflecting upon my work habits and learning skills, something that I learned about myself is:

.

I will use this information to help me to:

Exit Interview

What have you learned

Cultural Awareness

1) Has this placement created any situations where you have increased your knowledge of cultural awareness ? If yes – please explain. If no – please describe why it is important to be culturally aware

2) How have you demonstrated independence while working alone?

3) Describe any success or challenges while working as part of a team?

Personal Growth:

1) With reference to these terms **self-advocacy** (students' representation of their skills, views, or interests) and **self-efficacy** (students' belief in their ability to achieve goals) describe how your second 120 hours has

a. Allowed you to represent your skillset or interests - **self-advocacy**

b. Allowed you to achieve some personal goals - **self-efficacy**

Exit Interview has taken
place (Y / N) Outcomes
Met (Y / N)
Date _____

Student Signature

Co-Ordinator Signature



Work In Trades -
Workbook School
District 42
[www.apprenticeship.s
d42.ca](http://www.apprenticeship.s
d42.ca) BDingler