



Electricity Human Resources Canada is a non-profit organization supporting the human resources needs of the Canadian electricity sector.

Skills for Success Profile: PV Installer



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Skills for Success Profile: PV Installer

PV Installers assemble and install photovoltaic (PV) systems on roofs or other structures in compliance with site assessments and schematics. Their duties include measuring, cutting, assembling, and bolting structural framing and solar modules. Utility-scale installation requires a wider skill set related to high voltage interconnection and substation knowledge.

Skills for Success Profiles provide real-world examples of how individuals use the various Skills for Success when performing their daily work activities.

These Profiles are meant to provide a snapshot of the skills used by job incumbents; additional examples of each skill are possible and not every example presented in the profile will apply to every job incumbent.

Learn more on the [Office of Skills for Success \(OSS\) website](#).



Skill for Success: Reading



The ability to find, understand, and use information presented through words, symbols, and images. For example, at work we use this skill to read memos, e-mails, reports, instructions, and safety manuals; as well as to locate information on forms and drawings.

Why Reading is Important

The changing labour market and advances in technology require reading skills for learning and work. Strong reading skills are needed to do our jobs and to work safely, and efficiently. We use reading skills to learn other skills, for example, by reading online learning resources. Reading is also important in day-to-day activities, for example to understand road signs, or to follow the instructions on a medicine bottle.

Levels of Complexity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Read relatively short texts to locate a single piece of information; follow simple written directions.	Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information; make low-level inferences.	Choose and integrate information from various sources or from several parts of a single text; make low-level inferences from multiple sources.	Integrate and synthesize information from multiple sources or from complex and lengthy texts; make complex inferences and use general background knowledge; evaluate quality of text.	Interpret dense and complex texts; make high-level inferences and use specialized knowledge.

Examples of Reading:

- Locate data on labels and tags. For example, they may scan tags on electrical equipment to verify voltages and obtain manufacturers' names and equipment model numbers. They may review labels on equipment to obtain operational and safety data. (1)
- Locate data in lists. For example, they read lists of installation instructions and step-by-step procedures to follow when installing system equipment and components. (2)
- Locate data in tables and schedules. For example, they may review tables in manufacturers' manuals to find optimal performance data when programming PV equipment. (2)
- Read Workplace Hazardous Materials Information System (WHMIS) handbooks, labels and Safety Data Sheets (SDS) to learn the hazards of products such as lubricating greases and compressed and pressurized gases. (2)

- Read short comments on report forms. For example, they may read handwritten notes from electrical inspectors' system inspection forms. (3)
- Review client requirements from initial quote to verify size, type and design of system being installed. (3)
- My read job plans to verify equipment and materials needed when planning installations. (3)
- Read PV equipment and component manufacturers' service bulletins and notes. For example, they may read service bulletins to learn about changes in equipment that they install and service. (3)
- May read trade publications. For example, they may read newsletters from various associations and manufacturers to learn about new technologies and emerging safety and environmental matters. (3)
- Review manufacturer's specifications for equipment and systems being installed to verify required techniques and steps for installation. (4)
- May read equipment and system warranty documentation to verify details with clients/end-users. (4)
- Read technical drawings and specifications for project equipment and components prior to their installation, testing and commissioning. For example, they may read detailed specifications for PV systems to verify individual components, compositions, and operating norms. They must interpret complex and industry-specific terminology to fully understand equipment and component specifications of solar PV installation projects. (4)
- Refer to relevant standards, including the Canadian Electrical Code (CE code) and other relevant CSA standards to confirm requirements when planning installations. (4)
- Read manuals. For example, they may read installation manuals which describe step-by-step instructions for installing and commissioning PV systems. (4)

Levels of Complexity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Write less than a paragraph to organize, remind or inform.	Write brief text that is a paragraph or longer, to serve a variety of purposes. The content of writing is routine, with little variation from one instance to the next.	Write either longer or shorter pieces to inform, explain, request information, express opinions or give directions.	Write longer pieces, which present considerable information, and which may feature a comparison or analysis.	Write pieces of any length which demand originality and effectiveness. This includes creative writing. Appropriate tone and mood may be as important as the content.

Examples of Writing:

- Write brief reminders and notes to co-workers. For example, they may write lists of activities associated with daily project tasks and provide the lists to team members or labourers. (1)
- Enter data into forms. For example, they may complete installation notes by ticking boxes and writing short descriptions to record steps. (1)
- Write e-mail messages to co-workers, clients or other stakeholders. For example, they may write e-mail messages to clients confirming system installation dates. (2)
- May create lists to organize job tasks and component and equipment inventories. For example, they may create lists of scheduled installations they must perform within a specific time period (e.g., week, month, quarter). (2)
- May write short text entries in logbooks or work checklists. For example, they record installation tasks they have completed and may note their observations and any step-by-step procedures they use to complete their tasks. (2)
- May write explanations and descriptions on work orders and change order forms. For example, they may write explanations for manufacturers' equipment problems which lead to installation delays and provide descriptions of measures taken to alleviate the problems. (3)
- May write briefing notes. For example, they may write briefing notes for management or system designer to summarize the activities performed to mitigate issues or complaints raised by project stakeholders. (3)
- May write reports. For example, they may write narrative installation reports that document their activities for installing and commissioning the PV system. They may write incident and accident reports which detail events leading up to workplace accidents and document changes to safety procedures to prevent similar incidents. (4)

Skills for Success: Writing



The ability to share information using written words, symbols, and images. For example, at work we use this skill to fill out forms and write e-mails, instructions, and reports.

Why Writing is Important

The changing labour market and advances in technology require writing skills that are suitable for different situations and digital platforms. Writing skills are used in many ways. At work, they can be used to write memos, e-mails, or reports. Writing skills are also needed in daily life to fill out a credit card or job application. Knowing what to write, how much to write, and in which style to write is important. Writing skills ensure our writing is suitable for our purpose, the intended reader, and the context.

Skills for Success: Numeracy



The ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics. For example, at work we use this skill to perform calculations, order and sort numbers, make estimations, and analyze and model data.

Why Numeracy is Important

The modern economy requires numeracy skills that go beyond basic arithmetic and understanding numbers remains critical to functioning in today's society. Many jobs require the ability to work with numbers and math. For example, we may use numeracy skills to measure materials or count inventory at work. Numeracy skills are also needed in a wide variety of daily contexts. For example, we use numeracy skills to manage our finances or to make sense of statistics in the news.

Levels of Complexity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Operations Required: Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.</p> <p>Translation: Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.</p>	<p>Operations Required: Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculations are required.</p> <p>Translation: Some translation may be required, or the numbers needed for the solution may need to be collected from several sources. Simple formulae may be used.</p>	<p>Operations Required: Tasks may require a combination of operations or multiple applications of a single operation. Several steps of calculation are required.</p> <p>Translation: Some translation is required but the problem is well defined. Combinations of formulae may be used.</p>	<p>Operations Required: Tasks involved multiple steps of calculation.</p> <p>Translation: Considerable translation is required.</p>	<p>Operations Required: Tasks involve multiple steps of calculation. Advanced mathematical techniques may be required.</p> <p>Translation: Numbers needed for calculations may need to be derived or estimated; approximations may need to be created in cases of uncertainty and ambiguity. Complex formulae, equations or functions may be used.</p>

Examples of Numeracy:

- Scan output readings, such as voltages, on various testing devices and electronic system screens to verify functionality. (1)
- Estimate how long a system installation will take when scheduling multiple projects. They may refer to previous examples of similar installations to inform their estimates. (1)
- Locate data in assembly drawings. For example, they may scan assembly drawings of PV systems to familiarize themselves with the size and number of components. (1)
- May total amounts for parts on requisition forms. For example, they may fill out purchase orders for system parts and components noting the associated costs for book-keeping personnel. (2)
- May total amounts for project supplies, tools and parts on purchase orders and requisition forms. For example, if they own their own installation business, they are required to obtain all of the materials for their jobs. (2)
- May take measurements from scale drawings. For example, they may measure distances between utilities and other structures on scale drawings when managing installation projects to confirm proximities. (2)
- May calculate the dimensions of project buildings, equipment, components, and structures from scale drawings. For example, they may check construction drawings to make sure a roof is large enough to accommodate the PV system equipment and components. (3)
- May prepare as-built drawings. For example, they may mark-up/modify original system drawings to reflect changes made in the field. As-built drawings may be provided to the client/end-user as part of the hand-over. (3)
- Interpret data in schematics. For example, they may interpret technical data in electrical schematics which describe connections between electrical components. (3)
- May interpret scale drawings in work instructions. For example, they may review assembly drawings of PV system components to better understand the associated installation instructions. They use the drawings to support installation instructions and further verify testing and commissioning procedures. (3)
- Scan schematic drawings and circuit diagrams. For example, they may scan schematic drawings of PV systems and their mechanisms to locate and troubleshoot faults in various electrical components and devices. (3)
- Locate data and trends in graphs. For example, they may refer to graphs that depict operating capacities and parameters during commissioning. (3)

Skills for Success: Digital



The ability to use digital technology and tools to find, manage, apply, create, and share information and content. For example, at work we use this skill to take measurements, create spreadsheets, safely use social media, and make online purchases using digital devices such as smartphones, sensors, and computers.

Why Digital Skills are Important

Digital technology is being introduced to all jobs and has changed the way we find and share information, solve problems, and communicate with others. We need digital skills when we apply other skills such as reading, writing, and numeracy to working on computers or online. Digital skills help us keep up with changing demands in the modern workplace. In daily life, we need digital skills to be safely connected socially and to make use of online resources and services.

Levels of Complexity

ENTRY (E)	<p>Individuals at the entry level can use basic functions of familiar digital devices.</p> <p>They need guidance to find and evaluate the relevance and reliability of online information, and to engage in safe online practices.</p>
INTERMEDIATE (I)	<p>Individuals at the intermediate level can use a wider range of functions of familiar and unfamiliar digital devices, including customizing devices for specific purposes (e.g., download and use an app, set up macros to automate tasks).</p> <p>They can find and use relevant and reliable online information and engage in safe online practices.</p>
ADVANCED (A)	<p>Individuals at the advanced level have in-depth knowledge of digital device operations and information technology system.</p> <p>They can find, use, and build on relevant and reliable online information to improve digital processes, including enhancing their own online safety.</p> <p>They can assess future digital needs and keep their own digital skills up to date.</p>

Examples of Numeracy:

- Use cell phones and/or two-way radios to communicate verbally among fellow installers and supervisors. (E)
- Use word processing software. For example, they may use features of ms word to write, edit and format change orders, commissioning documentation and client maintenance instructions. (E)
- Use the internet. For example, they may access suppliers' websites to research products, download specifications, and retrieve assembly and application instructions. They may download electronic copies of policies and guidelines published by regulatory bodies and electricity industry associations. (E)
- Use communication software. For example, they may use communication software to create and send and receive e-mail and text messages and retrieve attachments from suppliers and site workers. (E)
- May use database software. For example, they may use database software to view and retrieve data that describes the procurement, delivery, and installation of suppliers' equipment. (E)
- May use financial software. For example, they may use accounting functions to calculate project spending and monitor project finances related to labour, inventory, and equipment. (I)

- May use computer-assisted design software. For example, they may use AutoCAD and associated viewing software to review prints and make field marks for revisions to be completed by the engineering and drafting departments. (I)
- Use various electronic testing devices, such as voltage meters and multimeters, to verify system functionality. (I)
- Use other computer and software applications. For example, they integrate module level power electronics (MLPE), like microinverters and dc power optimizers, to improve system performance in certain conditions. They may connect energy monitoring systems to communication systems, like Supervisory Control and Data Acquisition (SCADA), to ensure that the PV system functions properly. (I)

Skills for Success: Problem-Solving

The ability to identify, analyze, propose solutions, and make decisions to address issues; monitor success; and learn from the experience. For example, at work we use this skill to make hiring decisions, select courses of action, and troubleshoot technical failures.

Why Problem-Solving is Important

Every day we use information to make decisions, solve problems, and take actions. This can include thinking about different ways to complete a task and choosing the best solution or deciding what to do first when several activities are competing for our attention. The ability to think, make decisions, and solve problems effectively can improve the way we carry out activities, and meet goals and deadlines at work or in other daily life situations. Strong problem-solving skills help us gather the right information, to identify and solve problems and make better decisions. As we learn from these experiences, we strengthen our problem-solving skills and more quickly and effectively adapt to change.

Levels of Complexity

ENTRY (E)	<p>Individuals at the entry level can make decisions or solve problems when there are limited or familiar variables, all the information is provided, and the stakes are low with few consequences.</p> <p>They can use their general knowledge and skills to process information, do simple or routine troubleshooting if needed, identify the decision or solution, and confirm the issue is resolved.</p>
INTERMEDIATE (I)	<p>Individuals at the intermediate level can make decisions or solve problems when there are multiple well-defined variables, information is not provided but easily identified, and the stakes are moderate with some consequences.</p> <p>They can identify useful information sources, analyze the information, select the best option from multiple choices, and evaluate the effectiveness of the solution or decision based on given or standard criteria.</p>

**ADVANCED
(A)**

Individuals at the advanced level can make decisions or solve problems when there are many complex unfamiliar variables that can be unpredictable or contradictory, little information is provided or certain, and the stakes are high with significant consequences.

They can search for information using diverse unfamiliar sources or conduct your own research, synthesize and analyze complex information to determine multiple options, select the best option, and determine how to assess the effectiveness of the process and solution or decision.

Examples of Problem-Solving:

- Encounter site conditions that are not conducive to continuing installation. For example, they may find that a sudden onset of heavy rains during installation has rendered the site unsafe. They consult with their colleagues and clients to determine a revised schedule for the installation when site conditions allow for a safe and efficient installation. (E)
- Confirm site clean-up following installation. For example, they remove work debris and verify that sub-trades have performed their site-clean up. Once they have confirmed that the site is in an acceptable condition, they obtain client sign-off and approval. (E)
- Discover issues with system functionality after installation. They review the manufacturer's instructions, inspect the installation to identify potential errors and determine potential adjustment options. They make the required adjustments based on their analysis of the situation and re-test the system to verify functionality. If they are unable to rectify the issue on-site, they may have to enlist the support of the manufacturer or additional installers to further examine the root cause of the problem. (I)
- Assess the completeness and quality of project tasks completed by labourers and fellow installation crew members. For example, they may review the installation of the various system components, like racking, before installing the panels. Deficiencies at any point of the installation can compromise the integrity of the entire system. (I)
- Decide which instruments, devices and tools to use during commissioning and troubleshooting. For example, they may choose measuring and diagnostic devices and tools by checking the locations of the faults and the types of repair tasks they may have to perform. If they choose inappropriate instruments, devices and tools, they may not adequately and immediately identify and repair faults and malfunctions. (I)
- Evaluate site conditions prior to commencing their work to ensure a safe and efficient installation. They inspect environmental conditions, e.g., Dampness, temperature, ice and snow and verify location of existing equipment and services. If they note any hazards or deficiencies, they communicate required changes with the designer and wait for a revised plan prior to proceeding with the installation. (I)
- Evaluate system test results during commissioning. For example, they analyze results of various electrical tests against industry standards and manufacturer's specifications to ensure the system is performing as expected. They initiate corrective action, if required (e.g., Repair or replace a deficient component) and re-run the test to verify acceptable parameters of readings. If they are unable to attain results with the correct parameters, they may have to troubleshoot further with the manufacturer. (I)

- May evaluate the safety of work processes and inherent safety of their worksites. To assess potential risks, they review previous installation work orders and associated reports to see if hazards have been reported. They may verify details of installation procedures with safety personnel and supervisors. (I)
- Assess the quality of data they obtain through diagnostic tests and measurements. To confirm that data is accurate and sufficient, they may compare diagnostic results to data from previous tests and repairs, read operating manuals and equipment specifications and ask co-workers for their opinions. (I)

Skills for Success: Communication



The ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others. For example, at work we use this skill to discuss ideas, listen to instructions, and serve customers in a socially appropriate manner.

Why Communication is Important

Strong communication skills help us share information in a way that others can clearly understand. We also need strong communication skills to listen to, pay attention to, and understand others. In all jobs, communication skills are important for developing good working relationships with co-workers and clients, including those from different backgrounds and cultures. We also need these skills to work effectively in a team, and to gather and share information while problem-solving.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can speak and listen to a narrow range of subject matter, using factual and concrete language in predictable and familiar contexts, interacting one-on-one. They can use and interpret straightforward non-verbal cues (e.g., facial expression, eye contact).
INTERMEDIATE (I)	Individuals at the intermediate level can speak and listen to a moderate range of subject matter, using both factual and abstract language, in less predictable contexts, interacting one-on-one or in small groups. They can interpret more complex non-verbal cues, including those with cultural implications, to better understand a speaker's intention and purpose.
ADVANCED (A)	Individuals at the advanced level can speak and listen to a wide range and depth of subject matter, using both factual and abstract or conceptual language, in a variety of contexts shifting from routine to unpredictable, interacting with familiar and unfamiliar audiences of various sizes. They can interpret complex and subtle non-verbal cues, and use them to adapt their own communication styles.



Skills for Success: Creativity & Innovation

Examples of Communication:

- Discuss ongoing work with co-workers. For example, they communicate with fellow installers and labourers throughout the installation process. (E)
- Communicate installation challenges/issues with relevant personnel, such as the system designer or manufacturer. (E)
- May participate in staff meetings. For example, they may attend weekly meetings to review past and ongoing work and to co-ordinate various job tasks with fellow installers, associated trades, and supervisors. (I)
- Explain proper operation and maintenance instructions to clients/end-users at the end of the system installation and answer any questions that they may have prior to sign-off. (I)
- Communicate with regulatory agency personnel during system inspections following installation. (I)
- Discuss recurring installation or electrical faults with system designers and equipment manufacturers. For example, they may discuss unfamiliar and unusual faults with system designers or contact PV system manufacturers' technical advisors to learn about potential causes of the faults and to obtain identification assistance. (I)
- Consult with colleagues to obtain their input on technical topics and challenging project problems. For example, they may talk to fellow installers and PV system designers with specific technical knowledge to troubleshoot equipment and component installations that are not working properly. (I)
- May speak to the public to provide information about PV system technology. For example, they may speak to landowners, community residents and business owners to provide information about solar energy generation. They provide reassurance to public citizens by answering their questions carefully and work to gain trust by speaking honestly and sincerely. (A)

The ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms. For example, at work we use this skill to discover better ways to complete tasks, to develop new products, and to deliver services in a new way.

Why Creativity and Innovation is Important

Creativity and innovation skills help us come up with new, unique, or "outside the box" ideas or to approach something completely differently than in the past. A curious mindset that finds inspiration from a broad range of experiences and perspectives helps develop creativity and innovation skills. Employers are increasingly seeking people who can apply creativity and innovation skills to their work in our increasingly diverse settings, and to come up with new solutions or approaches to tackling challenges. With strong creativity and innovation skills, we can also support and inspire others to do the same.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can generate a limited number of novel ideas under guidance and support. They are open to applying new ideas but are quick to revert to norms and habits when the new ideas fail or face uncertainties.
INTERMEDIATE (I)	Individuals at the intermediate level can generate a larger number of novel ideas on their own. They acknowledge and work with uncertainties, accept failures, and learn from failures to improve their ideas. They are receptive to new ideas from others.
ADVANCED (A)	Individuals at the advanced level can generate a wider range of novel ideas, with diverse dimensions of originality. They evaluate limitations of novel ideas and find ways to improve them to minimize failures and uncertainties. They facilitate an environment for others to be creative and innovative.

Description:

PV Installers are on the front-line of the movement toward renewable power generation, installing various sizes and types of PV systems for residential and commercial clients. Installers come from varied backgrounds, inclusive of trades (e.g., electricians, roofers, carpenters) and technical programs (e.g., renewable energy technicians) and use their range of skills and knowledge to ensure safe and reliable installations. As businesses and homeowners are seeking ways to be more energy efficient and environmentally-conscious when it comes to electricity generation, PV installers play a significant role in using their technical expertise to innovate processes, projects and methods. They must be agile during the installation process to troubleshoot unforeseen issues and challenges and implement innovative solutions without compromising personal safety or system integrity. **(Intermediate)**

Skills for Success: Collaboration



The ability to contribute and support others to achieve a common goal. For example, at work we use this skill to provide meaningful support to team members while completing a project.

Why Collaboration is Important

Today people are more connected within communities, across the country, and around the world. Modern workplaces are more diverse, and many jobs require us to work with others from different backgrounds and cultures to complete tasks and solve problems. It is important to be able to work respectfully with people who have different professions, experiences, cultures, and backgrounds. Collaboration skills help us perform better in a team by understanding how to support and value others, manage difficult interactions, and contribute to the team's work. Strong collaboration skills help us build and maintain positive relationships with others at work, in school, and in other parts of our lives.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can interact with familiar people or a small number of diverse unfamiliar people to share information to complete routine independent tasks. They can maintain cooperative respectful behaviours toward others and minimize conflict.
INTERMEDIATE (I)	Individuals at the intermediate level can work with familiar and diverse unfamiliar groups of people to coordinate tasks or work together to achieve simple or well-defined goals. They can support and adapt to others when appropriate and manage conflicts when needed.
ADVANCED (A)	Individuals at the advanced level can work in large teams of diverse people to achieve complex goals that might involve unpredictable situations. They can take on responsibility for integrating work, coaching and motivating others, managing conflicts, and evaluating and improving teamwork.

Description:

PV Installers coordinate and integrate their work tasks with team members, sub-contractors, and equipment suppliers to complete PV system installations. They often work closely with PV System Designers to plan complex system installations. PV Installers may be responsible for assigning work tasks to team members during installations, particularly if various personnel are working on specific aspects of the project (i.e., electricians connecting the system to the grid; roofers installing racking; labourers assisting with equipment placement). **(Intermediate)**

Skills for Success: Adaptability



The ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks. For example, at work we use this skill to change our work plans to meet new deadlines, to learn how to work with new tools, and to improve our skills through feedback.

Why Adaptability is Important

Major changes in society are affecting how we work, live, and learn and requiring us to constantly adapt to change. Strong adaptability skills will help us deal effectively with change and to learn new skills and behaviours when needed, stay focused on our responsibilities and goals, and not giving up when situations are difficult. They will help us stay positive and manage the stress that can come from change in the workplace, community, and our lives at home.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can follow direction to adjust and complete plans, tasks, and goals in response to expected and unexpected changes requiring minor adjustment or learning that is provided. They can stay positive, persist, and manage emotions in response to minor stress.
INTERMEDIATE (I)	Individuals at the intermediate level can adjust and complete plans, tasks, and goals with some supervision in response to expected and unexpected changes requiring moderate adjustment or learning with some resources provided. They can stay positive, persist, and manage emotions in response to moderate stress.
ADVANCED (A)	Individuals at the advanced level can adjust plans, tasks, and goals independently in response to expected and unexpected complex changes requiring significant adjustment or learning that is self-directed using diverse resources. They can stay positive, persist, and manage emotions in response to high stress.

Description:

PV Installers set their own work priorities and plan their daily work activities based on scheduled jobs. They must arrange their time effectively to ensure that PV systems are installed according to the schedule provided to clients. Their work is often interrupted by unpredictable issues, namely weather, which can cause delays. PV Installers must be proficient at revising their schedules and priorities in the wake of these challenges. As PV technology continues to evolve, PV installers must continually update their skills to succeed in their work and expand their service offerings. They must be able to process and integrate information about new technologies and equipment into their skillsets and keep up-to-date with industry standards and regulations pertaining to installation. Much of their learning is self-directed; however, they may expand their continuous learning efforts to include formal course work or certification in their field. **(Intermediate)**

Skills for Success are the skills needed to participate and thrive in learning, work and life.

Skills for Success include skills that are foundational for building other skills and knowledge and are important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.

Skills for Success are for everyone – employers, workers, training providers, governments and communities.