

# Human Skills Framework

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George Brown College



# The Human Skills Framework

For more than 50 years, George Brown College has adapted to meet the evolving needs of students and employers, introducing new programs, partnerships and learning methods.

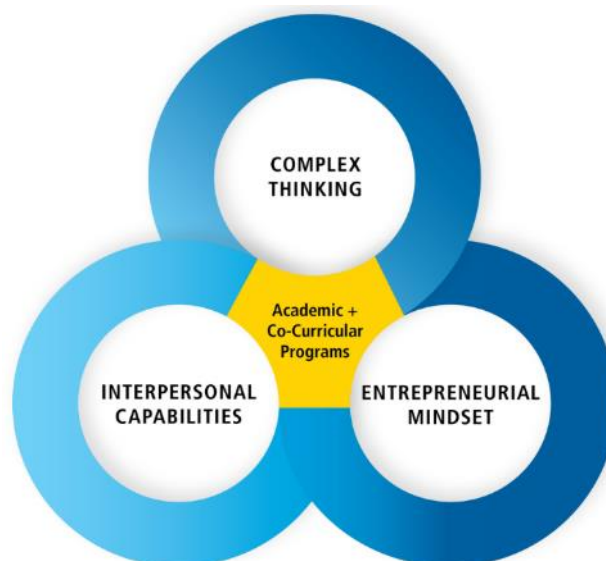
As the pace of change speeds up, GBC has identified human skills as critical to respond to external drivers like digitization, internationalization, climate change, the 4th industrial revolution, and diversity in demography.

During 2020, George Brown College developed a comprehensive Human Skills Framework (HSF) that articulates the skills that our students and employees will need to remain successful in the future world of work.

The Human Skills Framework will give our students and educators a common framework to cultivate skill development in a strategic and operationally aligned way through curriculum and co-curriculum. No one area of the college 'owns' skills – but instead the whole college eco-system ought to be one that builds the strengths and skills of students to support their personal and career success.

## A Three-Cluster Approach to Human Skills

A three-cluster model of human skills was developed to enable growth, development, and lifelong learning; effective collaboration with others; and the ability to continually adapt in a changing world. These skill clusters encompass a wide range of sub-skills, with a fluidity and interdependence between skill categories in practice.



# Human Skill Competency Scale

The GBC Human Skills Framework represents the myriad human skills that will help to ensure career success. Every skill and learning outcome encompass a broad range of ability – from beginner to advanced.

**Faculty/Staff:** As you describe the opportunities for students to learn and practice one or more of these skills, indicate the level of competency students can expect to achieve based on the following scale:

- **Beginner:** At this level, the focus of the activity or opportunity is on learning. With help provided by others, students learn to, for example:
  - Identify relevant basic techniques, concepts, terminology, principles, and issues; and
  - perform elements of the skill; and
  - use reference and resource materials relevant to the skill.
- **Intermediate:** At this level, the focus of the activity or opportunity is on the practical application of knowledge and skills and their further enhancement. Minimal guidance is needed to perform the skill successfully. Students can, for example:
  - Discuss practical ideas and perspectives; and
  - consider applications and implications for process or practice improvements.
- **Advanced:** At this level, the skill is performed without assistance from others and may also include, for example:
  - coach and mentor of others; and
  - provide practical ideas and perspectives on process or practice improvements; and
  - develop reference and resource materials relevant to the skill.

**Students:** As you describe the opportunities you have had to demonstrate one or more of these skills, please indicate the level of competency you feel you have achieved based on the following scale:

- **Beginner:** I require help from others to perform the skill successfully.
- **Intermediate:** I require little to no guidance to perform the skill successfully.
- **Advanced:** I require no guidance and can coach, mentor, or train others to perform the skill successfully.

# HSF: Complex Thinking

Skills in the Complex Thinking cluster support students in their capacity to think critically and creatively, make insightful connections, and make evidence-informed decisions.

## Critical Thinking and Problem Solving

- Clearly define a problem by identifying what it impacts and weigh the costs and benefits associated with its solution.
- Analyze evidence using relevant and reliable information, data, or facts.
- Generate solutions or recommendations to a problem based on sufficient and relevant evidence.
- Consider and anticipate the impact of solutions on those involved.
- Challenge my ways of thinking and am open to new ideas.

## Creativity and Innovation

- Make unique connections between ideas or experiences to create something new.
- Experiment with new approaches to an idea, process, or product.
- Use various media (e.g., digital, visual, audio, performance, literary arts) to express original or imaginative ideas.
- Keep current with news and trends that support the creative process.

## Data Literacy

- Identify problems or questions that can be solved with data.
- Use relevant technology or tools to interpret and visualize data.
- Communicate numbers or data in a meaningful way using visuals and storytelling.
- Take ethical and legal responsibility for the production and use of data.

## Digital and Media Literacy

- Use technology or digital tools in a wide variety of formats, applications, and contexts.
- Evaluate the quality, accuracy, credibility, point of view and potential effects or consequences of digital media.
- Maintain a responsible and respectful social media presence.
- Take ethical and legal responsibility for the production and use of media and digital content.

## Indigenous Knowledge and Perspectives

- Understand the history of Indigenous Peoples and Canadian settlers in relation to Wampum Diplomacy (Treaty Relationship) in the formation of what is now Canada.

## Information Literacy

- Find information using research techniques and a variety of reliable resources.
- Evaluate sources of information for credibility, point of view, authority, and quality.
- Take ethical and legal responsibility for the production and use of information.

## Insight

- Reflect on my past experiences to determine the true nature of a situation and generate new perspectives or solutions.
- Make connections among patterns in systems, data, or behaviour.
- Communicate patterns in systems, data, or behaviour.

# HSF: Interpersonal Capabilities

Skills in the Interpersonal Capabilities cluster support students in their capacity to develop self-awareness, value diversity, and build stronger relationships.

## Anti-Racism

- Recognize how power, privilege, and unconscious bias contribute to racism.
- Admit errors and omissions in my thinking to learn and grow from them.
- Amplify the history, stories, practices, and perspectives of equity deserving groups who experience systemic racism.
- Advocate for policies, practices and perspectives that contribute to systemic anti-racism.

## Collaborative Teamwork

- Contribute my strengths, skills, and perspective to achieve team goals.
- Listen to and acknowledge the feelings, concerns, opinions, and ideas of team members.
- Establish agreement and commitment to shared team goals.
- Seek help from teammates and support teammates when needed.

## Effective Communication

- Write clearly, concisely, and correctly in a manner that meets the needs of the audience.
- Actively listen and respond to verbal messages in a manner that ensures the speaker feels understood.
- Speak clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience.
- Demonstrate non-verbal communication appropriate to purpose and audience.

## Empathy

- Value the perspectives of others with different backgrounds, identities, and life experiences.
- Respect that actions of others are shaped by world views and life experiences that are different from mine.
- Use tolerance and respect to de-escalate interpersonal conflict.

## Fostering Equity, Diversity, and Inclusion

- Appreciate the experiences, challenges, perspectives, ways of knowing, and contributions of those who are different from me.
- Reflect on how my thoughts, words and actions impact those who are different from me.
- Challenge systemic barriers to equity and inclusivity.
- Participate in or develop training, activities, or programs that focus on equity, diversity, and inclusion issues.

## Professionalism and Self-Management

- Demonstrate dependability, ethical behaviour, honesty, and trustworthiness.
- Hold myself accountable for the obligations and responsibilities I have undertaken or been given.
- Act in a way that enhances my reputation and builds positive professional relationships.

## Self-Awareness

- Reflect on my past experiences to gain insight into my thoughts, behaviours, strengths, and areas for improvement.
- Seek and consider feedback from others to positively inform my self-image.
- Identify how my emotions influence my thoughts and behaviour and how they impact others.

## Stress Management

- Recognize my sources of stress and their impact on me.
- Practice self-care by proactively limiting stressors, using de-stress strategies, and setting healthy boundaries.
- Adjust my emotions, thoughts, and behavior to effectively cope with stressful or difficult situations.
- Seek out appropriate resources to help address and cope with stress.

# HSF: Entrepreneurial Mindset

Skills in the Entrepreneurial Mindset cluster support students in their capacity to pursue and overcome challenges, take ownership of their growth and development, and view setbacks as learning opportunities.

## Adaptability and Flexibility

- Adjust to changing requirements and approaches as needed.
- Remain open and supportive of the thoughts, opinions, and contributions of others.
- Apply knowledge, skills and attitudes to different conditions or unfamiliar situations.

## Growth Mindset

- Recognize that my goals and aspirations can be achieved through persistent effort and continuous learning.
- Seek out new and diverse ideas, approaches, and perspectives.
- Take reasonable risks and view failures and obstacles as learning opportunities.

## Initiative

- Pursue new ideas, opportunities, or ways of solving problems.
- Seek out new projects or tasks beyond what is required or expected.
- Encourage and support others in completing tasks or expanding the scope of an idea or project.

## Leadership

- Communicate a vision and values in a way that encourages commitment and action in others.
- Serve as a role model and set a positive example for others to follow.
- Support others to develop and leverage their strengths.
- Delegate work to others and motivate the group to effectively work together.

## Resourcefulness

- Find and use new or existing resources or creative strategies to solve problems.
- Optimize resources such as time, people, money, and technology.

## Social Responsibility

- Assess the impact of my actions on the environment and the social wellbeing of others.
- Contribute to the sustainability and the welfare of global and local communities.
- Advocate for policies, practices and products that improve environmental, economic, and social outcomes.