ESPORT

START-UP GUIDE

This is a *start-up guide* for facilitators who have not had formal training in ESPORT, and a *refresher guide* for those who have.

This guide may also be of interest to learners who want to know more about what ESPORT is, and how these activities and exercises will help their lives.

This guide will walk you through the main features of ESPORT.

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What ESPORT is

With the support of a facilitator, ESPORT is the means for a client to:

- ✓ Investigate what sort of occupations are a good match for their personality (Interest Inventory), and discover what the employment opportunities are for this occupation (Job Futures).
- ✓ Assess (or Test) Essential Skills (Self-Assessment), and compare their assessed skill levels against the skills required by different occupations.
- ✓ Choose an occupation based on interest, opportunity, and skills.
- ✓ Document (or Write down) existing experience to demonstrate skills that may be required for an occupation (Portfolio). This process generates a résumé.
- ✓ Plan strategies for closing the gap between the skill requirements of their chosen occupation and the skills the client already has and can document (Learning Plan)

What ESPORT is not

- ✓ A totally automated system. It requires a mixture of facilitation and independent study.

Facilitation

ESPORT works best when an understanding counsellor listens and helps clients explore interests and abilities they may not know they have, then helps them prioritize their learning to achieve their employment objectives.

How to Register a New Client

Before a client can begin working on ESPORT, they need to be registered by their facilitator:

1. Facilitator opens up Administration account: http://www.esportfolio.com/ESPORT/admin

2. Click on "Learner Accounts"

3. Click on "Add Learner Account"

4. Add Learner information

   (Required)
   Learner's First Name:
   Learner's Last Name:
   Email address (except LAN)
   Learner's Password: Is Auto Generated

   (optional)
   City:
   Province / Territory:
   Country:

5. Click on "Add"

6. Client receives account information by email. (LAN versions retrieve and print account information and put it in the client's file.)

How Registered Clients Log On

1. Client opens program at: http://www.esportfolio.com/esport/

2. Client enters username (e.g. JaneSmith) and password.

Client can change the password at any time.

How Facilitators Can Retrieve A Client's Password

1. Facilitator clicks on "Learner Accounts".

2. Find the Learner's name in the table. Click "Details" beside that person's name.

3. User Name and Password are shown.

How to Navigate the ESPORT System

We think this is the best method of navigating the ESPORT site with a client:

1. Start with the **Interest Inventory.** This shouldn't take more than 30 minutes

   - Talk client through the first few questions, until they feel comfortable on their own.
   - Discuss with client some of the suggested occupations. You may not want to go far on this until client does the Self-Assessment.

   NOTE: The Interest Inventory has to be completed all at one sitting. Partial completion will be deleted.

2. Move onto the **Self-Assessment**.

   - Emphasize that this is <u>not a test</u>. Its purpose is to get a rough idea of the client's strengths. It will help them estimate how confident they are likely to feel with different occupations. It will also help them identify skills they may want to strengthen in order to meet the requirements of the jobs that interest them.

   - The first seven skill assessments are in the form of work-related scenarios and ordered by levels of complexity. Clients decide whether or not they would be comfortable performing the described task. Since there is some analysis involved in this, especially at the higher levels, some may be done in conversation with the facilitator – or even a fellow client.

   - You may want to print out in advance the texts for Reading Text, Document Use, and Numeracy. To do this, click "View the entire set" and print.

   - Encourage clients to work with pencil and paper before typing answers in the boxes.

- Clients should leave a box blank when the question is too hard and scroll to the bottom to click “Next”.

- Each skill can be assessed and saved separately. This means a client can complete the Self-Assessment in separate sittings.

- There is some leeway as to what constitutes an acceptable answer, especially in the Reading Text. The facilitator should be willing to help a client decide if a response is correct or not – always reassuring the client that the assessment is low-stakes, and is only an attempt to get a ballpark skill level.

3. Now the client is ready to **Choose an Occupation**.

   They can do this under the Interest Profile in the Interest Inventory section. Here, occupations are displayed that may be of interest to the client. Or, they may look under Choose an Occupation where occupations are displayed under ‘categories’.

   Available information to assist this decision:

   - **What are occupations suggested by the client’s Interest Profile?** (Click Interest Profile under Interest Inventory.)

   - **What are the prospects and formal qualifications** for that occupation? (Click on Job Futures in any of several places, including Choose an Occupation, and Interest Profile.)

   - **Is there a reasonable match with assessed skills?** (See Gap Analysis under Occupation in Interest Profile, or Summary Analysis under Occupation Chosen under Choose an Occupation.)

   - **What other information might be of assistance**, such as jobs advertised locally; seasonal jobs; jobs available through networks; etc. Excellent information can be gleaned from the sector councils listed under Choose an Occupation.

   Conference with the client about which of these occupations they want to work on first to build a portfolio. (There is a limit of five at any one time, but it is good to start with just one.)

   Click on “Create a portfolio” in the occupation selected under Choose an Occupation or Interest Inventory.

4. Once a client has chosen an occupation, they can move onto **Portfolio Builder** and begin documenting their experience under the Essential Skills described in the selected occupation.

    - **Personal/Account information**. Mostly already filled in, from registration. (When clients add or change information in this section, it changes for any other portfolios they are working on. This is the same for Education and Certificates and Job History.)

    - **Education & Certification**. Clients can note diplomas, licenses (e.g. driver's license), certificates of appreciation, etc.

    - **Job History**. Clients list jobs they have had. These will be sorted chronologically. (Many clients will have a spotty job history. Still, employers prefer to have this information up front, rather than being forced to dig for it.)

    - **Life and Work Experiences**. This is the core of the portfolio. Clients examine how each of the Essential Skills is used in the occupation(s) they have selected, then decide how they want to describe their own experience as it relates to that skill.

        (a) Click on "<u>Life and Work Experiences</u>".

        (b) Click on "<u>Skills/Experiences</u>" for the job selected. (This will bring up ten skills with summaries of ones the client has already examined.)

        (c) Click on "<u>Add</u>" for the skill the client wants to work on.

        (d) Read the description of how the skill is used in the selected occupation. Discuss with client how their work and life experiences demonstrate their competence in the skills required. Clients will discover that they have many experiences that parallel the skills and experiences that are required. Help them write about that experience in the box. (NOTE: The most important skills for most occupations are listed under occupations in Choose an Occupation and other places.)

    At any point during the Portfolio building process, the client can:

    - **Preview and Print** the résumé. Click <u>Preview</u> from the Résumé Tools, and then press CTRL and P at the same time. This brings up the browser print window, where you can click OK to print, or select a different printer.

    - **Delete** a résumé. Clients may work on up to 5 résumés at a time. If they have reached their limit and want to prepare a résumé for another occupation, they can delete one that no longer interests them and start a new one.

- **Send résumé** to an employer. Insert employer's email address. Modify the cover letter to include employer's name (if known) and any other information the client may want to include in the letter. Clicking "Send résumé" will email the cover letter and a text version of the résumé to the employer.

  NOTE: Clicking "Change: Hide my personal info" or "Change: Show personal info" allows the client to choose whether to provide the employer with direct contact information, besides email. Some clients, especially women, may not want to include phone number or address with the résumé.

5. At any time after a client has selected an occupation, they can start working on a **Learning Plan**.

   - ✓ The Learning Plan shows which skills are likely to require improvement according to the Self Assessment.

   - ✓ The Learning Plan offers learning materials that may be useful in improving those skills.

   - ✓ The Learning Plan provides a format for clients to document a plan for working on those skills, and to create a timeline for expected achievement.

How To Access The Learning Plan for a Chosen Occupation

- Click on "Learning Plan" in the banner at the top of the page.

- Click on the occupation you want to create a Learning Plan for – noting which are the most important skills.

- Choose a skill you want to work on.

- Read the description of how these skills are used in this occupation. What parts do you want to work on? Type your goals into the first box.

- How will you improve these skills? Working in a shop? Volunteering? Taking a course? Using on-site learning materials?

  IMPORTANT: The client's first and foremost goal is to achieve competence in the skill AS DESCRIBED IN THE DESCRIPTION FOR THE OCCUPATION. As the client's grasp of the skill improves, they can note this in the Portfolio under Life & Work Experience.

How to Get Help

If any of this is not clear, either client or facilitator can click on "**Contact Us**" at the bottom of the page. Describe the problem, and there will be a response within two business days.

A new facilitator may want a live telephone "walk through" of the system. Simply request this, and it will be arranged. If a facilitator (not client) wishes to talk about any problems or issues with ESPORT by telephone, this can also be arranged. Just mention it when sending off the form.

LEARNING MATERIALS

All these materials are available online. The Authentic Materials and EARAT materials are available on the ESPORT site. The PLATO materials are available on the separate PLATO Web Learning (PWLN) site.

After choosing an occupation, follow the links on the left under Learning Plan.

- **Authentic Materials** are real workplace documents collected by HRSDC. Most of these work best if you print them out so the client can have a paper copy.

    a. Click on Learning Materials.
    b. Click on Specific Authentic Materials
    c. Follow the links for suggested usage.

- **Evaluating Academic Readiness for Apprenticeship Training** (EARAT) consists of supplemental learning materials for Communications, Mathematics, and Science. If you are considering using these, it is a good idea to print them out before use.

PLATO Learning courseware is Computer Assisted Instruction. Clients work on customized lessons aligned to the specific objectives identified in a particular occupation and based on the Essential Skills. In most cases, pre and post-testing assures that users do not study what they already know, and that they receive recognition for what they learn.