

Unit 3

HOW WILL I GET THERE?

Unit Focus

Throughout Units 1 and 2 “You Inc.” discovered personal skills, interests, and abilities by completing self-assessment tools. Students have taken these results and linked them to possible career choices by examining occupational sectors and career clusters.

Unit 3 builds on this knowledge by completing the career planning process. This includes developing an action plan that students need in order to set and achieve their career goals. Career planning is not a one-time thing. Career planning is an ongoing process wherein action plans are revisited and revised. Students need to stay on top of employment trends that will determine which occupations are likely to grow in demand and which will decline.

Since it is predicted that most people will change jobs or careers several times (some people suggest at least seven to ten times) in their lifetime, students need to embrace change as a regular part of their lives.

Curriculum Expectations: Correlation with Careers 10

The following are the specific Unit 3 links to the Ontario Ministry of Education’s Overall and Specific Expectations from Career Studies, Grade 10, Open (GLC 20).

Personal Knowledge and Management Skills		
Developing Personal Knowledge		
Specific Expectations	Student Text	Teacher Guide
<p><i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> describe internal and external influences that might limit or expand the range of career opportunities they would consider (e.g., previous successes, peer pressure, parental expectations) 	pp. 154–157	
Exploration of Opportunities		
<p>Overall Expectations</p> <p><i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> describe trends in society and the economy that affect work 	pp. 153–177 End of Unit Activities, p. 230	
Identifying Trends and Opportunities		
<ul style="list-style-type: none"> identify and describe a variety of learning opportunities for secondary school students, including high school courses, community-based learning (e.g., school-work transition programs, community involvement, work experience, volunteering, co-operative education), and co-curricular activities describe various forms of self-employment (including entrepreneurship), the characteristics of successfully self-employed people, and the advantages and disadvantages of self-employment as a career option 	pp. 178–189 Careers Toolkit, p. 229 pp. 162–163, 167–169, 175–176	

<ul style="list-style-type: none"> • demonstrate understanding of how to maintain safety in the workplace and identify employees' and employers' rights and responsibilities • identify and describe economic and societal trends (e.g., globalization, developments in information technology, emerging work style alternatives, changing demographics) • explain how economic and societal trends influence the way in which work is done, and the patterns of adult work life, and the growth and decline of various occupations and fields of work 	<p>pp. 201, 221–225</p> <p>pp. 146–152, 154–177 End of Unit Activities, p. 230</p> <p>pp. 146–152, 154–177 End of Unit Activities, p. 230</p>	
Preparation for Transitions and Change		
<p>Overall Expectations <i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of the processes of finding and creating work • demonstrate the ability to use marketing and networking strategies and to produce personal documentation (e.g., résumés, portfolios) in searching for work • use appropriate decision-making methods to set learning, community, and work goals and develop action plans • identify changes taking place in their personal lives, their communities, and the economy and identify strategies to make transitions occur more smoothly 	<p>pp. 170–171, 175–176, 178–185, 188–220, 227–228 End of Unit Activities, p. 230</p> <p>pp. 175–176, 178–182, 185–187</p> <p>pp. 174, 227–228 End of Unit Activities, p. 230</p> <p>pp. 146–152, 174–176</p>	
Managing Change		
<ul style="list-style-type: none"> • demonstrate understanding of transitions and change by identifying some of the personal and work-related transitions and changes that they, their families, and people in their communities have experienced (e.g., moving to a new country, losing a job, going to a new school) 	<p>pp. 146–152, 154–177 Career Portfolio, pp. 231–232 End of Unit Activities, p. 230</p>	

<ul style="list-style-type: none"> • demonstrate understanding that career development is a lifelong process that will include transitions, changes, and life-long learning • identify effective and ineffective ways of dealing with transitions and change 	<p>pp. 172–177, 226–228</p> <p>pp. 146–152, 175–176</p>	
Searching for Work		
<ul style="list-style-type: none"> • demonstrate an understanding of both the “open” (publicly advertised) and “hidden” (unadvertised) job market, and identify appropriate strategies to access each market • identify the types of summer or part-time jobs or self-employment options that would suit their personal interests and skills • use a variety of resources appropriately to identify summer or part-time jobs in the “open” job market • identify their own network of contacts that could help them access the “hidden” job market, and explain the importance of personal networks • create effective résumés, cover letters, and thank-you letters for the work search process, using word-processing software and appropriate vocabulary and conventions • complete job applications effectively and without spelling or grammatical errors • demonstrate the ability to communicate their interest in a work opportunity effectively (e.g., on the telephone, in person, or through e-mail, and the Internet) • identify common interview questions and demonstrate the ability to respond appropriately and effectively 	<p>pp. 178–182</p> <p>pp. 162–171, 174, 188, 226–228 Careers Toolkit, p. 229 End of Unit Activities, p. 230</p> <p>pp. 178–188</p> <p>pp. 178–182</p> <p>pp. 190–202, 216–220 End of Unit Activities, p. 230</p> <p>pp. 190–192</p> <p>pp. 193–199, 203–220</p> <p>pp. 203–205, 208–215</p>	

Setting Goals and Planning Action

- produce a preliminary learning plan, to be included in their annual education plan, that identifies courses to be taken in school, activities in the school and community, and post-secondary education options that will help them achieve their goals

pp. 226–228
Career Portfolio, pp. 231–232

Unit 3 will offer students opportunities to learn about the following:

- **Career Opportunities**
 - Previous successes
 - Peer pressure
 - Parental expectations
- **Trends in Society**
 - That affect the workforce
 - That affect the economy
- **Learning Opportunities from the following:**
 - Course selection
 - Extra and co-curricular activities
 - Community involvement
 - Work experience
 - Volunteering
 - Co-operative education program
- **The Workplace**
 - Self-employment
 - Safety at work
 - Where to find work
 - How to find work
 - Dealing with change
- **Searching for Work**
- **The Job Market**
 - Finding summer and part-time work
 - Developing a Network
 - Cover letter
 - Résumé
 - Application forms
 - Telephone techniques
 - Interviews
- **Goal Setting and Action Planning**
 - Creating a learning plan
 - Annual Education Plan
 - School activities
 - Post-secondary plans and options

Overview of Unit Concepts and Applications

Assessment

The important areas to be assessed in this unit include:

- Goal Setting and Action Planning
 - Creating a learning plan
 - Annual Education Plan
 - School activities
 - Post-secondary plans and options
- Learning Opportunities from the following:
 - Course selection
 - Extra and co-curricular activities
 - Community involvement
 - Work experience
 - Volunteering
 - Co-operative education program
- Searching for Work
- Trends in Society
 - That affect the workforce
 - That affect the economy
- The Workplace
 - Self-employment
 - Safety at work
 - Where to find work
 - How to find work
 - Dealing with change

An assessment tool for each of these areas is included in the **Assessment and Evaluation** section starting on page 00. See the **List of Assessment Masters** on page 00. Also see the assessment masters starting on page 00 in Unit 1 and page 00 in Unit 2.

For your convenience, Unit 3 has a test bank that includes questions in the following achievement categories: Communication, Knowledge and Understanding, Application, Thinking and Inquiry.

List of Blackline Masters

BLM #32: Chinese Symbols	00
BLM #33: Transition and Change	00
BLM #34: The Key to Dealing with Change	00
BLM #35: Rate Your Ability to Handle Change	00
BLM #36: Alternative Work Styles Checklist	00
BLM #37: Employer Expectations	00
BLM #37A: Employer Expectations	00
BLM #38: The Permanent Cat	00
BLM #39: Herringbone Mind Map	00
BLM #40: Potential Questions to Ask at an Interview	00
BLM #41: Contact Sheet	00
BLM #42: Job Search Information Sheet	00
BLM #43: Guidelines for Writing a Good Résumé	00
BLM #44: Sample Interview Questions	00
BLM #45: Rights and Responsibilities of Employers and Employees	00
BLM #46: Develop an Action Plan	00
BLM #47: Financial Planning	00

Teaching Notes

pp. 144–145 **A Day in the Life**

Aysha and Dirk have made significant gains in their career planning. Aysha is beginning to be very focussed on her future and would like see what it holds for her. Dirk, on the other hand, believes that the world is changing so fast that too much planning could be a waste of time. Discuss with students what concerns they share.

Students need to be made aware that their future is in their hands and that they are the ones who need to do something about their own future. A fairy godmother is not going to wave her magic wand to make things happen for them.

There is a personal philosophy that states “You can LET things happen or you can MAKE things happen”. At the end of this unit, Aysha and Dirk should be ready to “make things happen” with a well thought-out learning plan.

In the Student
Resource

Additional Learning Activities

1. **Introducing the Topic**—Print each Key Term on a piece of coloured construction paper. Make each word approximately 10 X 30 cm (4 X 12 inches). For example, print “decision” on one card and “making” on another. Place masking tape on the back of each card and arrange them in a mixed-up order on the blackboard. Ask the students to arrange the groups of words that go together and place the list of seven key terms in alphabetical order on a sheet of paper in their notebooks.
2. **Class discussion**—After reading “A Day in the Life” on pages 144–145, have students compare Aysha’s and Dirk’s thoughts about the future. Discuss the advantages and disadvantages of both of their views.
 - a) How is Aysha’s idea about starting with the end in mind a good one? What disadvantages does it have? (For example, does it leave room for adaptability, responding to self-evaluation, or flexibility?)
 - b) What advice could you give Dirk about being an entrepreneur?

Transition and Change

The section on pages 146–153 covers transition and change. This includes the following pages and titles:

- pp. 146–147 **A Generation of Transition and Change**
- p. 147 **Journal Topics**
- p. 148 **What’s the Best Way to Deal With Change?**
- p. 149 **Effective and Ineffective Change**
- pp. 150–151 **Rate Your Ability to Handle Change**
- p. 152 **Change and the World of Work**
- p. 153 **Is It a Job, an Occupation, or a Career?**

pp.146–147 **A Generation of Transition and Change**

For further information about transition and change, please see **Background Information**, on the next page.

Some students may ask about the symbols in the background of this page. In fact, they are Chinese symbols produced by a calligrapher. The two symbols in the first column of type translate as “change”; the symbols in the second column mean “opportunity”; the symbols in the third column mean “threat”. You may want to reproduce these symbols on an overhead and use them to introduce this topic.

Blackline Masters

BLM #32: Chinese Symbols on page 00 can be reproduced on an overhead master to assist you in introducing this topic.

To help students with the activities for this page spread, see **BLM #33: Transition and Change** on page 00.

Teacher-to-Teacher Talk—Be aware of student sensibilities when doing Activity #1 on page 147.

As mentioned by the author, Generation Y has grown up in a fast-paced, changing world. This has resulted in an ability to handle change well. It is important for teachers to remember that students may not all embrace change in the same way. Teachers need to be sensitive to the fact that some changes during the past two years may have been very difficult for some individuals. Such changes include parents who have recently divorced or the death of a grandparent, parent, friend, or guardian.

To consider these individuals, you might introduce any discussion of change by talking about how change can be positive, negative, or a combination of both. Have students consider changes that they would classify in each of these ways, then discuss how the changing workplace has similar characteristics—some good things, some bad things, some things that are both good and bad.

Background Information

The Changing Workplace

The term “changing workplace” has been around since the mid-1980s. It is about changing the way work is performed, supervised, and managed. It can be due to the introduction of new technology or because of company restructuring.

As companies continue to reshape themselves, struggling with fast-paced change and global competition, they are also redefining what it means to hold a job. The world of work is more flexible and more chaotic than ever before. Individuals who take responsibility for their own job security ensure their continued employability. These individuals will survive such transformation.

The North American economy is changing. It is being transformed from one based on manufacturing to one based on services. One study showed a decade-long trend where factory jobs declined as the service industry added close to 2 million jobs. The fastest-growing segment in the economy was personal services.

Data also reflects the trend toward a more skilled workforce. More jobs require reading, mathematics, and communications skills. Companies are demanding that workers have more than just the hard technical skills to perform a job—they need a new dimension of personal skills or soft skills.

There is a contradiction in Canada’s labour market. There are 1.6 million unemployed Canadians, yet many employers cannot find the workers they need. There are no official numbers defining the extent of the mismatch between vacant jobs and people looking for work, but one economist says it represents 9–27% of total unemployment. That means somewhere between 144 000 and 432 000 unemployed Canadians could find jobs if they had the skills the labour market needs.

Despite the ever-increasing amount of information in the world, no one can accurately predict the future. We do not know for sure which skills will be most in demand 5–10 years from now, or the types of jobs that will exist then. For that reason, a good education does not guarantee a bright future. However, the lack of skills and a good education definitely leads to missed opportunities. Lifetime learning and the development of “soft” personal skills will ensure that people are ready for every challenge. Keep in mind what Walt Disney said: “ALL our dreams can come true—if we have the courage to pursue them.”

p. 147 Journal Topics

These particular journal topics lend themselves to interesting “Teacher Zone” comments.

Assessment: After the students have written about their experiences with change, they can self-assess how they greet transition and change using **BLM #A-24: Dealing with Transition and Change Checklist** on page 00. The completed checklist should be filed in the Personal Management Skills section of the Career Portfolio.

Explain to students that there is no one *right* way to deal with change. Knowing *how* you deal with change, however, can be an important aspect of self-awareness.

pp. 148 What’s the Best Way to Deal With Change?

Blackline Master

See **BLM #34: The Key to Dealing with Change** on page 00.

pp. 150–151 Rate Your Ability to Handle Change

Blackline Master

See **BLM #35: Rate Your Ability to Handle Change** on page 00.

p. 152 Change and the World of Work

Activities #1–2: Using the “Sticky Notes” process for this brainstorming exercise would be very effective. After students have individually brainstormed their ideas about the word “trend”, have them work in groups of 3–5, arranging their sticky notes using agreed-upon headings. Each group should then create a graphic organizer to illustrate the group’s results.

p. 153 Is It a Job, an Occupation, or a Career?

These terms are discussed on page 63 in Unit 2 of the textbook.

Students can further their understanding of these terms by asking various adults to define their careers, jobs, and occupations (e.g., Career—communications specialist, Job—editor for Pearson Education, Occupation—editor; *or* Career—musician, Job—high school music teacher; Occupation—teacher.) Alternatively, provide students with cards with different types of work, ask them to classify these, and then discuss the classifications.

pp. 154–156 Today’s Trends: Transform Your Career

Additional Learning Activities

1. Interview—(This activity complements Activities #3 and 4 on page 156.) As an assignment, ask students to interview at least three family members who were teenagers in the 1940s, 1950s, 1960s, 1970s, or 1980s. Students should be given at least one week to conduct the interview. They might ask the following questions about the person’s teenage years:
 - What were the popular trends? (music, hair and clothes styles, “hot” cars, things to do, curfews, pay per hour for part-time jobs, etc.)
 - How would you describe the typical family? How many members did it have?

- What were the hit television shows?
- Who were the popular television families?
- What were the popular movies, actors/actresses?
- What were the popular sayings?
- Who was leading the province and the country?
- What significant events do you remember from that decade?
- What personal memories of that decade would you like to share?

Students can obtain this information through a face-to-face or telephone interview. (They should get permission to use information from the interview in class.) The answers can be recorded on paper, video, or audio tape.

Upon completion of the interviews, arrange students into groups by decade (i.e., students who interviewed people who were teenagers in the 1970s would form a group). Each student presents their interview to the group.

After creating a summary, each group presents their decade to the class. This could be accomplished in many ways. Students could

- role-play situations or significant events from the decade; or
- use their own creativity for the presentation.

Videotape group presentations as examples for other classes.

Teacher-to-Teacher Talk—You might want to play a major role yourself by highlighting the decade when you were a teenager. Did you keep a certain outfit that you enjoyed wearing as a teen? Bring it to class and show your students. Better yet, wear it to class (if it still fits!)

Assessment: The presenting section of **BLM #A-1: Communication Skills Rubric** on page 00 in Unit 1 can be used to have the class evaluate the presentations.

2. **In Pairs**—Have the students read “So What Are the Megatrends?” on page 155 of the textbook. For each megatrend have them brainstorm the types of occupations that would fall into each category. Students should also identify the occupations that would be of interest to them in each sector. If they need assistance, they could consult a Web site or their Career Portfolio.
3. **Brainstorming**—Have students search the Web for sites that provide information about employment trends nationally, provincially, and locally. The URLs for informative sites discovered by students can be collated and copied for the entire class to use. (For assistance with some possible URLs, see the list of related URLs starting on page 00 in Part B.)

p. 157 **Celebrity Trendsetters Ride the Wave**

Examples of celebrities who use their fame in the ways outlined on this page change from year to year. Ask students to name current celebrities who make better examples than the ones mentioned here. Students may wish to bring in ads, Web site URLs, or actual paraphernalia to support the name(s) they suggest.

pp. 158–159 **New Jobs, Old Jobs**

For further information about this area, please see **Background Information**, on the next page.

Factors Affecting Employment Trends

A variety of factors influence the increase or decrease in demand for specific occupations, including:

- **Changes in Technology—**
 - New technology can lead to doing things more cheaply, doing things better, and/or doing things that could not be done before. This changes the demand for some occupations and can increase the demand for new occupations.
 - Continuing technological change demands that workers learn new skills just to keep up. For example, more and more jobs are being done by computer or, at least, with a computer.
 - Technology has enhanced our ability to communicate in different ways and to communicate globally; this has led to social changes.
- **Social Changes—**
 - As our ability to communicate globally has increased, so has our awareness of other places. There is more of an expectation that we will relocate to find a job. Because of their increased knowledge of other places, more people are willing to move to get a job.
 - Increased communication has increased the requirement for literacy and numeracy skills.
 - There has been a shift in the type of work that needs to be done and, therefore, in the types of jobs that are available. We have moved from a resource-based economy toward an information-based and service-based economy.
 - The way in which people work has changed. There is a move away from hiring people full-time for a long period of time. Instead, more people are being hired only as their skills are needed (e.g., more consultants, freelancers, and occasional workers).
 - Entrepreneurs, creating their own work, are increasingly common.
 - The bulk of the population is older (e.g., as the children born during the baby boom age, more people are middle-aged or older). As well, people are generally living longer. These factors have increased demand for services and products for older people.
- **Economic Changes—**
 - More countries are interdependent; their economies rely on those of other countries.
 - There is global competition—if a product can be produced in another country more cheaply, then production will move there. This means increased competition between factories.
 - With global trade, companies can produce items more cheaply in countries where labour is less expensive. Local businesses may not be able to compete if their labour costs are too high.
- **Environmental Issues—**
 - Environmental and economic issues are sometimes seen as being in conflict with each other. After a history of showing very little or no concern for the environment, society has gone so far as to enact legislation to protect the environment from damage caused by industry, overuse, and unwise use.

However, in the recent past, some of that concern has shifted. In countries where there is environmental protection, it has become increasingly expensive to produce some products. With global trade, many products can be produced more cheaply in countries that have few or no environmental laws. For example, in a country where there are no laws requiring a company to replace a raw material, no laws that limit how the raw material is taken, or no requirements for the responsible disposal of waste, a product can be created and traded to other countries at less cost.

This means that environmentally responsible companies may not be able to compete with companies in other countries. This has put the environment and the economy in conflict.

- **Political Actions—**
 - Public policy and political decisions also affect employment and must be considered when interpreting employment trends. The political decision to pay people not to fish, or to keep farms operating, affects the jobs that are available and the local economy.
 - Political decisions have also created public policies. These directly affect employment by requiring certain hiring practices. These too must be taken into consideration when trying to determine whether there will be opportunities in specific occupations.

Getting Information About Employment Trends

When trying to interpret trends and occupational opportunities in the future, probably the most important piece of advice is to consider more than one piece of information. There are several sources of information that can be considered:

- **online—**A very good source of information is the online NOC (National Occupational Classification) and Job Futures, developed by Human Resources Development Canada. It can be reached at <http://www11.hrdc-drhc.gc.ca/jobfutures/>.
In Job Futures, the section most useful for studying employment trends is “Looking to the Year 2001”. The current information sets 1996 as a base and then projects to 2001. Work prospects are given as good, fair, or poor.
- **school counselling departments—**A good source of all types of information, including pamphlets and brochures from professional organizations and business associations. Some companies, such as high-tech businesses, may circulate recruitment pamphlets to high schools. As well, the school may have access to the NOC and Job Futures material, either in hard copy or online.
- **career centres and employment centres—**Provide information about employment trends and statistics.
- **career fairs—**Provide a source of information about trends in some occupations.
- **businesses and professional organizations—**Some publish newsletters with employment trend predictions.
- **libraries—**Are a good source of career information and a good resource for contact information.
- **people who are currently employed in an occupation—**Can provide some insight into the growth or decline of their area of work.
- **employers—**Can provide current information about whether they are hiring and what they predict the future possibilities for employment will be.
- **newspapers and other media—**Follow these on a regular basis to have a general sense of the trends in occupations of interest.

Additional Learning Activities

1. Pairs/small group activity—

- a) **Pre-Assignment:** Ask the students to discuss product and occupation trends with the members of their household. What trends do they remember that are no longer around?

Some of these products may *not* be around today because they were unsafe. For example, tanning pills were guaranteed to tan you from the inside out. The problem was that they tanned or coloured even internal organs, causing liver damage or failure.

Many shoe stores and shoe departments used to have machines that X-rayed people’s feet so that they could check to see if new shoes fit. These were removed only when people recognized the danger of repeated X-rays.

Some products may not be around because they are no longer “cool”; however, the reverse is also true. For example, Barbasol™ (shaving cream in a can

painted to resemble a barber shop pole) has become very popular again since it was used in the movie *Jurassic Park* to smuggle out the dinosaur embryos.

Occupation trends should also be considered. Have students consider jobs that are no longer required by our society because of technological advancements or other reasons (e.g., at one time, blacksmiths were as common as today's mechanics; women lost their jobs manufacturing airplanes, weapons, and ammunition when World War II ended; and technological changes in health care have eliminated some jobs and changed others).

- b) Have students discuss the product trends and occupational changes they discovered. Keeping the content of "New Jobs, Old Jobs" in mind, ask students to give reasons why keeping on top of trends is so important in their own career plans.

Teacher-to-Teacher Talk—The following resource may help you with the above activity:

"Visions 21: Our Work Our World" issue. *Time Magazine* (Europe). 29 May, 2000, Vol. 155 No. 21. Especially these two articles:

- Rawe, Julie. "What Will Be the 10 Hottest Jobs?" p. 54.
- Davis, Stan and Christopher Meyer. "What Will Replace the Tech Economy?" p. 56.

The material is available online at

<http://www.time.com/time/europe/magazine/2000/0529/cover.html>.

2. Interview—Have students consider the factors that affect occupation availability and suggest some examples of each factor's impact on careers. Students can gather these examples by interviewing various people familiar with the workplace (e.g., guidance counsellors, Chambers of Commerce directors, employment counsellors) and asking them how work has changed over the years.
3. Small group project—Concern for the environment may be losing popularity because some businesses cannot compete in the world market and still maintain environmentally responsible standards. For example, a cheaper source of fuel may be needed by a company that is forced to compete in the world market, but the cheaper fuel may be more harmful to the environment. Have each group research one example of a conflict between environmental and economic issues.
4. Class discussion—Have students suggest examples of local businesses that have closed or downsized. What changes caused this to happen?
5. Guest speaker—Invite a representative from an employment centre or agency, Chamber of Commerce, Board of Trade, the Mayor, or the Municipal member in charge of Economic Growth to talk about employment trends and how to respond to them when making career choices.
6. Journal/Small group activity—Have students explain some ways they are keeping up with employment trends. How are they keeping track of the availability of different occupations now? How can they keep track in the future? For example:
 - continue reading and learning about occupations and areas of interest in order to know what is happening;
 - expand areas of interest;
 - learn as many computer skills as possible;
 - become as skilled as possible and keep learning (this particularly applies to communication skills and computer skills); and
 - be flexible in choices and open to new possibilities.
7. Enrichment—Have students seek out information (e.g., books, articles, etc.) written by futurists (individuals who predict trends). Circulate some information from these writers or have selected students present the information to the class.

p. 160–161 **Myth or Reality**

When students read the true and false quiz on page 160, encourage them to realize that labour trends have changed and continue to change. For example, in the recent past, Canadian nurses were working in the United States because there were no jobs in Canada. Now, Canadians are experiencing a shortage of nurses. Similarly, there used to be too many teachers; now many school boards are experiencing a shortage. Similarly, occupations in which there are many openings today may have few openings in the near future.

It is important for workers to be aware of changing workplace trends and to prepare for future changes. People in occupations that expect a downtrend, for example, may wish to retrain in a field that is expecting an upturn. Another good move is to train in an emerging field. That way, you are one of the first people available when the field opens to workers.

Additional Learning Activity

Students may also wish to consider the jobs that have *changed* in the last 50–100 years. For example, although blacksmiths no longer run blacksmith shops where they make and repair metal equipment, many work as farriers in the growing equine pleasure and racing industry. Today's farriers move from stable to stable with a blacksmith shop in the back of their pickup truck.

In the publishing industry, the function of certain jobs has changed. For example, now that type is no longer set by hand, people who used to do typesetting have been replaced by keyboarders. Books are now designed and printed directly from electronic files provided by the author, cleaned up by an editor, and formatted by a formatter.

Many former artisans (e.g., potters, glass workers) are now artists. Instead of purely functional items, they produce pieces of art that can sometimes be used as well as admired.

pp. 162–164 **So Long, Nine to Five**

Blackline Master

See **BLM #36: Alternative Work Styles Checklist** on page 00.

Teacher-to-Teacher Talk—The **Background Information** on the next page uses terms that describe various forms of employment. These are not mutually exclusive terms because there are many ways to describe the patterns and styles of employment available to Canadian workers. For example, a person can job-share a full-time job or do part-time contract work.

Alternative Work Styles

The following list is not hierarchical; no one form of employment is better and no one form of employment is more available. (Currently, the traditional full-time, permanent employment format exists in greater numbers, but new openings into this standard form are not necessarily more accessible.)

These days, different people choose different forms or combinations of work styles. Some people are forced into choosing one or more alternatives.

- **full-time**—a single employer and the full number of hours each week. Often full-time workers are employed indefinitely. This is sometimes referred to as the “standard” form of employment, although that term is being used less often as other forms of employment become more common and generally accepted in the workplace.

Full-time employment is often thought of as permanent, although permanency is relative. Full-time employees are sometimes referred to as “permanent” employees. Such employees are likely to receive benefits such as medical coverage, if any are offered by the company.

- **part-time**—work less than the full number of hours in a week. May be employed on an ongoing basis for an indefinite length of time. Sometimes, the distinction of “less than 30 hours” or “less than 24 hours” is made. However, the number of hours a company refers to as part-time is determined by that company.

Part-time employees are paid a wage competitive with full-time employees doing similar jobs. If part-time employees receive benefits, these are often prorated (i.e., awarded in proportion to the ratio of the hours worked compared to a full-time employee). It is important for part-time workers to become knowledgeable about the conditions provided by the employer for part-time employees.

The definition of “part-time” can vary within a company itself, depending on who is defining it. For example, insurance companies that provide benefits for employees may define “part-time” differently than an employer does. Employees must always understand the terms of their employment.

- **temporary**—either full-time or part-time, but for a specified period. This length of time is explained at the beginning of the employment. For example, a student may be employed as a temporary employee until school starts in September, or a worker may be employed until a project is completed.

There are employment agencies that act as brokers, providing workers (temps) to businesses that need temporary employees. The fee paid by the business pays the worker’s salary plus the agency’s fee.

- **casual**—similar to temporary employment but usually more sporadic. Casual employees work on an “as needed” basis and can choose whether they will work or not. They do not receive benefits.
- **contract**—workers actually work for themselves (or for some other company) and are hired to do a specific task for a business. They may be paid for completing the task rather than for a number of hours or weeks. They may be hired for full-time employment for a specific limited term when their skills are needed by the employer (e.g., in a “busy season”). This means that contract workers move from one job to another.

Contracting allows an employer to have the employee and skills when needed without going through hiring and then laying off. It also allows an employer to hire special skills and knowledge not regularly required. (See “self-employment” and “consulting”.)

It also saves the company from paying employee taxes, CPP, WSIB (the Workers’ Compensation Board has been replaced by the Workplace Safety and Insurance Board), and other benefits. Contract workers are not covered by WSIB, have to pay their own CPP contributions, and are not eligible for EI benefits.

- **multiple job holders**—have jobs with more than one employer. The jobs may combine several types of employment. For example, a person may have a full-time job and a part-time job (in the past, this was sometimes called “moonlighting”). Other possibilities include a person having two or more part-time jobs, or combining a self-employment/entrepreneurial activity with a part-time job.

The mix of jobs for a multiple job holder can always change. For example, a person may lose one job but still have another while looking for a replacement for the first.

There are situations where conflict-of-interest agreements come into play. For example, it may be that if a person is employed by one software company, the person is required to agree that they will not work for a competitor or run a competing business.

- **job-sharing**—allows two employees to share a single full-time job. The employees agree to share the same work position and to communicate information to each other so that

the job can be done as effectively as if one person were doing it. The employer agrees to the arrangement.

Usually, job sharing is done by splitting a full-time job. For example, one person may work mornings while the other person works afternoons, or they may work alternate days. Employers are more willing to have employees job share if both individuals already work for the business and the job duties can be combined without adding an extra position. If a new employee has to be hired, then the costs to the employer will increase. But if both employees already work for the employer, there is no increased cost.

An advantage for both employer and employee is the built-in flexibility this brings. For example, one employee may be willing to work a couple of days in a row to cover for the other person's time off in exchange for having days off later while the other partner works.

- **compressed work week**—a full week's hours (e.g., forty hours) are performed over a shorter period (e.g., four, ten-hour days instead of five, eight-hour ones). This results in longer work hours each day but gives the employee an extra day off each week. This can save the employee a lot of money (e.g., reduced commuting or daycare costs) as well as providing extra time to pursue other pastimes or additional education. It can also save the employer operating costs.
- **flex time**—flexible starting and ending times for the work day. This allows an employee to start work later and work later or begin the day earlier and end earlier. Usually there are a few hours, perhaps peak hours for customer service, that have been identified by the employer as a time when all employees are required to be at the workplace. Employees are largely in charge of the times they work.
- **self-employment/entrepreneurship**—working for oneself, instead of an employer. It means that one person develops an idea, markets and sells the product or service to other people or businesses, and delivers that product or service. All of the responsibility falls to that one person. That one person carries all the risks and benefits of the business succeeding or failing.

The term “entrepreneur” has been used to describe a self-employed person whose business has grown to the point that other people must be hired to help. Small business owners and the people who own franchises that hire other people can be called entrepreneurs. “Entrepreneur” is also used to describe a single, self-employed person.

The term “entrepreneurial” is used to describe the spirit of someone who is focussed on being self-employed or operating an independent small business. It implies a willingness to take risks, and having the capabilities of running a business.

Teacher-to-Teacher Talk—Sometimes, a distinction is made between being self-employed and being an entrepreneur. A self-employed person is thought of as a one-person business. The term “entrepreneur” describes a person who perhaps began as a self-employed person but now has employees.

Today, the terms “self-employed” and “entrepreneur” have become interchangeable. A most useful way to look at these terms is to use the word entrepreneur to refer to someone who is self-employed, with or without the hiring of more staff.

Being an entrepreneur means being able to recognize needs or problems and, using the resources one has or can get, being able to meet needs or solve problems. An entrepreneur generates an idea and, through planning and work, brings that idea to market in the form of a product or service.

- **consulting**—someone who is self-employed (sometimes referred to as an “external consultant”).

A person is hired as a consultant by a business that needs that person's expertise. Consulting differs from contracting because a consultant usually works for more than one employer at a time. The consultant is not hired as staff and is not paid as an employee. Instead, the consultant is being paid for a certain service such as providing information about a specific issue.

An employee of a business can have the job title “consultant” just as someone else can have the job title “manager”. The title is not related to the form of employment but rather is descriptive of the job being done for the company. These are referred to as “internal consultants” and they are employees.

The work style or work option that students choose will be determined by their situation in life (e.g., single or family responsibilities) and the personal lifestyle they want to create or maintain. Their choice will also depend on the balance they want to maintain between their work and personal life.

Additional Learning Activities

1. Journal—Have students answer the following questions:
 - Describe one choice you have made regarding your own lifestyle. What were the consequences of this choice?
 - List three external factors that currently influence your lifestyle. List three internal factors, qualities within yourself, that influence your lifestyle.
 - Describe a choice your parents have made that has had major consequences on your family’s lifestyle. Describe a choice made by your parents that has had minor consequences.
 - Describe a choice you have made that has affected your family’s lifestyle.
2. Individual activity—(This activity complements Activity #1 on page 159.) Ask students to respond, in their strongest learning style, to the following question:
 - Describe how you would like your life to be. What will you be working at in one year, three years, and ten years? Be sure to include information about where you will be, what you will be doing, your friends, your home, your activities, and your work (all the information you can think of about your lifestyle at each time).
 - Explore the thoughts you have about how your personal lifestyle goals and your career goals mesh or conflict with each other. For each time period, compare your lifestyle description and your career-path description. Are there conflicts or impossibilities when it comes to making this happen? Are there agreements? Does one part of your life support the other part of your life? In what ways? What have you learned about what you desire as aspects of your lifestyle?

p. 165–166 It’s Flex Time

Despite the picture of female employees on page 165, many workers with flex time are male. Both males and females prefer flex arrangements for a number of reasons, including:

- time for parenting (remind students that this includes males and females);
- time for continued education;
- time for competitive sports activities;
- time for hobbies;
- time to explore an alternative occupation or self-employment;
- time for creativity (it’s more difficult to be creative when you’re working forty hours a week and have a lot of family commitments);
- time for volunteering;
- stress reduction;
- spiritual commitments (e.g., time for daily meditation or prayer);
- a way to cope with mental or physical disabilities; and
- change of location (e.g., sell real estate in cottage country during the summer).

In the Student
Resource

Additional Learning Activities

1. Have students interview several people who have flexible hours at work. Encourage students to find out why the individual made this choice (if it was one), and the advantages and disadvantages of such an arrangement.
2. Have students research the types of jobs that can involve telecommuting.
3. Class discussion—With students, review the various forms of employment and have students review the article “It’s Flex Time” on pages 165–166 in the textbook. Have students suggest and discuss some of the advantages and disadvantages of each form. Then have students suggest some reasons that a person might choose one form of employment over another. Could a person’s preferred choice change over periods of time and changes of life? Why or why not?

pp. 167–169 **Be Your Own Boss**

Have students do the assessment on page 168, score themselves, and place the results of this assessment in the Personal Profile section of their portfolio.

For more information on this area, see **Background Information**, below. If students are interested in this area, encourage them to take the entrepreneurship courses at the grade 11 and 12 level offered through the business studies department.

Background Information

Being an Entrepreneur

Opportunities for Entrepreneurs

Typically there are four forms of entrepreneurial opportunities:

- **consulting**—As explained on page 00, being an external consultant involves having a special expertise or skill that is sold to a client. Consultants do not work as employees. They charge a fee for the services they offer and they tend to have more than one client at a time.
- **agent or representative**—Typically, this involves selling a product or service for some business. Rather than being an employee of the business, the self-employed person freelances and can sell several different companies products and services, or sell products and services from several different companies. Sometimes, the product is similar. For example, a book sales representative may sell books from several different publishers when visiting a bookstore. While there may be a small base salary, an agent or representative is usually paid a commission based on the amount or value of product sold.
- **franchise**—Some businesses are set up as franchises. This means that the business is controlled by another entity who sells the franchise owner (franchisee) the right to operate that particular business.

A person buys a franchise to acquire all the set-up, product (or the raw materials and method to produce the product), and a recognized and respected company name. For example, buying a bagel franchise may mean buying the right to operate under that business name, buy frozen product from a supplier, and use all the brand names.

Franchises can be very expensive because they require a fair amount of money up-front. One of the advantages is that much of the start-up of the operation is done. The franchisee is really purchasing all the work that has already gone into developing and marketing the product or service and company name. Franchises save the entrepreneur from the task of coming up with an original idea and developing an original business plan. With franchises, the ideas have already been tested for marketability. Day-to-day operations and producing profits becomes the responsibility of the franchisee. The franchisee is required to operate according to all the company restrictions.

- **independent small business**—Running a small business may mean purchasing a small business from someone else. This gives the entrepreneur a business that is already up and running but one that is independent and can be changed, unlike a franchise.

Running a business can also mean starting with an idea, creating a product or service, and then successfully selling that product or service. A small business owner can be creative in the development of the business. Owning one's own business means being in control of and responsible for the decisions that are made, both good and bad. If there are partners, these responsibilities are shared.

Entrepreneurial Skills

Entrepreneurs have these personal qualities and skills:

- **Entrepreneurial**—They are attracted to the idea of being an entrepreneur.
- **Self-motivated**—Entrepreneurs must find the motivation within themselves. There is no supervision and no co-workers to offer motivation or apply pressure to get the job done.
- **Willing**—They like making the effort required to accomplish things.
- **Creative**—They are capable of thinking of new things or in new ways, and then making those ideas happen.
- **Persistent**—They are willing to continue working until the end of a project. They will pursue a goal, even though there are obstacles.
- **Risk takers**—A person who does not like to take risk will not want to try something new in case it doesn't work. Entrepreneurs are sensible about the amount of risk they will take, but are willing to take risks to grow or improve their business. They will get as much information as they can so that they can judge the risk. Foolish people take big risks without figuring out whether or not these will work out. They do not do all the research needed to understand the possible problems and obstacles.
- **Confident**—They believe that they can succeed if they continue to work toward success.
- **Self-reliant**—They trust that they can do something or can learn how to do something. When they run into obstacles, they work out the problem, rallying the resources they need. They do not continually rely on others to solve their problems.

This does not mean that they are alone. Often, they have friends, peers, mentors, and other entrepreneurs they can turn to for advice. (Some entrepreneurs form support groups because they recognize that different people have different talents that can be pooled and shared.)

Tests for Potential Entrepreneurs

The following online quizzes help potential entrepreneurs determine whether or not they are suited to the task. (You should always preview sites prior to recommending them to students.)

- Profit Guide

<http://www.profitguide.com>

Click "Tests and Quizzes", then either select the "Coffee-break" version or take the whole "National Entrepreneur Test".

- Liraz Publishing—ABCs of Small Business and Entrepreneur Success

<http://www.liraz.com>

Click "The Entrepreneur Test" to access the interactive quiz.

Preparing a Business Plan

Business plans are a necessity. Financial institutions, investors, and almost any other entity that might finance the business will require a detailed business plan that shows that the entrepreneur has done research, contemplated and addressed potential obstacles, investigated the potential market, and has a substantial and potentially successful plan.

Besides all the requests and demands for a business plan, another real advantage of developing a plan is that the entrepreneur will have gone through the experience of organizing his or her thoughts and considering all the details necessary to start up a business. This helps the entrepreneur stay focussed on the business and what has to be done.

Business planning is a continuous process. Circumstances change, problems arise, and obstacles appear. Continuous re-evaluation is a critical activity.

A detailed business plan requires substantial research. Such plans usually contain a proposal, market analysis, budget and financing, timelines, and schedules.

To organize the preliminary structure for a business plan, an entrepreneur must be able to answer these questions:

- What is the product or service being offered?
- Is there a demand for this product or service?
- Who are the major customers?
- Why will they want this product or service?
- How big is the market?
- How much can I produce?
- Who are my major competitors?
- What is it about the product or service that will make it competitive?
- Where will the product come from? Who are the suppliers?
- How will I get the product to the market (the customers)?
- What are some possible obstacles and problems I could run into?
- What are my personal strengths that will make this venture successful?
- What are my personal weaknesses that could hinder my progress?
- How much money do I need? How much do I need to borrow?
- What will the loans be used for?
- How will I repay the loan(s)?
- What major equipment or purchases do I need to make to get started?
- What licences, insurance, and legal work do I need?
- What assets do I have? What assets will I have?
- What are my present liabilities—debts, loans, taxes? What liabilities will I have?
- What is my net worth?

See the annotated list of Web sites starting on page 00 in Part B of this guide for a list of free business plan software and forms available online.

Web Sites—Information and Advice for Entrepreneurs

Also see the annotated list starting on page 00 in Part B of this guide.

- Minding Your Own Business
<http://www.hrdc-drhc.gc.ca/career/>
Search for “Minding your own business” to find links to various MYOB articles and the “Minding Your Own Business” Web site.
- Revenue Canada Small Business Page
<http://www.ccr-aadrc.gc.ca/business/>
- Canada Business Service Centres
<http://www.cbcs.org>
- Canadian Federation of Independent Business
<http://www.cfib.ca>
- Canadian Youth Business Foundation
<http://www.cybf.ca>
- Strategis
<http://strategis.ic.gc.ca>
- Worksearch
<http://worksearch.gc.ca>
- Statistics Canada
<http://www.statcan.ca>

- GDSourcing
<http://www.gdsourcing.com>

Web Sites—Financial Information

Many financial institutions offer support and advice, as well as loans, to small businesses. Much of this information is available on the Web. Some useful Web sites are:

- Canadian Imperial Bank of Commerce
<http://www.cibc.com>
- Canada Trust
<http://www.canadatrust.com>
- Scotiabank
<http://www.scotiabank.ca/smallbusiness/>
- Royal Bank—Banking for Business
<http://www.royalbank.com/business/>
- TD Bank
<http://www.tdbank.ca/business.html>
- Laurentian Bank
<http://www.laurentianbank.com>
- Business Development Bank of Canada
<http://www.bdc.ca>

Sources of Financing

Strategis

http://strategis.ic.gc.ca/sc_mangb/sources/engdoc/homepage.html

This Industry Canada site includes comprehensive links to:

- Where to Find Financing
- Who Offers Financing?
- What Types of Financing Do You Need?
- Tools for Small Business
- How to Increase Your Chances of Securing Financing
- Financial Organizations: including banks, regional groups, micro-lending groups, and other organizations.

Maintaining a Balance

There are some extreme demands placed on an entrepreneur, particularly a new one. Time is a resource that will seem to be in very short supply. A new entrepreneur may be overwhelmed by the things that need to be accomplished each day, even if a comprehensive business plan has been developed. Time management and stress management skills are particularly important if there is to be any semblance of balance in the life of the entrepreneur.

A would-be entrepreneur needs to decide on an ongoing basis whether pursuing the venture is worth the effort, and whether it is personally enjoyable. It is difficult enough to maintain balance in life when the entrepreneur is keen. If there is not enough enthusiasm or if there are too many problems and obstacles, the demands on resources can be far too much to cope with. Eventually, the entrepreneur's interest will fade.

As well, an entrepreneur needs to consider the demands made on the time, energy, and money of family members and other dependents. A new business venture can drain personal finances and make time and energy demands that family members may not be willing to give. This can sour the entrepreneurial experience and relationships and lessen the support for the entrepreneur. The entrepreneur may regret having entered into the venture.

Another important aspect of maintaining balance in life is protecting oneself by “not putting all the eggs in one basket”. Most ventures do not succeed. Entrepreneurs need to keep

alternatives available by maintaining and updating their employability skills. It is also important to save some money in case the venture fails.

Blackline Masters

1. Self-assessment—Have the students examine the Employability Skills Profiles on pages 46–47 of the textbook, and identify which skills are needed to be a successful entrepreneur. Use **BLM #19: What’s Your Employability Skills Profile?** on page 00 so that students can keep a copy of their response. Students may wish to re-examine their response if this activity was completed in Unit 1.
2. Small group activity/class discussion—
 - a) Divide students into six groups. Have each group consider one of the six phrases that summarize the valuable employee skills outlined in **BLM #37: Employer Expectations** on page 00. (Use **BLM #37A: Employer Expectations** to make an overhead to use when discussing these expectations with the class.)

The group should review each of the skills listed with the phrase they are considering. Are these skills useful to an entrepreneur? In what way(s)? Are there other entrepreneurial skills that should be added to the list of skills for that phrase?
 - b) When the analysis of their phrase is complete, each group should report to the entire class. As each skill grouping is discussed, students should create their own personal list of entrepreneurial skills, including those that are discussed and any other skills they think should be added. At the end of this activity, students should have their own extensive list of skills that are necessary to be a successful entrepreneur.

Additional Learning Activities

1. Group discussion—Brainstorm some examples of entrepreneurs and small businesses with which students are familiar. List on flipchart paper and post in the classroom.
2. Guest speaker—Invite the owner of a franchise (e.g., Subway™, Tim Hortons™) to speak about the experience, the responsibilities, and how owning a franchise differs from owning an independent small business. Or take a walking field trip to your closest franchise and have the manager or owner talk to the class about the business.
3. Individual activity—Have students review the article “Be Your Own Boss” on pages 167–169 of the textbook and answer the quiz on being a “self-boss”. Using this information and the list of entrepreneurial skills they have created, have students write a paragraph on which skills they think they have and an example of one or more situations in which they have demonstrated each skill.
4. Journal—Have students consider how good entrepreneurial skills can help an employee do a better job.
5. Individual activity/Pairs—
 - a) Have students imagine that they belong to a partnership that is starting a small business. What are the three most important skills each student would want a partner to have? Why?
 - b) Have students discuss their answers to (a) with a partner. What skills did each person think it was important for the partner to have? Why? (i.e., are they complementary or supportive skills?) After reviewing each other’s list, are there any changes they would make?

pp. 170–171 **Welcome to Temp World**

For more information about this area, please see **Background Information**, below.

In the Student
Resource

Another Opportunity to Introduce Co-operative Education

If you have already had the Department Head, School Leader, or Co-operative Education Teacher talk to the class, this is a second opportunity to have an administrator (Principal/Vice-Principal), Ontario Co-operative Education Association (OCEA) Regional Representative, Superintendent, or Board Co-operative Education Co-ordinator speak on “The Value of Co-operative Education to All Students”. Invite students from the Co-op class to talk about or showcase their placements.

Background
Information

Additional Learning Activity

Journal—Have students review the article “Welcome to Temp World” on pages 170–171 of the textbook, then respond to the following: Does thinking like a temporary worker (e.g., like Ken) affect being accountable for the work you do? Why or why not? Explain your opinion.

pp. 172–173 **New Millennium... New Reality**

Background
Information

Additional Learning Activities

1. Individual activity—Think about “New Millennium... New Reality” and a field of work that interests you. How will this field be affected by the new reality?
 - What will you need to prepare for?
 - What learning do you have to do to help you prepare? What skills? What knowledge?
 - What set of experiences can help you prepare?
 - a) Brainstorm the answers to some of the above questions. Look through your portfolio to help you sort out what skills you have and which you need to develop.
 - b) Make a list and make a plan. Get involved in situations where you have to use the skills you want to develop. This might be part of a job shadow, co-op placement, or your Community Involvement requirement. Join clubs at school that can help you learn these skills.
 - c) Collect proof that you have learned some of the things you wanted to; put the proof in your portfolio. You decide where to put it—based on what it is.

Proof might be a certificate, an award, a note from a teacher, or a short description written by you about what you’ve done. What the proof is doesn’t matter. What does matter is that you’ve decided what you wanted to learn and you’ve made it happen. You’ll do this throughout your career.

In the Student
Resource

- Individual/group activity—Students need to understand the realities of the new economy. To do so, have them read the article “New Millennium... New Reality” and put each of the realities described into their own words. They should then share their interpretation with a peer.

p. 174 The Price of Part-Time Pay

Background Information

Additional Learning Activity

Think, pair, share activity—Many students choose to work at some time during their school careers. Have them think about the answers to the following questions. They can jot responses or make point-form notes, then share the answers with a student sitting close by. (Remember statistics show that more than 15 hours of work per week will affect academic performance.)

- Do you work part-time now, or have you worked while attending school? How many hours per week do/did you work?
- Describe your experience with combining the obligations of both school and work. What are the advantages? What are the disadvantages?
- If you have not combined school and work, why not? What do you think are some of the advantages of not working while attending school? What are some of the disadvantages?
- From what you have learned, what would you recommend to other students?

pp. 175–176 The Permanent Cat

To complement this story, look for regular workplace/career articles in daily newspapers, such as “Workplace” in *The Hamilton Spectator* and the Career Section of *The Toronto Star*. You can find northern Ontario news-media online at

<http://www.northernontario.about.com>.

Additional information can be found in *The Age of Access* by Jeremy Rifkin (Penguin Putnam Inc., 2000) and the “Visions 21: Our Work, Our World” issue of *Time Magazine* (Europe) (29 May, 2000, Vol. 155 No. 21).

p. 176 Activities

Blackline Master

Ask students to use **BLM #38: The Permanent Cat** on page 00 to record their responses to the questions on page 176. Have them refer to the chart at the bottom of page 149 in the textbook.

Answers—

- Answers will vary but should include the stages listed in question #4. For example:

Mr. Tibbs	Today's Workplace Needs
<ul style="list-style-type: none"> • experienced • dependent • wants to continue the same way but at different premises (location) • needs to learn new things • likes things to remain the same 	<ul style="list-style-type: none"> • experience • flexibility • willingness to adjust to new circumstances • independence • always learning new things • trying new things • always changing

2. In discussing this question, students need to consider that most workers will change jobs seven to ten times in a lifetime. Like Mr. Tibbs, people who are flexible, willing to adjust to new circumstances, and continue to learn and embrace change, will succeed in today's workplace.
3. The benefits of being an "independent cat" include:
 - always being ready to move on to a new position;
 - new challenges;
 - continually learning new things; and
 - personal growth and development.

The drawbacks include not having the opportunity to establish long-term friendships with fellow employees, instability, and insecurity.
4. Mr. Tibbs had to learn that nothing in the work world is "permanent" and that doing a job well does not guarantee having that job forever. The stages that Mr. Tibbs went through include:
 - dismissal;
 - feelings of betrayal after seven years of service;
 - regaining his self-confidence;
 - beginning to seek new employment;
 - failure to receive job offers;
 - meeting the female alley cat (colleague);
 - listening to the advice of the alley cat (colleague);
 - making the transition to being an "independent cat"; and
 - gaining employment.

Job Search Techniques

Pages 177–191 of the textbook address job search techniques. These can be handled in any order, but should be handled together. The pages and topics include the following:

- p. 177 **The New Workplace**
- pp. 178–179 **Networking... a Contact Sport**
- pp. 180–182 **Where Should I Look for Work?**
- pp. 183–184 **Volunteering Wave**
- p. 185 **Avoid the No Experience Trap**
- pp. 186–187 **Internship: Big Break or Bad Move?**
- p. 188 **Summer/Part-Time Job Checklist**
- pp. 189–191 **Finding a Place for You Inc.**

p. 177 **The New Workplace**

After reading this page, have students role-play some practical advice they might give each other. For example:

- You have great ideas! Have you thought of developing your entrepreneurial skills?
- The best way to get secure employment is to continue to learn, including learning to transfer skills from one area of your life to another. For example, the teamwork skills you learn in school will help you work in teams in the workplace. This is important in many jobs.
- Don't count on a job with a large company. Small, entrepreneurial businesses is where the growth is.
- Keep flexible. The modern world of work requires it.
- Don't worry about what exactly you want to be when you graduate. The occupation may not exist yet. Just learn what interests you, and continue to develop transferable skills.
- Don't worry about choosing a career for your lifetime. Choose one that interests you *now*. Train for it. Be prepared to make career changes as your interests and the job market change.

Teacher-to-Teacher Talk—Since networking is the single, most effective job search technique, it is the first one mentioned in the Job Search section. Networking is a critical skill for successful job searching and requires a combination of the three employability skills categories: academic skills, personal management skills, and teamwork skills.

Blackline Masters

1. Individual activity—Have students review the article. Using **BLM #39: Herringbone Mind Map** on page 00, have the students create their own networking mind map using the information on page 179 in the textbook.
2. Individual activity—The purpose of this activity is to have students practise creating a personal network related to their future career choices.
 - a) Have students choose three people with whom they can discuss thoughts and ideas about a future career that interests them. The student should chat with each of these three people, asking questions and gathering information about preferred career choices, post-secondary education options, and work in general. See **BLM #40: Potential Questions to Ask at an Interview** on page 00.
 - b) Have each student ask each person for the names of three other people who might be willing to chat about the same types of things.
 - c) Have students add these names to the “My Contact List” bone of the mind map they made in question #1.

Teacher-to-Teacher Talk—Students may think networking is a difficult task. Remind them that there are many supportive people in their lives and that good contacts can be found through people at school, family members, co-workers, and other adults in their lives.

Additional Learning Activities

1.
 - a) Have students jot down, in point form, the sales pitch they will use when telephoning, e-mailing, or talking to someone in their network as they look for a job. They might want to have a couple of different “pitches” ready, depending on their reason for making the contact.
 - b) Have students make a list of people they feel are really important to talk to. They can put the sales pitch and contact list in the “Preparing for Change” section of their portfolio.
2. Self-assessment—Now would be a good time for students to retrieve the self-assessment of their Work Employability Skills that they did in Unit 1. (It should be on **BLM #19: What’s Your Employability Skills Profile?** and in their Career Portfolios.)

Assessment: Students should do another self-assessment using the following Work Employability Skills rubrics:

 - **BLM #A-1: Communication Skills Rubric** on page 00;
 - **BLM #A-2: Fundamental Skills Rubric** on page 00;
 - **BLM #A-3: Personal Management Skills Rubric** on page 00;

- **BLM #A-4: Information Management Skills Rubric** on page 00; and
- **BLM #A-5: Teamwork Skills Rubric** on page 00.

Have them compare their learning from the beginning of the course to the present.

If the students did not do a self-assessment using the Work Employability Skills rubrics during Unit 1, have them do so now. The second self-assessment could then be done within the last week of the course and the two results could be compared. Note that, if there has not been sufficient time between the two assessments, not much improvement will be evident.

pp. 180–182 **Where Should I Look for Work?**

The **Background Information** on the next page provides further information about job searching.

Blackline Master

As students work on this material, have them use **BLM #41: Contact Sheet** on page 00 to keep track of everyone they have contacted or tried to contact, the relevant names and contact information, what was said, and what follow-up is needed.

Additional Learning Activities

1. Individual activity—“Identifying Your Target List” on page 179 lists the following levels of contacts:
 - Level 1: Personal friends and relatives;
 - Level 2: Colleagues and business acquaintances (can be people at school); and
 - Level 3: People you don’t know, but who could be important in your job search.

Have each student create a Personal Target List (see “Tips for Building a Contact Sheet” on page 181) with as many names as they can think of for each level. This list should then be stored in the student’s Career Portfolio in the “Opportunities for Learning and Work” section. More names can be added throughout the job search process.

2. Individual activity—Have students write their own thirty-second commercial. Have a peer who knows the student well proofread it and add any characteristics the student may have forgotten. If appropriate, these can be videotaped for class viewing.

Teacher-to-Teacher Talk—Note that activities such as this one provide opportunities for kinesthetic and visual/spatial learners to shine. Encourage such learners to take leadership roles in activities like this.

3. Journal—The first question often asked in a job interview is: “Tell me about yourself.” To practise answering this question, have students answer the following in their journal:
 - Who are you?
 - Why should someone be interested in listening to what you have to say?
4. Individual activity—One method of networking is to write a letter that asks for the opportunity to job shadow or do an informational interview at a business that is of interest. Have each student write a networking letter requesting such an opportunity. Each letter should indicate why the student is interested in this opportunity at this particular business.

General Guidelines for Job Searching

There are some general guidelines to remember when searching for a job. Most of these are common sense. However, when they are not followed, other candidates for a job will likely be more successful.

- Be polite to everyone you come in contact with.

This refers to each person you deal with during your job search. The clerk, the receptionist, the front office person, the registrar, other employees you meet—any of these people can be your first contact and each of them will have a first impression of you. They will remember the impression you made and how you treated them. People interpret how you treated them as an indication of how you will treat them and other people in that workplace if you are hired. They view the way you treat them as demonstrating the amount of respect you have for them and other people in the workplace.

Never underestimate the input these people have into whether or not you get the job. Also, remember that these people may become your co-workers.

- Find out who does the hiring and deal as directly as you can with that person.

Usually, other people in the business can identify the hiring person for you. (Remember to thank anyone who gives you helpful information and sets you on the right path.) Be as flexible as possible about the times you are available for an interview or further discussion.

- Learn and use good manners whenever you are interacting with other people.

Whether in person, on the telephone, or online, good manners demonstrate respect for the people you have contact with.

- Learn as much as you can about the business and the job that interests you.

Showing that you have been willing to learn something about a company indicates your enthusiasm and motivation. Also, knowing something about the business can really help in an interview.

- Be organized.

Have all the information you need, such as résumé, references, and other application information in good order. Appearing organized also indicates motivation and capability.

- Act and dress as though appearance counts.

Dress appropriately for the job being applied for and carry your materials in a briefcase, folder, or envelope.

These guidelines basically boil down to being aware of the impression you make right from the very start of the job search process. Appearance, manners, organization, and enthusiasm all help in the search for a job.

Job Search Strategies

The process of searching for a job can range from dropping in at a bunch of stores and asking if there are any jobs, to a planned strategy of: seeking out contacts, getting the educational requirements, doing a required internship, making formal applications, sending out résumés, taking part in interviews, having an offer made by an employer, negotiating the salary and benefits, and being hired.

Searching for a job can also lead to a decision to create a job for oneself.

Sometimes the method used to search for a job is determined by the type of job desired. For example, a part-time, temporary position working in a ski resort parking lot may allow for a very different job search than attempting to be hired as a physician.

Some job search strategies are best suited to looking for a seasonal, part-time, or temporary form of employment. Some job search techniques are useful for the student who is looking for a job immediately after high school. Some forms of job search are most usable by graduates of post-secondary education or training. For whatever job being sought, the best advice is to be as well prepared as possible.

Job search strategies include:

- finding and responding to advertised job vacancies (the *open* job market)—
Job vacancies are advertised in several different places:
 - **newspapers**—Most local, national, and international newspapers carry advertisements about available jobs. These ads can be found in the Classified and Business sections, and the Careers section, if there is one.
Many newspapers can also be found online. Some good links to Canadian newspaper help wanted ads can be found at <http://www.ns.hrdc-drhc.gc.ca/english/cbreton/workp/wantad.htm> and <http://www.workopolis.com>.
 - **career fairs and shows**—Businesses send recruiters to these shows to do hiring, or at least initial interviewing, for the company.
 - **professional association and trade journals/newsletters**—Carry the advertisements of companies looking for people to fill jobs in those occupations.
 - **job board**—Often found in mall offices, post-secondary education and training institutions, local employment centres, libraries, and clubs.
 - **online**—As well as job boards, career sites, and head-hunters, some businesses advertise job vacancies on their Web site.
 - **on location**—Some businesses post job vacancies at the work site.

While it is a good idea to target any job vacancies you hear of or read about, it is important to know that most jobs are not advertised in any way (the *hidden* job market). Other methods of searching are needed.

Newspapers and other media can be a good source of *other* information. They may report events and situations that can impact on job possibilities in a community. For example, news about company openings, closings, and expansions, and news about promotions can all be interpreted as news about potential employment in the community.

- talking to people in your personal network—
Personal contact with people is one way of finding out about jobs and, in some cases, even getting hired. In fact, many jobs are found this way. As students have learned in the activities done in both this and the previous unit, a personal network can include family members, friends, people at school, co-workers, former and present employers, and other social, work, and school contacts. The web of contacts (one person knowing another person who knows about a job) is unique to each person because each person has a different network.

Using a network includes using contacts from volunteer work experiences and Work Experience/Co-operative Education opportunities. These are excellent contacts because the people are familiar with your work and are already in an area that interests you.

- contacting the employer directly—
There are many ways to make direct contact with a potential employer:
 - **cold calls**—Going from one business to another without having made prior arrangement with the business. If the job search will consist of going from one place to another, have a résumé in hand. Asking to see the person in charge is more likely to lead to a person who can do hiring. It may be necessary to make an appointment and return later.
 - **telephoning**—This can involve searching the business directory of a telephone book or gathering names of possible businesses in other ways, then calling each business to ask if there are any jobs available. During the telephone call, arrangements may be made to visit the business, come in for an interview, submit a job application, or leave a résumé.

Depending on the situation, telephoning may be a suitable approach (for example, the job may have been advertised with a telephone number, inviting calls). Sometimes this is not an appropriate method because the person answering the call is totally unprepared, may be in the process of doing work that cannot easily be interrupted (such as serving customers), or the telephone may be answered by someone who is not in the position to make a hiring decision.

Telephone calls can be useful when they are used to make an appointment or to find out whether there are any positions available.

It is important to speak with someone who knows about the possibilities of employment and who has the authority to answer questions. Whatever the reason for phoning, it is important to have a list of questions to ask and important points to mention. Such notes help callers sound organized and responsible, and prevent them from becoming too rattled.

- **submitting an application**—Sometimes, application forms can be completed on-site, meaning that the candidate completes and submits a standard form during a visit to a business. In some cases, it is possible to take an application form home, complete it, and return it to the business. If there is an opportunity to take the form home, it is a good idea to photocopy the form and use one copy to complete a draft, then copy the information to the original so that the application looks as professional and well done as possible.
- **submitting a résumé**—A résumé may accompany an application form or it may be submitted with a covering letter. For more information on covering letters and résumés, see “FAQ: The Art of Writing Letters” on page 202 in the textbook, and the related **Background Information** starting on page 00 in the teacher guide.
- using an employment agency or bureau—

There are private and government employment agencies/bureaus. These agencies act as “go-betweens”, both for businesses who are hiring and for people who are looking for jobs. Some employment agencies charge a fee from the person looking for a job. Some agencies charge a fee from the business looking for a new employee. Some agencies charge a fee from both parties. Some agencies (such as the HRDC) charge no fee.

The HRDC sites across Canada can be found at <http://www.hrdc-drhc.gc.ca/maps/national/canada.shtml> or by looking in the “blue” government listings of the telephone book.
- going online—

There are many Web sites that can help a person assess personal interests and skills, develop résumés, and focus career plans. There are also job-hunting Web sites that can help job seekers link with potential employers.

Online job hunting is not a solution—there are no promises or guarantees of a job—but it is a good complement to other job search methods. Some companies demand that résumés be submitted online as a demonstration of a person’s technological capability.

Company Web sites may also post job opportunities. Online newsgroups can also be a good source of job opportunities. A search of newsgroups can turn up various leads. Some search engines host job sites or at least can be of use in doing a keyword search. Also check the Web site of your local, regional, and national newspapers for their help wanted section.

Another great advantage to using the Web is the ability to search for information about a company prior to being interviewed. Current information about the company can be useful during an interview and can demonstrate that a person is motivated and interested in the business.

Additional Learning Activities

1. Small group activity/class discussion—At this point students have a fair amount of information about resource places, things, and people. Students also have their own personal experiences and the knowledge they have learned from family members and friends.

- a) Begin this activity by having small groups of students list ways to search for a job. (Possible responses include walking from door to door, telephoning businesses, completing application forms on-site, handing out résumés, using an employment agency or bureau, submitting a résumé online, etc.) Have each group discuss some actions that could be taken to carry out each of the job search methods on their list.
 - b) Have each small group contribute to a class discussion with the purpose of creating a cumulative list of job search techniques. In discussion, explore the meaning of each suggested method. What does each entail? What type of job is each method suited to? Encourage students to cite examples of the successes and failures of people who have searched for a job.
2. Small group activity—local job opportunities.
 - a) Have each small group investigate some of the jobs available in the local community by checking “want ads” in newspapers and community newsletters, on community bulletin boards (such as those found in grocery stores), and by interviewing local businesses. As appropriate, this activity should be limited to looking for jobs that are suitable for part-time or summer work for students in high school.
 - b) Have each group prepare a report. This should include the type of job possibilities and an explanation of what opportunities are available or why there are not any opportunities. (Interviewing a variety of local businesses will provide some information about hiring opportunities, or lack of them.)
 3. Individual activity/class discussion—Have each student read a page of “want ads” in a local newspaper and list all of the abbreviations and unusual language found. Then, in a class discussion, students should discuss and explain the meaning of several of the terms, and explain the meaning of at least one advertisement.
 4. Extension—As appropriate, have students actually apply for some form of employment (either a seasonal, temporary, part-time, or full-time position). They can report their experience to the class.
 5. Investigation/report—Have students investigate the employment centres and agencies (federal, provincial, private, and any other) that currently exist in the community. Students should gather information about how these centres and agencies function by answering the following about each service:
 - What services are offered?
 - How can a person use this service?
 - Is there a fee or cost?
 - How can a person prepare for using this service?

The information gathered by students can be compiled into a list and copies given to each student. See the annotated list of Web sites starting on page 00 in Part B for additional sources of information.
 6. Class discussion—Have the class analyze each method of job searching suggested in the **Background Information** on the previous pages by answering the following questions:
 - What are the advantages of using this method?
 - What are the disadvantages of using this method?
 - How might the use of this method harm your chances of getting a job?
 - What impression does using this method make?

Record the information on a chart, which can be posted in the classroom.

In the Student Resource

pp. 183–184 **Volunteering Wave**

You may wish to use “Avoid the No Experience Trap” on page 185 of the textbook as an introduction to both volunteering and internship (pages 186–187). The **Background Information** below provides additional information on volunteering.

In the Student Resource

Volunteering

It is important for students to recognize that volunteer work is different from unpaid work.

Volunteer work is offered by choice and makes a contribution to the well-being of another or others. People develop skills doing unpaid work, during an internship, or volunteering, *but* volunteering also offers an opportunity to contribute in some way to the community and realize a positive reinforcement from that effort.

It is important to help students distinguish between volunteering and other types of related work. For example, the following types of experiences are usually volunteer:

- assisting leaders in a church, youth, or community group such as 4-H, Guides, or Scouts;
- assisting at community events, such as helping to cook or serve at a dinner for handicapped clients;
- selling door to door to help raise funds for a church, youth, or community group;
- assisting a neighbour or relative with chores; or
- working with a church or community organization to do development in another country.

Often, the word is misused when a person is really in an unpaid role, not a volunteering position. Helping students see this distinction can allow them to make wise choices about spending their time.

Voluntarism is discussed briefly in Unit 1. Students are encouraged to seek out volunteer opportunities. In this unit, students are encouraged to explore the advantages and disadvantages of volunteering and relate these to the reasons for volunteering.

There are four solid reasons for choosing to spend time volunteering:

- To serve the community by offering personal resources (such as time and energy) to others.
- To learn and practise transferable work skills, either general or specific.
- To explore whether a certain occupational area is of interest.
- To enhance one’s chances of being hired in an area of interest.

The experience of volunteering may serve a combination of these reasons. However, more and more young people are volunteering specifically for the purpose of enhancing their chances at being hired in an area of interest. They may hope to be hired by the employer of paid workers who are doing a similar job. This type of volunteering has some controversy accompanying it.

Some people feel volunteering is a legitimate way to “get a foot in the door”. Just by being on-site, in the workplace time after time, the volunteer becomes recognized and the work known. When a paid job position becomes available, the volunteer is a known entity. As well, it may take less time and money to train the individual and therefore save the employer money.

There is also the opinion that volunteers who are seeking paid work in an area are being taken advantage of. The employer is using the volunteer’s desire to get hired to get the job done for free. Of course, people who see how difficult the job market is are more willing to volunteer in the hopes of getting a paying job—and many do get jobs this way.

Students need to recognize that a volunteer has no guarantees for future employment and it is possible to be taken advantage of. People must make a decision about whether they are willing to provide volunteer service and whether there is any realistic possibility of employment. Each person must also continually re-assess the situation and the value of the volunteering experience.

Additional Learning Activity

Class discussion—Have the students review the article “Volunteering Wave” on pages 183–184 of the textbook. Ask students to express their opinions about whether the individuals are getting what they want from the volunteering experience. What personal guidelines could people set to help them assess whether they are getting what they need from a volunteering experience?

For more information about volunteering, consult:

- Volunteer Canada
<http://www.volunteer.ca>
- Volunteer Opportunities Exchange (VOE)
<http://www.voe-reb.org>
- Charity Village
<http://charityvillage.com>

p. 185 **Avoid the No Experience Trap**

This page could be read and discussed as an introduction to the material on volunteering (pages 183–184) and internship (pages 186–187).

pp. 186–187 **Internship: Big Break or Bad Move?**

The **Background Information** below provides additional information on this process.

Internships

The term “internship” usually refers to a work experience (on-the-job training) with an employer. Usually, an intern is someone who is a recent graduate or simply new to the occupation. The purpose of the internship is to give the intern an opportunity to learn about the business and gain experience. An internship also provides the employer with an opportunity to see the person in the work environment, performing work duties.

An internship lasts for a specific length of time. Typically, interns are paid less than other people in similar positions within the business; they may not be paid at all. The thought is that the intern is benefiting by the increase in knowledge and experience. Some occupations require that a worker serve an internship, sometimes called practicums or apprenticeships.

Additional Learning Activity

Have students review the article and search for Web sites related to internships. Have them list the URLs and share them with other students in the class. See the annotated list starting on page 00 in Part B for suggestions.

p. 188 **Summer/Part-Time Job Checklist**

You may wish to use this page as an introduction to the article on pages 189–191.

In the Student
Resource

Background
Information

In the Student
Resource

pp. 189–191 **Finding a Place for You Inc.**

Students can use the information in their Personal Profile and other sections of their portfolio to help them complete application forms.

Ask them to photocopy a completed application form and place it in the “Preparing for Change” section of their portfolio. The application is evidence of one of their job search skills.

Blackline Master

Have students use **BLM #42: Job Search Information Sheet** on page 00 to fill in the information they will need for their job search.

Additional Learning Activity

Journal—Have students review the article, and then respond to the following in their journals:

- This article makes the following statement: “The more information you have, the more confidence you have.” Why is this the case?
- Explain how this statement applies to you.
- Describe some ways you can build your own confidence.

How to Get the Job

The next section in the textbook outlines information on how to get a job. This can be handled in the order you find most useful, and includes the following pages and articles:

- p. 192 **Putting It All Down on Paper**
- pp. 193–195 **Writing Effective Résumés**
- p. 196 **Your Résumé: Write It Right!**
- pp. 197–199 **The Online Job Application**
- pp. 200–201 **Job References Tough for Everyone**
- p. 202 **FAQ: The Art of Writing Letters**
- p. 203 **The Job Interview**
- pp. 204–205 **Preparing for Tomorrow’s Interview**
- pp. 206–207 **Who Got the Job?**
- pp. 208–210 **How to Interview Effectively**
- pp. 211–213 **The Telephone Interview**
- pp. 214–215 **How to Ace a Job Interview**
- p. 216 **After the Interview...**
- pp. 217–219 **Getting a Job**
- p. 220 **Chances Are...**

p. 192 **Putting It All Down on Paper**

Review the “Proofreading Checklist” with students. Many employers use application forms, résumés, and even the envelope in which materials come to make a first “cut” of potential employees. Applications and résumés that show poor grammar and spelling, messy envelopes, varying pen colours, lack of care, or even a printer that is low on toner, are often not considered.

Encourage students to use the information in **Background Information** to help them keep records about their job search efforts.

The Job Search

Keeping Records

It is important to keep good records while doing a job search. One of the best ways to do this is to create a file folder. Although the folder can be either hard copy or electronic, it is important to have a paper backup of any electronic information.

Use a page for each business being targetted. On this page, list:

- the name of the business;
- name(s) of the person (people) spoken to;
- head of Human Resources;
- company address, telephone numbers, fax numbers, e-mail addresses, and Web site;
- each date of contact, along with a brief note about the results of the contact and name of contact person;
- information as to whether an application form or résumé has been submitted; and
- any other important information, such as any interview dates and times.

All written communication (copies of what was sent and received) should be kept in the folder.

There are a couple of reasons for keeping very good notes during the job search process.

First, it is important to be on top of the process, following through with each lead. Mixing up information about targetted businesses can be confusing and may prove to be embarrassing.

Second, even if there is success getting a job, that job will not last forever. The information in one's records may be useful when beginning the process again.

Being Persistent, Being Smart

While it is obvious that personal networks are extremely important to the job search process, there is no one guaranteed method of targetting and finding a job. The best results come from using a combination of as many different job search strategies as possible.

Persevering while searching for a job means making a commitment to do real work to find a job. In fact, looking for a job can be a full-time job in itself. Drawing an action plan will provide enough structure to make daily progress toward getting a job. If research or spending time online is needed, that time should also be scheduled.

Eventually there is success in some form. However, the amount of time it can take to find a job can be frustrating, and a person may feel rejected and unwanted during the experience. It is important to remember that the rejection is not a personal one and that it is worth "hanging in there" when hunting for a job. Persistence and commitment are very important personal qualities for the job seeker.

At some point, it may be appropriate to reassess one's skills and the needs of the labour market. A great deal about the possibilities of getting a job in a targetted area can be learned from discussion with people hiring in the area and people currently working in the area. It is important to re-evaluate employment trends as well. Perhaps more training is needed. Perhaps a different form of training is necessary. Perhaps a shift in the goal is called for.

Application Forms

Some students will need to complete an application form for part-time, summer, or temporary work. Other students will find full-time employment that will begin with the completion of an application. It is likely that at some time in their career, students will need to fill out an application form. Some employers who accept résumés will also want applicants to complete an application form.

Students need to be reminded that an application form will often be the first opportunity to make an impression. In general, employers use an application form to judge the match of the potential employee to the job. Application forms usually ask for some personal information, previous work experience, and educational background. When a student is

looking for a job, it is a good idea to carry a personal information sheet with information that might be needed to fill out an application form.

The following are some items of information that a student might want to include on a personal information sheet:

- full name: surname (last name) and first names. If a shortened form of the first name or a nickname is used, put it in brackets after the first name. If a middle name is used, underline the name so that people will know this is the name to use.
- complete address: both street address and mailing address if they are different
- telephone number(s): home and, if applicable, work and fax
- e-mail address(es)
- “Are you legally entitled to work in Canada?”—applicants may answer “yes” or “no”; they do not have to indicate whether it is because of Canadian citizenship, landed immigrant status, or work visa
- day, month, year of birth (only if there is an age restriction for the job)
- driver’s licence: number and type of licence (if applicable)
- parent/guardian: name, address, and telephone number (or another personal contact)
- last three employers: names and addresses, plus name and telephone number of a contact person at each place
- beginning and ending dates of each job and the reason for leaving each job
- references: a list of three people who have given their permission to be used as references, including their contact telephone numbers and addresses
- certificate or accreditation: if applicable, provide any relevant numbers or documentation needed, including date of qualification for any special training
- degrees, diplomas, certificates: dates of graduation from programs; names of schools/institutions
- special awards or prizes: list titles with the dates they were awarded
- last school attended: name and contact person
- skills: a very short list of skills that may be of use in the jobs being applied for
- languages: list of those spoken and written
- expectations: an indication of how many hours the applicant is willing to work, for how much pay, and whether the applicant is willing to travel/be away from home

In many ways, a personal information sheet is actually a very concise résumé. And, for many situations, a résumé may be more suitable. However, this sheet of information is not as formalized and a student can refer to the sheet to get information quickly. This is very useful when completing application forms, which can vary in both length and depth of information requested.

There are some obvious basic practices when completing an application form:

- Read the entire application form before beginning to fill it in.
- Print neatly.
- Get two application forms. Do a draft one first; then do the good copy. (Complete them at home if possible.)
- Bring a good (blue or black) pen for filling out forms at the work site.
- If applying for a specific job, name it if a space is provided; include the competition number if there is one.
- Read questions carefully before answering them.
- Write n/a (not applicable) in any spaces for which there is no answer; this looks better than leaving a blank space.
- Tell the truth.
- When giving answers to such questions as “Why did you leave your last job?”, never bad-mouth a former employer (this always sounds like a bad attitude, no matter what happened).
- Reread the form to make sure it has been answered correctly.
- Sign and date the form.

The **Background Information** below provides additional information on this area. Students might try writing several versions of their résumé, targeting each for a specific job or employer.

Résumés

The Purpose of a Résumé

A résumé, sometimes called a Personal Data Sheet or a curriculum vitae, is another important written tool in a job search. Usually, the goal of sending a résumé is to get an interview with a potential employer. It is hoped that the person doing the hiring will find the résumé compelling enough to ask for an interview.

Because there is often a flood of résumés submitted for one job, it is important to make a résumé interesting and appealing.

Background Information

Types of Résumés

Employers expect a résumé (along with the covering letter) to clearly provide the following information:

- an indication of the job being applied for;
- information on how to contact the applicant;
- the skills and experiences that make the person a preferred candidate; and
- successes and accomplishments of the person as related to this job.

This information can be presented in several different formats. Job searchers need to choose the format that best represents their own personal situations and backgrounds.

- **chronological résumé**—

In this résumé, work experiences and educational experiences are listed separately and in reverse order starting with the present day. The intent of this form of résumé is to show the person's growth and development over a period of years by listing jobs that have increasing responsibilities and duties.

This works only if there has been continual growth and development, such as studying at increasingly higher levels or being promoted or hired for related jobs with increasing responsibilities. For that reason, this type of résumé works best for someone who has worked steadily with few or no breaks between jobs.

Many employers like to read a chronological résumé because it is the format with which they are most familiar. The organization and purpose are very clear. However, the other thing that is very clear is any lack of work or educational experience, any shifting from one job to other unrelated jobs, and any gaps of time between education and work experience.

- **functional résumé**—

In this résumé, the information about education and work experience is organized so that it appears in categories of the skills and responsibilities that are most relevant to the job being applied for. This means that the résumé can be specially designed for each job application. As necessary, other information is listed in decreasingly important order. The job skills a person has acquired are emphasized, rather than the work experiences one has had. This can be the most useful form of résumé for someone with a sporadic work history, such as a person with part-time and seasonal job experience.

A functional résumé can be more difficult to write because it must accurately describe relevant skills without appearing boastful. It must also provide enough evidence that an employer will believe it. For example, a person might want to focus on a skill such as organization or planning. For each of these skills, the person would provide examples of

education and work experiences that demonstrate that particular skill. The temptation may be to list an event (such as being in charge of a charity drive) rather than listing the specific actions that demonstrate the actual skill.

This can be a useful résumé format if it is done well. However, it is less familiar to employers and, for that reason, a blend of these two formats may be the best choice for many job seekers.

- **combination résumé—**

This résumé begins with a brief summary, sometimes called a “Career Objective” or “Summary” statement. This is followed by a listing of skills relevant to the job being applied for (similar to a functional résumé), and ends with a reverse-order chronological list of relevant experiences such as education and experience (similar to a chronological résumé).

This is the preferred style of résumé for people who don’t have much job experience. It provides detailed information while indicating an understanding of the job needs and the “fit” of the applicant to the job. It is a comfortable style for many employers and, with proper editing, can appear clean and concise.

Contents of a Résumé

The information in a résumé will be organized according to the format chosen. However, when completed, the résumé should include:

- enough personal information that the employer can contact the applicant;
- information about personal career objectives or a brief summary statement;
- information about education;
- a history of work experiences;
- any other relevant related experience, interests and recreational activities, memberships in relevant organizations, any special awards or achievements; and
- either three references *or* a statement about references being available.

The students’ “Job Search Information Sheet” and “Contact Sheet” include much of the information students need to write their résumés.

Here are some guidelines for students to consider as they develop their own résumés:

- **personal information—**

- Use your name as the title. Don’t use the word “Résumé” or “Information Sheet”.
- Give a full address with postal code, mailing *and* home address if different, and telephone number with area code. Include an e-mail address if you have one. This information can appear as part of the letterhead with your name.
- Keep it brief. Other personal information, as appropriate, can be given at the end of the document.
- Do not provide a SIN on a résumé. It is not needed until/unless you are hired.

- **career objective or summary—**

- Many résumés begin with a brief statement about what the applicant has to offer the employer, or a brief description of the person’s occupational goals. There is some debate about what form this section of a résumé should take. Students should choose whether to include a “Career Objective” or a “Summary” based on the type of job being applied for. If the job fits into a long-term career goal, a statement about that career goal may be appropriate.
- A “Summary” would mention the three most compelling attributes (from all educational and work experiences, as well as personal characteristics) without sounding boastful.
- Keep it brief. This section acts mostly as an appealing overview.

- **training and education—**

- Include names and addresses of schools attended (no farther back than high school), contact persons, the major area of study, as well as the dates completed.
- Name any degree(s), diploma(s), or certificate(s) earned.
- List other diplomas, certificates, licences (that are still valid), and/or awards. You may wish to include the dates they were received, if that is to your advantage.

- Include extra training or other course work. Some people believe that only those that are related to the job should be listed, while others believe that all should be listed because they indicate a willingness to learn and develop new skills. Use your best judgement.
- **work experience**—
 - Include the name and address of each employer and company (and the name, address, and telephone numbers of a contact person if it is appropriate), the title of the position held (if it is a recognizable title), and a concise description of duties.
 - Emphasize a description of the responsibilities and skills performed and the personal successes.
 - Describe how your effort and accomplishments on the job helped the employer and the business. Choose examples that relate to the job being applied for, if possible.
 - Consider including dates of employment with each employer, particularly in a chronological résumé, or if there are no gaps.
 - Include part-time and volunteer experiences. Do not demean or understate the skills learned from volunteer experiences.
- **skills**—
 - Indicate skills, knowledge, and areas of excellence. Be very specific about the skills, and provide examples from work and educational experiences.
 - Mention those related to the job being applied for and give examples that make that relationship clear.
- **other information**—(optional—you would choose only things that were to your advantage)
 - List any special training (such as CPR and/or safety training).
 - List any organizations, associations, or group memberships. Usually the list would only include groups that were related in some way to the job (such as being a student member of a related professional organization).
 - List any hobbies or recreational and leisure activities. Show a relationship between these and the job being applied for (e.g. a certain hobby may involve working with detail or organizing one's time).
 - Indicate languages spoken and written, if more than one.
- **references**—
 - These do not need to be listed on a résumé, but a statement such as “References available upon request” or “References will be provided on request” should be noted at the end of the résumé. This helps limit the size of the résumé. (For more information about references, see “Job References Tough for Everyone” on pages 200–201 in the textbook and the associated guide material starting on page 00.)

p. 196 **Your Résumé: Write It Right!**

In the Student
Resource

Blackline Master

Have students use the tips on **BLM #43: Guidelines for Writing a Good Résumé** on page 00.

Additional Learning Activities

1. Individual activity—Have each student collect the following information, then prepare a draft résumé by completing Activity #2 or 3 below. (They could use **BLM #42: Job Search Information sheet** on page 00.)
 - a) personal information
 - b) educational background
 - c) all work experiences—For each job, have students include the business name and address, the name of the position, the range of dates worked, and the responsibilities.
 - c) extra-curricular activities—Include recreational and leisure activities, hobbies, and group and club memberships.
 - d) three references—The student must confirm with these three people that they are willing to act as a reference. Include each reference's address and day telephone number(s).
 - e) personal profiles—and any other information they have gathered about themselves while doing activities in the previous Units.

Using the information about their personal skills, have each student create a list of action words and phrases that they can include in their résumés.

Assessment: Have students use **BLM #A-28: Teacher Résumé Checklist** on page 00 to assess their work. Use **BLM #A-29: Student Résumé Checklist** on page 00 to keep track of their progress.

2. Individual activity—draft a résumé.
 - a) Have students use their collection of information to write either a chronological or functional résumé.
 - b) Ask students to compare the résumés they have written and comment on the difficulty or ease experienced in writing each one.
 - c) Have students review the résumés that they have written and then write a combination résumé, writing drafts and fine-tuning as necessary.

Assessment: Have students use **BLM #A-28: Teacher Résumé Checklist** on page 00 to assess their work. Use **BLM #A-29: Student Résumé Checklist** on page 00 to keep track of their progress.

3. Individual activity—Have students write a simple résumé using the format they think is most suitable for:
 - a) applying for a temporary summer job or part-time job
 - b) applying for a full-time job in an occupational area of interest

Assessment: Have students use **BLM #A-28: Teacher Résumé Checklist** on page 00 to assess their work. Use **BLM #A-29: Student Résumé Checklist** on page 00 to keep track of their progress.

4. Individual activity/class discussion—Point out to students that the most important purpose of a résumé is to get someone to read it.
 - a) Have each student write an opening statement (Summary) of up to 100 words for a combination résumé. This should concisely state why the student would make a good candidate for the particular job. Remind students that the statement must make a person want to read further. It must be assertive and professional and stress what the applicant has to offer to the employer. It cannot be silly or too informal.
 - b) In a whole class setting, have students discuss some of the difficulties they had in writing a Summary and some of the good ideas they came up with.

5. Research—résumé software.

- a) Have students search out software designed for writing résumés. A report should include the source of the software, what it can do, and the price.
- b) Have students search the Web for sites that deal with résumé preparation. Student findings can be compiled and the list copied for distribution.

pp. 197–199 **The Online Job Application**

A clean, simple copy of any résumé can be used online or submitted electronically. Online résumés can be posted to databases or sent to potential employers as well as people in the applicants' network or agencies they are using.

The **Background Information** below provides additional information in this area. Activity #5, above, provides a related activity.

In the Student
Resource

Using a Résumé Online

The information in an online résumé is no different than that in a printed one. However, a change in format will be necessary:

- Save it as a "plain text document".
This will be the most usable as there will be fewer problems with interpretation of fonts, special characters, and formatting. Text can be saved as ASCII, Text Only, or DOS by most word processing programs.
- Use only a simple font such as Times New Roman or Arial.
- Do not use graphics, shading, graphs, or pictures.
- Do not use boldface, italics, or bullets.
- For emphasis, use capital letters, but use them sparingly!
- Do not use columns or other fancy formatting.

Background
Information

Additional Learning Activity

Individual activity—the online résumé.

- a) Have each student visit two or three Web sites that accept electronic résumés and review the submission process for each.
- b) Have each student prepare a "text only" résumé for posting on the Web.

Assessment: Have students use **BLM #A-28: Teacher Résumé Checklist** on page 00 to assess their work. Use **BLM #A-29: student Résumé Checklist** on page 00 to keep track of their progress.

pp. 200–201 **Job References Tough for Everyone**

Suggest that students get some letters of reference to confirm the skills in their portfolio. They can ask teachers, coaches, and community, church, and recreation leaders with whom they have worked closely. Have them place the letters in their portfolio.

For some jobs, employers do not check references, but the applicant never knows which ones will. That is why it is important for applicants to have a list of people who are familiar with their skills and willing to speak about these skills and the applicant in a positive way.

For more information about this area, see **Background Information** on the next page.

In the Student
Resource

Additional Learning Activity

Individual Activity—Have the students review the article “Job References Tough for Everyone” on pages 200–201 in the textbook. Using the list of questions given under the heading “Testimonials”, have students individually check their list of references.

- a) Could each of these people respond to this list of questions if they were asked?
- b) How might the student help each of their references be better prepared?
- c) Are there some people on the list who might be better references than others?

Background Information

References

Since the job market is so competitive, it is important to include no more than three references. It is important to ask permission to use a reference’s name before including it on a résumé.

References are those people who will speak well of you and will tell a potential employer why you would be good to hire. It is important to select people who know you and how you work. Possible references include employers and supervisors, teachers and other school personnel, and other responsible adults. Do not use relatives, boyfriends, girlfriends, or immediate co-workers because many employers consider them to be biased.

Include each reference’s name, occupation, company name, company address, and telephone number. Never give a reference’s home address unless the reference has agreed.

Letters of reference should be photocopied and attached to a résumé. The original should be kept in a file.

When looking for work, have a list of people who have already agreed to act as references. This prepared list should have three to five names and all relevant information. The list should be printed and ready to distribute if requested.

All résumé rules apply to the reference list. Your name should appear at the top of the page, with the references listed below. A copy of this reference list should be taken to any interview so that it can be left with the interviewer.

Always tell references when you have just used their names and what job you applied for. This will remind them that they may receive a call. Don’t let them be surprised because you have not mentioned it for several months. Give each of your references a copy of your résumé so they will be better prepared to answer questions and make comments.

In the Student Resource

p. 202 **FAQ: The Art of Writing Letters**

Emphasize to students that the cover letter is sometimes the first item that a potential employer sees (unless the person doing the hiring, not a secretary, opens the application envelopes). For this reason, the letter must make a good first impression. For additional information on how to do this, see **Background Information** on the next page.

Teacher-to-Teacher Talk—Depending on the print run of the textbook you have, the letter on this page may have omitted postal codes. Please remind students that postal codes should be included in any addresses.

The letter on this page, and the letter on page 216 use different formats. Both are correct. You might discuss the following style options with students:

- return address—Can be on the right, as in both of these samples, or flush left.
- date—If the return address is on the right, the date is usually below it.
- name—In business correspondence, *most* people would sign their first name and surname, as on page 216.
- indenting—When using a computer, most people do not indent paragraphs *but* leave a line between each paragraph. Other people do not indent the first paragraph, but do indent all paragraphs after that *and* do not leave a line between paragraphs.
- justification—When composing on a computer, it is best to avoid justified text.

Writing Covering Letters

- General guidelines—
 - Understand why this letter is being written.
Write out the point of the letter in just a few words and refer to it as the letter is being written.
 - Always write a draft.
Before writing the final letter, do a draft, read it, and be sure that it concisely does what it is supposed to do.
 - Keep it short.
One page is usually enough. There is no point in writing a rambling letter with too much information. If a great deal of information is necessary, attach it in the form of an application or résumé. Employers who have no time to read every résumé are relying on covering letters to aid in making a short list of candidates. Only the concise and to-the-point letters will be read.
 - Re-read the letter.
Ensure that it does what it is supposed to do and no more.
 - Send the letter to a specific person.
Call the business and ask for a contact name. If absolutely necessary, use “To Whom It May Concern” or “Dear Sir/Madam” as the salutation. Do not address a letter to a business or company name alone.
- Use three paragraphs—
 - Paragraph 1—State the position being applied for and the purpose for writing the letter. Give the competition number if there is one. If there is a specific advertisement or posting, explain where that information came from (newspaper, company posting, other source, etc.). The purpose of this paragraph is to get the attention of the employer without being overly familiar or silly. The key is to look professional and get to the point.
 - Paragraph 2—Very briefly explain why you are capable of filling the position. Refer to the résumé if one has been included. Make a point of briefly mentioning your most important education and work experiences and how they relate to the job.
 - Paragraph 3—Ask for an interview and give a general indication of when you are available. Be sure to include contact telephone number(s).
- Make it look professional—
 - Use regular, business-like, $8\frac{1}{2} \times 11$, white paper. Do not use cute, personal stationery.
 - Use a good quality printer to make the final copy of the letter.
 - Eliminate errors in spelling, grammar, and punctuation.
Use the spell-check and grammar-check but also reread the letter to catch every error. (Spell-checks and grammar-checks can make mistakes.) Better yet, have another person proofread the letter.
 - Make no corrections or additions on the good on the previous page.
 - Format the letter in standard business style.
See the **Teacher-to-Teacher Talk** on the previous page.
- Follow directions—
 - Follow any specific directions given by the prospective employer.
 - Do not submit a résumé or letter that looks like it was sent to many people.
Make each letter look as if it has been personally and professionally done.
 - Use a professional tone in the letter.
It should sound self-confident but also respectful, not sound boastful.
Keep a copy of the letter and the job advertisement or posting. It can be helpful to keep a separate file for all correspondence and information about each job you apply for.

Additional Learning Activity

Have students write a cover letter to accompany their résumé

Assessment: Have students use **BLM #A-30: Cover Letter Student Checklist** on page 00 to assess their letter. Use **BLM #A-31: Cover Letter Teacher Checklist** on page 00 to keep track of their progress.

In the Student Resource

p. 203 **The Job Interview**

For further suggestions in this area, see **Background Information** below.

Background Information

Interviews

Interviews come in different shapes and sizes. They vary in intensity and in the way they are organized. Some interviews, for example, are done by telephone. Interviews can last a few minutes or they can be lengthy and accompanied by tests or written activities. Whatever their form, interviews are the next step in getting a job.

Just getting to this stage in the job search process is an accomplishment. Chances are, the employer has more applicants than can be interviewed. The person doing the hiring will have made a list of candidates who appear most desirable based on résumés. Only these candidates will be interviewed and actually considered for the job.

There are several reasons to have an interview. The employer is trying to determine whether the applicant has the skills, knowledge, and characteristics that will work in the position being offered. The employer is also trying to communicate some idea about the company and get a sense of whether the applicant will fit in. Applicants are trying to give a positive picture of themselves but also trying to learn whether this is a desirable business to work for. Both parties have an opportunity to “put a face with a name”.

Sometimes an interview time is established when a person submits an application. Or it may be scheduled during a telephone conversation. Some companies use a pre-interview questionnaire. Questions are mailed to the applicant, who completes the questionnaire and returns it to the company. If the company feels that the applicant has potential in the company, the applicant is invited for an interview.

Interviews can take place at the work site or in an interview room somewhere in the company’s offices. There may be one interviewer or there may be a group, sometimes called a panel.

Sometimes there is a series of interviews, with each round eliminating some of the candidates. Occasionally, the interviewing process will eliminate all possible candidates. In this case, the employer may go back to the original pool of applicants and invite others for interviews, or may re-advertise the position.

There are further general hints on this topic in the **Background Information** for pp. 206–207 (see page 00) and pp. 208–210 (see page 00).

In the Student Resource

pp. 204–205 **Preparing for Tomorrow’s Interview**

Students may wish to use the information on this list to develop a pre-interview checklist.

To help them prepare for the interviewing process, you might ask them to read “Fashionably Yours” and then come to class dressed for an interview for a specific type of job. With the class, discuss the appropriateness of each student’s outfit.

Encourage students to make positive and helpful suggestions. For example:

- What is right about the outfit?
- What could be improved?

Additional Learning Activities

1. Class discussion/small group activity—Have students review the article “Fashionably Yours” on page 205 of the textbook. In whole class discussion, have students explore what it means to be “dressed appropriately” for an interview.
2. Extension—Have students suggest ways and give examples of dressing appropriately for different types of interviews when on a very tight budget.
3. Individual written activity—Have each student discuss, in writing:
 - a) What does the employer want to get out of an interview?
 - b) What does the applicant want to get out of an interview?

pp. 206–207 Who Got the Job?

Both of these applicants are qualified for the job. Both have prepared professional applications and come through the interview process well.

Both have made mistakes. Maria, for example, should not have worn sandals to the interview. Don forgot to date his cover letter.

One has more experience with dogs (Maria); the other has more experience with birds (Don).

Discuss how the choice between these two applicants will depend on the clientele of the particular veterinary office and the temperament of the veterinarian doing the hiring. Encourage students to think of reasons that one or the other person might be hired. For example:

Maria	Don
<ul style="list-style-type: none">- meticulous (cover letter includes date)- responsible (takes care of own pets)- wise (would ask owner to handle snarling dog)- experienced (has cared for neighbours' huskies)	<ul style="list-style-type: none">- upbeat (cover letter is non-traditional)- experienced (has work experience away from home)- ambitious (knows what he wants for career)- older

pp. 208–210 How to Interview Effectively

For more tips in this area, see **Background Information** below.

Interviews

Preparing for an Interview

There are at least two reasons to prepare for an interview. First, the interview itself will be relatively short. Practising answers will ensure that the candidate is as successful as possible. Second, just going through the preparation helps ease nervousness. This helps the person make a better, more confident impression.

Share the following tips with students:

- Find out as much as you can about the business so that you can ask intelligent questions, and will appear enthusiastic.

Background Information

- Read the job description thoroughly again to make sure you completely understand it.
- Write a list of questions you have and take the list with you.
- Call ahead to get directions to the location, and ask about parking if needed.
- It is okay to ask some questions about the interview before it happens (e.g., what type of interview or how long it will take).
- Practise getting to the interview location if you have not been there before.
- Read over your résumé so that you will not stumble over answers that you should know.
- Get appropriate clothes ready; do not wait until the morning of the interview to choose something to wear.
- Practise interview questions with a friend or at least out loud to yourself; ask the question, then formulate an answer.
- Get a good night's sleep; be as rested as possible.
- Bring a couple of copies of your résumé, a copy of your reference list, a copy of your last report card (if appropriate), and your portfolio (if appropriate); get all the papers ready and neatly organized in a file folder, envelope, or briefcase; include a pen and a piece of note paper.
- Leave lots of time for the interview itself.
- Dress appropriately for the type of job.
- Brush your teeth.
- Shower.
- Use deodorant.

Stages of an Interview

In general, interviews are structured in three stages. Here are some tips for making a good impression and handling the interview well:

- **The “Warm-Up”**—

This usually lasts a few minutes, consists of a greeting, handshakes, some “small talk” (such as chat about the weather), and taking your seat. This is the first personal touch of the interview.

- Arrive early so you are not rushed into the interview room.
- Go to the interview by yourself. Do not take friends or family.
- Be polite to every employee you meet.
- Do not be concerned about other applicants.

Being in the waiting room with other applicants can be intimidating. It may look like they will get the job instead of you. Be calm, smile, and do not discuss your nervousness.

- Do not chew gum, smoke, or drink coffee.
- Be prepared to complete an application form or other questionnaire at this time.

Some companies require this as well as a résumé.

- Enter the room and shake hands firmly and confidently.

Thank the person for seeing you.

- Allow someone to point out a seat for you.

Get seated and take a breath to relax.

- Show good posture.
- Lean forward just slightly to show interest.
- Look the interviewer(s) in the eyes while talking.

If there are several interviewers, look at each one of them from time to time.

- Act naturally.

- **The “Information Exchange”**—

This part takes the most time in the interview. It is the time that information is gathered by both the employer and the applicant. This is your chance to get out as much positive information about yourself as you can by talking about your skills, knowledge, and achievements in response to questions.

- Really listen to the questions.
- Always answer with more than just a “yes” or “no”.
This is your chance to give examples of your skills, knowledge, and strengths.
- Give yourself a couple of seconds before beginning an answer.
This allows you to organize your response.
- Appear confident.
Even if you do not know how the interview is going, be confident but not over-confident or arrogant.
- Politely ask for an explanation of any question you do not understand.
- Never try to bluff your way through a question you do not understand.
It will be very obvious that you do not know what you are talking about.
- If you do not know an answer, say so politely.
- Some employers use a “behavioural interview” style of questioning.
A situation is described and you are asked how you would handle it or what you would do. For example, the interviewer might say “Tell me about a time when you successfully handled a difficult customer.” Or “Tell us about a time when things went wrong and how you handled the problem.” Talk in a positive way about how you would handle the event or situation.
- Stay positive even if you think things are not going well.
- Be as accurate as you can about your experiences.
- Do not underestimate your capabilities, but don’t be boastful.
- Never complain about former jobs, co-workers, or bosses.
- Do not discuss personal problems.
- Discuss salary, vacation, and benefits only after the job is offered to you.

• **The “Wrap-Up”**—

- This is an opportunity to briefly summarize personal skills, mention that you believe you are capable, and express your real interest in getting the job.
- Often at the end of an interview, the applicant is asked if he or she has any questions. This is done as a courtesy. It is not the time to get specific details about the job. That would be done if you are actually offered the job. Instead, this is the time to ask something such as “How soon would this job start?” It is also appropriate to ask when you might hear from the interview committee or the employer about the results of the decision to hire.
 - Thank the interviewer(s).

Handling the Stress of an Interview

Everyone feels some concern about being interviewed. The best way to handle a great deal of the stress is to be well prepared.

Nervousness just before and during an interview can make a person seem quite tense. Be aware of your breathing. Breathing deeply and slowly can help, but don’t overdo it. Saying positive things to yourself in your head can help, so can lowering your shoulders and consciously relaxing your muscles.

After an Interview

- Immediately after you arrive home from the interview, make notes about the experience:
 - What questions were asked (remember as many as you can)?
 - Which questions were toughest?
 - Which questions did you answer best, and what were the answers you gave?
 - Which questions do you think you answered poorly, and why?
 - What information did you learn about the job, including work details?
 - What else should you remember about the interview (e.g., how you prepared, how you dressed, and how you presented yourself)?

The above information can help you with your next interview. As well, if you have further interviews with this company, you have notes to help you remember what happened in the first interview.

- Send a thank-you note to the interviewer because:
 - it gets your name some attention again;
 - you may be one of the few who think to do this; and
 - you will appear to be both enthusiastic and serious about getting the job.
- Almost any interview is a bonus. If you don't get the job, you get the experience of being interviewed. If you learn something from this experience, it can only help when it comes to the next interview.

Additional Learning Activities

1. Class discussion—(This activity complements Activity #2 on page 205.) Have students consider and practise giving positive responses to the following questions:
 - What are your weaknesses?
 - What would your last boss say is an area in which you need improvement?
 - What three words describe you the best?
 - What jobs in the past have you enjoyed doing the least? Why?
 - What is the most difficult task you have had to handle at work? What happened?
 - What have you learned from your mistakes?
 - Why do you want to leave your present job?
 - Can you tell me some ways that you handle stress on the job?
 - Do you prefer to work by yourself or with others?
 - What type of boss do you prefer to work with?
2. Individual/small group activity—Some job interviews are minor events, happening in a couple of minutes while standing in a store or restaurant with the person doing the hiring. Students need to recognize that these brief meetings rely on making a good impression while quickly getting across the message of being capable of doing the job.
 - a) Have each student suggest five important questions that could be asked in a short interview situation. These can be selected from the list of possible interview questions.
 - b) In small groups, have students compile their list and then work on possible responses.
 - c) Have each group role-play some sample questions and responses for the class.
3. Pairs/Small group activity—Videotape interview practice: This is an opportunity for each student to have a more realistic interviewing experience, complete with some of the tension that is not provided in “student-interview-student” activities.

Assessment: Students can assess their own performance using **BLM #A-32: Job Interview Student Checklist** on page 00. Keep track of their achievement on **BLM #A-33; Job Interview Teacher Checklist** on page 00.

Teacher-to-Teacher Talk—The best interviewing practice comes with a realistic interviewer. Local community involvement from a recruiter, human resources representative, or business person who does hiring can provide excellent experience.

- a) Have each student videotape a ten-minute interview.
- b) Have students analyze their own tape and write comments about the interview. They should then suggest ways to improve.

Assessment: Students can assess their own performance using **BLM #A-32: Student Job Interview Checklist** on page 00. Keep track of their achievement on **BLM #A-33; Job Interview Teacher Checklist** on page 00.

pp. 211–213 **The Telephone Interview**

For further information on this topic, see **Background Information** below.

In the Student
Resource

Blackline Master

- a) Have each student choose twenty questions from the list of sample interview questions on **BLM #44: Sample Interview Questions** on page 00 and respond in writing to each of them.
- b) In class discussion, review some of the more challenging questions and have students role-play effective responses.

A Telephone Interview

Some employers use the telephone to do interviews. This can be an efficient way to get a sense of an applicant's ability to respond on the spot and work on a telephone. When the interview is done by telephone, use the following tips:

- Keep notes by the telephone—your résumé, reference list, and job ad or description.
- Speak clearly.
- Speak with an enthusiastic voice.
 - Your voice has to compensate for not being able to see any body language.
- Identify yourself with your first and last name each time you call.
- Specifically identify the job being applied for, and the source (where you learned about the job).
- Use the name of the person you are talking to every so often.
- Be direct and clear—don't ramble.
- Keep the call as short as possible but don't cut off the other person.
- Attempt to make an appointment for an interview in person, if appropriate.
- Always thank the person.

After the telephone call, make notes about the conversation.

Telephone interviews can also be preliminary interviews, when it's necessary to "sell" oneself in order to get a personal interview.

Background
Information

Additional Learning Activity

Pairs—Have students role-play telephone interviews. Place students back to back so they cannot use body language.

pp. 214–215 **How to Ace a Job Interview**

This article could be reviewed before students role-play any interviews. Alternatively, you may wish to have students do several role plays, then use the information in this article to coach each other on ways to improve.

In the Student
Resource

Additional Learning Activity

Small group activity—Have students review the article “How to Ace a Job Interview” on pages 214–215 in the textbook. Then have groups of four students practise a panel interview, with three people interviewing one person for a specific job. (Sample jobs can be selected from newspaper or online advertisements, or job descriptions from the school counselling or work experience offices.) Repeat the process until everyone in the group has been interviewed.

Have students discuss the experience and write a brief description/comment about what they have learned about interviewing and being interviewed.

During this activity, students should be reminded to make eye contact, speak confidently, use a moderate and pleasant tone, and have positive body language (sitting forward just slightly, appearing interested in what the interviewer has to say, etc.).

p. 216 **After the Interview...**

Encourage students to write a thank-you note and to send it within twenty-four hours of any interview. They should put a copy of the note in the “Preparing for Change” section of their portfolio.

Please check the **Teacher-to-Teacher Talk** on page 00 in this guide for a discussion of different format options for letter writing.

pp. 217–219 **Getting a Job**

Have students look at the sample résumé on page 218. Many of them will be in the same situation as Jessica—they will have work experience, but no actual job experience. Have them list the *work* experience they have. For example, they might have done some of the following:

- baby-sitting;
- dog walking;
- housecleaning;
- cutting lawns;
- washing and waxing vehicles;
- caring for farm animals;
- selling door to door (e.g., chocolate bars, doughnuts, other school or club merchandise);
- coaching;
- delivering papers or flyers;
- cordwood piling;
- leading young people (in groups such as 4-H, Guides, or Scouts); or
- grooming horses.

This type of experience can be included on a résumé under “Work Experience”.

Blackline Masters

When discussing “Your Responsibilities on the Job” on page 219, use **BLM #37: Employer Expectations** on page 00. If you have already used this blackline master, refer students back to the information it includes. Also have them consider the **Background Information** on the next page.

Depending on the experience and interest level of the class, you may also wish to use **BLM #45: Rights and Responsibilities of Employers and Employees** on page 00.

Workplace Protocols

Simply put, workplace protocols are the expectations, customs, and rules of the workplace. In some ways they are very similar to the expectations for a job interview. Most of these have to do with how a person “appears” or “seems to be” while on the job. These are very basic guidelines for holding down a job.

- **Attendance**—If a person doesn’t go to work, eventually there will be no job. Attendance is a big issue for employers. Their goal is to have their employees doing work. Your attendance contributes to the employers’ success; your absence costs the employer money.

For the employee, this means ensuring that personal and social activities do not interfere with work. This includes getting enough sleep to be able to show up and function at work.

However, a real illness is a legitimate excuse for not going to work. A very sick employee is not doing anyone any favours by coming in to work. Sick people spread germs to co-workers and are usually too sick to do their job effectively. Sound judgement is needed when deciding to be absent. Follow company procedures for reporting absences.

- **Punctuality**—Being late for work robs the employer of time that should be spent on the job. This refers to work starting time, but it also refers to returns from breaks and leaving early from work.

Do take breaks. They are your chance to take a physical and a mental break from the concentration of work. Your renewed energy and focus will benefit the employer.

- **Appearance**—An employee’s general appearance makes a day-to-day impression on co-workers, supervisors, employers, and customers. For every job there are boundaries regarding acceptable dress.

There is a fair amount of flexibility in the expected clothing for workers today. For example, some companies have casual wear policies governing times when employees can wear more casual clothing. It is important for a new employee to look around and figure out what “casual” actually means. Sometimes, there is very little difference from the rest of the work week. Casual never means “sloppy”. Use the best-dressed co-workers or a supervisor as a guideline.

There is very little flexibility about the level of personal hygiene acceptable in the workplace. Employees must be clean, clothes must be clean, and basic hygiene must be practised on a regular basis.

- **Poise**—Being self-assured, knowing what needs to get done, and knowing how to do it gives a worker poise. The easiest way to have poise is to understand the job and to be focussed on doing it while at work.

Poise is also evident in workers who ask questions and seek out information in order to understand what needs to be done.

- **Maturity**—Simply being at work does not necessarily mean being “on the job”. A mature worker understands the differences and goes to work to *do* work. Mature workers also have the ability to develop a sense of humour that allows them to lighten up enough to enjoy themselves and their environment.

There is sometimes silliness and good humour at work, but there is always a sense of responsibility. By far, most of the work day must be spent getting the job done. Social activities and relationships must be saved until after work.

- **Basic business communication skills**—These include listening, speaking clearly, greeting people politely in person and on the telephone, as well as some ability to read and write. Most employers will have confirmed these basic abilities before hiring a candidate.

Another important business communication skill is the ability to respect the confidential information of other people. Whether it is information that is gained through doing one’s job or is learned accidentally or overheard, keeping something in confidence means keeping that information to yourself. This means that information learned on the job is not spread around, communicated to others, or repeated. Confidentiality is an issue of other people’s privacy and how that is respected.

Judging Job Success

There can be many *advantages* of doing a good job and meeting employer expectations:

- a sense of personal satisfaction;
- respect of co-workers and the employer;
- a pay raise; and
- promotion to a job with more responsibility and a salary increase.

There can also be *consequences* of not doing a job well:

- negative reaction from the employer—hopefully in the form of ongoing and constructive feedback, explaining what areas of the job are being done well and what areas of the job need improvement;
- a series of verbal or written warnings—not all workplaces have ongoing and constructive feedback or positive ways of handling employee development;
- a reprimand; and
- termination from the job.

It is to the employee's advantage to have a sense of the quality of work being done. How do workers know when they are successful on the job?

Judging successes and areas in need of improvement needs to start with the worker. A personal job evaluation can begin with simple reflective thoughts at the end of each day. Before leaving work, an employee needs to do a very quick mental review of the day. Ask:

- What things were done?
- What still needs to be done?
- What should be done tomorrow?
- Are projects on schedule?
- Am I doing the best job I can?

This type of mental review should also happen at the end of each work week. Such thoughts help an employee stay focussed and complete tasks.

These forms of personal evaluation become habit. When you are new at a job, a reminder can help (e.g., a note or little symbol pencilled into an appointment book or personal calendar).

There are other forms of job evaluation. For example, some jobs require a “training period” or “probation”. This can be the employer's opportunity to look at the work skills, attitudes, and behaviours of a new employee. It is also the employee's chance to see if he or she is compatible with the work and employer.

This is a time for a new employee to ask for advice and guidance, direction, and information about the job while working as hard as possible to become a valuable member of the staff. Not all jobs have training or probation periods. However, if there is a probationary period, the employee must be aware of it and the length of time for which it exists.

Informal evaluations of work can come from a supervisor or co-worker on an ongoing basis. They may consist of a few chats about how things are going, a once-a-week or once-a-month talk about employee progress.

On some jobs, there is a formalized job performance evaluation. It can take the form of a written evaluation, perhaps one that the employee reviews with the supervisor or employer. The employee may be asked to sign the evaluation after having an opportunity to discuss the written document. A job performance evaluation can also include a plan for how performance can be improved, and there may be a time frame in which that improvement should happen.

Sometimes there seems to be little feedback and evaluation of the work being done. An employee can always ask a supervisor for some indication of how the work is being done.

Additional Learning Activities

1. Journal—Have students respond to the following questions:
 - a) How do you handle criticism?
 - b) Are there better ways to handle this?
 - c) What technique could you use to handle criticism at work?
2. Journal—Ask students to explain how they handle being overloaded with work.
 - a) Are there better ways to handle being overloaded with work?
 - b) What are some ways to handle the problem of being overloaded on the job?
3. Journal—Have students explain how they handle being assigned work that they do not know how to do. What are some other ways to handle this? How might they handle being assigned some unfamiliar tasks or duties on the job?
4. Role play—
 - a) Have students role-play how they handle being embarrassed by someone's comments.
 - b) Are there better ways to handle this? Discuss as a class, and then ask students to revise their role plays.
 - c) How might they handle an embarrassing remark made by someone at work? Have students discuss, and then role-play some alternatives.
5. Journal—Have students write about how they handle being embarrassed by a mistake they have made. Are there better ways to handle this? How might they handle being embarrassed by a mistake they made at work?

p. 220 Chances Are...

As this article suggests, much success in the workplace is related to attitude. Students may also find it helpful to discuss the additional information about attitude discussed in **Background Information** below.

Setting Personal Job Standards

In many ways, a first job is the most important one in a worker's life. It is the time when personal work habits and standards are developed. If high standards are set for the work done, and the worker feels pleased when the work is done well, it is likely that the worker has goals and standards that are desirable to employers both on the current job and in the future.

However, if a worker chooses to accept minimum standards, such as getting the work done some of the time or with the least effort possible, the choice has been made to be a mediocre employee. A mediocre worker has very little or no opportunity to feel proud of the work being done, and eventually the lack of attention to work will be visible to everyone, including the employer.

Once a person has developed work habits, whether they are habits with high standards and goals or ones that aim much lower, these habits will become instilled. They can become very difficult to change. For this reason, it is important to set high standards on the first job.

There are three important goals for a worker:

- quality—doing high quality work in all that is done
- accomplishment—being successful in completing all tasks
- satisfaction—personal satisfaction with the work that is done

In the Student
Resource

Background
Information

These three goals are interrelated. If a worker sets quality work as the personal standard, it is likely that the worker will accomplish many of the tasks required by the job. Succeeding at work is a source of pleasure and satisfaction for a worker who has set high standards.

There is no job that is unimportant enough to set low standards for it. If the worker wants the job and is hired to do it, then that worker needs to set high personal standards for the work. Most beginning jobs are “entry-level” jobs, and this is where some workers run into problems. Some workers make the assumption that an entry-level job is not “important enough” to bother making an effort. There are two reasons to avoid this approach. First, as previously explained, the personal standards practised become habit. Second, entry-level positions often have the possibility of promotion, even if it seems far in the future. Doing a good job will increase the likelihood of promotion.

When starting a new job, the worker needs to learn as much as possible. Some employers will show a new employee around and make introductions. Some employers have a formalized orientation program for new employees during which they will have opportunities to get answers to many questions. Orientation programs can also explain how to get more information if and when it is needed. This can also be a chance for new employees to get to know co-workers and observe some of them as they work.

Most employers know that the first period of time on a job is stressful. New employees are learning the ropes, discovering the routines and how to do their tasks, and getting to know and feel comfortable with their co-workers. But after a time, employers expect new employees to pull their weight and do their share of the work.

Starting a new job is a time of transition and adjustment. The beginning worker needs them to find support. Teachers can assist students by helping them consider the sources of support they will have when starting a job.

Suggest that students find support by trying the following:

- **Look within yourself.**

Try to solve problems by thinking about them carefully. A cool head and a few minutes of real thinking are great problem-solving tools. Be patient with yourself when you are feeling frustrated. See the humour in your work day; a problem may not be as big as it first seems.

- **Ask co-workers.**

They may be able to give you simple information and advice that will make your life easier. For example, they can tell you the location of the mail room and where to submit time sheets. They can also be encouraging, recognizing that they too were once new employees.

- **Listen to supervisor(s) or employer(s).**

Listen to any feedback you get about the work you are doing. (You may have to ask for some feedback if you haven't had any.) You may find out that you are doing many things well; just knowing that can be supportive. Also, ask for suggestions on how to do the work better. Your supervisor wants you to do a good job and is probably willing to give you support by offering advice and assistance.

- **Ask those outside the workplace.**

There are also people who care about your doing a good job, being happy with your work, and being successful. Family members and friends who care about you may be able to offer advice. More importantly, they will be there to hear your stories and offer you support.

pp. 221–223 **Work Safety and Employee Rights**

Students may already be familiar with the WHMIS symbols from their science classes. Science and shop teachers may also be a source of Material Safety Data Sheets (MSDS) if you wish to cover this topic in more detail. See **Background Information** starting on page 000.

There are many different aspects of employee rights. This article focusses on work safety. Employee rights are not confined to this topic, however. You may wish to handle the

additional **Background Information** about what happens when employees decide to leave a job *or* are forced to do so. See the section starting on page 000.

Teacher-to-Teacher Talk—Employers are required (provincially by the Workplace Safety and Insurance Board) to have one staff trained in first aid on duty at all times; larger companies require more. Make sure that students know this. Encourage them to take a first aid course. This is a great marketable skill!

Blackline Master

If not done earlier, have students read and discuss **BLM #45: Rights and Responsibilities of Employers and Employees** on page 00.

Additional Learning Activities

1. **Brainstorming**—Have students brainstorm a list of jobs that require safety equipment, clothing, or special safety procedures. List and post these jobs. (If this activity was done in the previous unit, then post the list that was created.)
2. **Extension**—Students can register and complete a first aid course. (If appropriate, the school could host such a course—a weekend or evening program. The course could be oriented to students or could include community registrants.)
If a certified course is studied, a copy of the certificate should be included in students' personal portfolios. As well, the completion of the course should be noted on the students' résumés.
3. **Research**—
 - a) Have students search the Web for information and URLs related to:
 - provincial labour code;
 - provincial Workplace Safety and Insurance;
 - provincial Occupational Health and Safety; and
 - any other sites related to worker health and safety.
 - b) Have students collect URLs and contact information for each resource located on the Web. Post or duplicate this list for students.
4. **Small group activity**—In groups of three or four, have students consider the safety rules and guidelines they have learned. The various backgrounds and experiences of group members should lead to an eclectic list. Have each small group create a list of these rules.
Then have small groups join together and make a master list. Post the list in the classroom.
5. **Individual activity**—Research report: Workplace safety also involves the avoidance of personal injury (e.g., falls, repetitive motion, back strain, etc.). Have each student report on one possible workplace injury and what can be done to reduce the likelihood of such an injury.
6. **Display**—Have students review “Dangerous Substances in the Workplace” on page 221 in the textbook.
 - a) Students can gather photocopies or hand-drawn copies of WHMIS symbols and MSDSs, and then display and discuss the information gathered.
 - b) With the class, discuss why it is important for both employers and employees to know this information. What is the most important information for the employee to know? (The name of the chemical, the hazards, how to safely handle and store the material, what to do in an emergency.)

- c) If there are examples of “NFPA, 704 Code” labelling, copy, display, and discuss these as well.

This form of labelling was developed by the US National Fire Prevention Association. It is just one of their many codes that deal with fire safety and accident prevention.

7. Research—When students are on a job shadow, volunteer placement, short-term work experience, co-op placement, or involved in summer or part-time work, have them ask any of the 10 questions from the chart on page 223 that are appropriate for the situation. They can do a written summary of the answers and place them in the “Opportunities for Learning and Work” section of their portfolio.

In the Student Resource

Job Safety and Rights

Safety on the job and at the workplace is a joint responsibility. The employer is responsible for providing a safe work site and for providing safety equipment and training. (Sometimes, workers provide their own safety clothing and small equipment.)

Employers must also create a safe environment in which to do the job. There must be safety procedures for doing the job, and safety training should be provided to employees. In some cases, depending on the size of the business, there must be a joint Health and Safety Committee of management and worker representatives at the workplace. This committee ensures safe working conditions at the work site.

The employee is responsible for using the required safety clothing and equipment. The employee must take any safety training made available. The employee must work in a safe fashion, not endangering self or others. The employee must report unsafe situations or working conditions. An employee is entitled to refuse to work in hazardous situations. Employees should be willing to serve on workplace Health and Safety Committees as needed.

There are many organizations interested in health in the workplace. Labour organizations and occupational health and safety groups are very interested in workplace safety. As well, the Canada Labour Code and its provincial counterparts provide regulations regarding the safety and health of the worker.

Each province provides regulations for the health and safety of workers through two major pieces of legislation.

- Occupational Health and Safety Act—focusses on health and safety conditions and practices in the workplace
- Workplace Safety and Insurance Board—focusses on workplace safety, and the compensation and rehabilitation of injured workers.

Workplace Hazardous Materials Information System (WHMIS)

WHMIS is an important part of the plan for workplace safety in Canada. WHMIS is a system that requires identification and labelling of all “controlled” substances in Canada. Hazardous chemicals and other materials must have safety labels and information attached to their containers or packaging.

WHMIS ensures that important information about the hazards of “controlled substances” is known to both employers and workers. WHMIS applies to all workplaces in Canada and is part of federal and provincial legislation.

A “controlled” substance is defined under the Hazardous Products Act (Canada). Controlled substances include hazardous substances, materials, and chemicals. WHMIS categorizes controlled substances into six classes of materials (some classes have several sub-classes):

- Class A—Compressed Gas
- Class B—Flammable and Combustible Material
- Class C—Oxidizing Material
- Class D—Poisonous and Infectious Material
- Class E—Corrosive Material
- Class F—Dangerously Reactive Material

Each class is associated with a specific symbol that allows workers to identify the hazard quickly. (See page 222 in the textbook for symbols and more detailed descriptions of each class.) Other hazardous products are controlled under other legislation. These include products such as:

- explosives—Explosives Act;
- drugs—Food and Drug Act;
- pest control products—Pest Control Products Act; and
- radioactive materials—Atomic Energy Control Act.

Each product with a WHMIS label must be accompanied by a Material Safety Data Sheet (MSDS). This information sheet must be posted or kept available near the product.

More information is available on the MSDS than appears on the product itself. The employer is responsible for ensuring that employees are informed about all the information that appears on the MSDS.

The MSDS must include nine sections of information. The employee must be particularly focussed on the following:

- name of the chemical or material;
- potential hazards of the product;
- dangers and risks to health (including long-term exposure);
- safe storage, handling, and use;
- emergency procedures (e.g., in case of spill or medical emergency);
- symptoms of overexposure; and
- first aid procedures.

The most important time to use the WHMIS label and the MSDS is *before using the substance!*

Labour and Employment Legislation

There are legislated rights and responsibilities for employers and employees. Both federal and provincial laws and regulations exist. The major forms of labour legislation for businesses and workers include the Canada Labour Code and the comparable forms of Labour Codes and Employment Standards set at each provincial level.

The Canada Labour Code is federal legislation comprised of three sections:

- **Part I: Industrial Relations—**
 - industrial relationships and collective bargaining
- **Part II: Occupational Health and Safety—**
 - workplace safety and health
 - promoting healthy and safe workplaces
 - providing education and related legislation
- **Part III: Labour Standards—**
 - minimum acceptable standards employers must provide to employees, including:
 - minimum wages – annual vacation – sick leave
 - hours of work – general holidays – sexual harassment
 - overtime – bereavement leave – termination of employment
 - maximum hours – maternity/paternity and parental leave

The Canada Labour Code applies only to certain businesses. These companies are also regulated by the Employment Equity Act. For example:

- aircraft operations
- banks
- radio
- television and cable vision broadcasting
- grain elevators
- some mining operations and fisheries operations
- Crown Corporations
- businesses that involve more than one province, such as:

- highway transport
- air transport
- telecommunication systems
- marine shipping services
- pipelines
- canals
- ferries
- tunnels
- bridges
- railways

There are many businesses that are not covered by this federal code. They are covered by provincial/territorial labour codes and employment standards regulations. Information about each individual province/territory is available from the province's Department or Ministry of Labour.

These provincial/territorial laws and regulations can vary greatly from the federal legislation and they can also vary one from another. For this reason, it is important to be familiar with one's own provincial or territorial legislation.

There are also some circumstances that can be exempted from the legislation. Workers must make the effort to know the legal coverage for their own job. If a job requires work in another jurisdiction, such as another province/territory or country, workers must make themselves aware of the legislation that exists there.

For more detailed information, consult these Web sites:

- Canada Labour Code
<http://labour-travail.hrdc-drhc.gc.ca/doc/labcode/eng/>
- Canada Labour Standards
<http://info.load-otea.hrdc-drhc.gc.ca/~lsweb/homeen.shtml>
- Federal Labour Operations
<http://info.load-otea.hrdc-drhc.gc.ca/~opsweb/homeen.shtml>
- Federal Labour Legislation
<http://info.load-otea.hrdc-drhc.gc.ca/~legweb/homeen.shtml>
- Employment Equity Act (1995)
<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/lege.htm>
- Workplace Equity
<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/homeen.shtml>
- Canada WorkInfo NET
<http://www.workinfonet.ca>
- Labour Program (HRDC)
<http://labour-travail.hrdc-drhc.gc.ca/doc/wid-dimt/eng/dlo.cfm>

Each province and territory has some regulations that relate to workers and employment standards. The titles and coverage of these Acts may vary greatly (e.g., Employment Standards, Labour Codes, Labour Standards). Students can begin their search for information about this legislation on the following Web sites:

- Ontario—Labour Employment Standards
<http://www.gov.on.ca/LAB/es/ese.htm>
- Information for Working Students
<http://www.gov.on.ca/LAB/stu/studente.htm>

Leaving a Job by Choice

In the workplace, workers leave jobs and move on to others throughout their careers. In fact, most workers will change jobs; many will change occupations. As well, most jobs change over time, requiring new skills and making new demands on their workers. Workers may leave a changed job or they may learn new skills to deal with the changes.

An employee can leave a job for many different reasons:

- a promotion to another level in the company;
- a transfer from one job to another within the same company;

- a new job with another company;
- new parental responsibilities; or
- to seek more training/education.

When workers “give notice”, they are notifying an employer of the decision to resign from a job. This gives an employer time to find a replacement and prepare the employee’s separation papers. (See “Record of Employment” under “Being Laid Off”, below.)

Usually, the length of time required for notice is two weeks, but this may vary. It is important to check federal or provincial labour regulations as well as the job contract.

It is a good idea, and sometimes required, to give an employer notice in writing. A letter of resignation gives the date of leaving, and often gives a reason for leaving. A resignation letter should reflect a positive attitude. It is not supposed to be a complaint letter; the tone should be positive. (Remember that the employer may be needed as a reference in the future.)

The form of letter is similar to other types of letters sent to employers (see the **Background Information** for page 202 on page 00 in this unit). The same standards apply.

The departing employee should try to finish any projects, tie up loose ends, and leave an organized work space. There may be a period of time when the departing employee and the new employee work together. The employer may choose to have this overlap time, paying the departing employee to train the replacement.

There may also be an “exit interview”. This is a chance for the employer and the employee to talk about the position and the job in general. An exit interview is a formalized way for a company to learn from departing employees.

When leaving a job, an employee does not necessarily cut all of the ties with that company. In fact, it is usually best to attempt to remain on friendly terms with the company being left. There are many reasons for this, including the fact that:

- the departing employee may wish to use supervisors and employers as references (for a job or training program); or
- have friends who still work at the company.

Being Laid Off

Companies “lay off” employees when the position is no longer required. Usually, the newest employees are laid off first.

Employees are usually given some form of “severance pay”. Severance is an amount of money paid to someone in order to compensate for losing a job. Usually, the amount is based on the length of time the employee has worked for the company.

Sometimes, a company does a “call-back” of laid-off employees, re-hiring them when they are needed. This happens frequently in seasonal businesses. However, there are often no call-backs.

Lay-offs are sometimes very hard to deal with. Employees feel disheartened. The quality of their work was not in question and yet they lost their jobs. A laid-off worker needs to know that while it can be challenging to keep a positive attitude, it is very important to focus on the positive while finding a new job.

When an employee is laid off, the company is required to issue a “Record of Employment”. This information is needed if the employee is eligible and interested in applying for Employment Insurance Income Benefits. The record shows the government the last date worked, the reason for leaving, and helps determine whether the person has worked the required number of weeks to be eligible for benefits. (Benefits may be paid to the individual for a period while the person finds a new job.) Usually, people who have quit or been fired must wait longer to receive benefits.

For more information about Employment Insurance and Benefits, go to the Web site <http://www.hrdc-drhc.gc.ca> and click the link to the Canada Employment Insurance Commission.

Being Fired

Losing a job may also mean being fired: the employee has been terminated from the job. Firing an employee “for just cause” requires that the employee was at fault in some way. No severance is paid. Reasons for “just cause” include:

- not following company regulations; or
- being dishonest.

A person can also be fired “without just cause”. In this case severance may be paid. Whether or not severance is paid, it may be a case of “wrongful dismissal”. An employee may wish to seek legal advice in this situation.

An employee who is being fired should be told the reasons for the termination. Sometimes, the reasons are very clear. Sometimes, the reasons are not explained and, if this is the case, the employee should ask.

Often, someone who has been fired is angry and blames everyone and everything else, assuming no personal responsibility. Being fired is unpleasant, to say the least. It may be that the only good thing that comes out of the experience is that the worker can learn not to repeat any mistakes that were made.

Additional Learning Activities

1. Individual activity—^aThis complements Activity #14 on page 230.) Have each student write a letter of resignation. The letter should give two weeks’ notice and a reason for leaving the company.
2. Guest speaker—As appropriate, invite a person who has been laid off from a job, and has since found another job, to speak about the experience.
3. Oral activity—Have students comment on the following statement: “Losing a job is a beginning.”

In the Student Resource

pp. 224–225 Harassment

Although harassment is stereotypically thought to be practised by males against females, this is not always the case.

See **Background Information** below.

Additional Learning Activity

- a) Have students role-play how they would respond to unwelcome remarks, jokes, or innuendoes in the workplace.
- b) As a class, listen to, discuss, and revise the role plays to strengthen the message that the activity is harassment, is not appreciated, and is against the labour code.

In the Student Resource

Human Rights Codes and Commissions

The Canadian Charter of Rights and Freedoms brings Canadian human rights laws that protect job applicants and employees from discrimination. Some laws are federal and cover all provinces and territories. The Canadian Human Rights Act extends the laws in Canada that forbid discrimination:

3. (1) For all purposes of this Act, race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability, and conviction for which a pardon has been granted are prohibited grounds of discrimination.

More information about the Act can be found at:

- Canadian Human Rights Act
<http://www.chrc-ccdp.ca/publications/>

Some human rights laws are provincial. Students should see information about the laws in any province that interests them. See the annotated list of Web sites starting on page 00 in Part B.

With some exceptions, and with some differences between provinces, protection against discrimination in the workplace includes:

- race
- religion
- marital status
- ethnic origin
- gender
- physical capability
- colour

Employees are protected from discrimination based on these factors. There are occasional exceptions. For example, an employer has the right to ask about age if there is an age restriction for the job and the right to ask about a capability such as the ability to lift heavy things if that is a requirement for the job.

Sexual Harassment

The Canada Labour Code defines sexual harassment as “any conduct, comment, gesture, or contact of a sexual nature that is likely to cause offence or humiliation to any employee or that might, on reasonable grounds, be perceived by that employee as placing a sexual condition on employment or on any opportunity for training or promotion.” This means that every person has the right to be free from:

- sexual advances made by a person who is in the position to give or deny a promotion or benefit to the employee; and
- threats or reprisals when sexual advances from such a person are rejected.

Every employee is entitled to work without sexual harassment. The provincial Human Rights Acts prohibit sexual harassment in the workplace. Basically, sexual harassment is an abuse of power. Some harassment is very direct—the giving or withholding of benefits or promotions based on rejecting or accepting sexual advances. Some harassment is more indirect—creating a “poisonous” work environment—and includes leering, teasing, insulting, and sexual remarks and jokes.

Many businesses have policies that require the workplace to be free from sexual harassment. Employees who feel sexually harassed in the workplace should tell the offender to stop the behaviour. If the behaviour does not stop, the employee needs to take the complaint to a supervisor or employer. This superior should put the company’s sexual harassment policy into action. If nothing is resolved, a complaint can be lodged with the Canadian Human Rights Commission or the provincial human rights commission.

Barriers in the Workplace: Discrimination

Attitudes and behaviours of stereotyping, prejudice, and discrimination have no place at work.

Discrimination includes actions such as insults, taunts, telling or showing jokes, showing inappropriate printed materials (e.g., cartoons), persistent harassment, or making hiring promotions or salary increases based on a person’s gender, race, ethnic origin, colour, religion, marital status, or physical capability.

Unfortunately, harassment and discrimination based on these factors does occur. These acts of discrimination and harassment create barriers in the workplace. Human rights legislation is designed to aid individuals who are harassed or experience discrimination.

There is legislation designed to deal with discrimination that results in pay discrepancies between men and women. “Equal pay” legislation focusses on pay inequity between people

who do the same or similar jobs. “Pay equity” legislation focusses on inequity between people who do “work of equal value” (i.e., the job does not have to be the same, just equal in value). This legislation deals with the fact that historically, women have been paid less for doing work that is equally valued, even if it is not exactly the same job.

A person with a disability is also protected from discrimination by human rights legislation. Employers must accommodate a disability if it does not cause the business “undue hardship”. For example, a person in a wheelchair who has a job working at a desk should not lose the job because there is no ramp into the building. The employer should provide a ramp so that the employee can get to the office and do the job. There are many different types of disabilities. Individual cases require individual consideration.

Other forms of harassment and discrimination can be based on a person’s race, ethnic origin, colour, or religion. Individuals who experience harassment or discrimination in the workplace based on these factors can pursue the complaint with Human Rights offices if they are unable to resolve problems through their employers. The best way for workers to protect themselves from ongoing harassment or discrimination is to know their rights and to act on them when the need arises.

Protection from Discrimination

The Canadian Charter of Rights and Freedoms guarantees specific rights and freedoms. These include:

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

Information about the Charter can be found at:

- Canadian Charter of Rights and Freedoms
<http://www.pch.gc.ca/ddp-hrd/english/charter/contents.htm>
- About Canada Index
http://canada.gc.ca/canadiana/cdaind_e.html

From this Charter come Canadian human rights laws that protect job applicants and employees from discrimination. Some laws are federal and cover all provinces and territories. More information about the Act can be found at:

- Canadian Human Rights Act
<http://www.chrc-ccdp.ca/publications/>

For information about provincial acts, see the annotated list of Web sites starting on page 00 in Part B.

Using the Labour and Human Rights Laws

If a worker contacts a federal Commission or Department with a problem covered by provincial/territorial legislation, a representative will tell the worker. The representative is also likely to tell the worker how to make correct contact. The reverse will happen if a worker contacts a provincial/territorial office but needs to deal with the federal office.

The most important thing for workers to realize is that they are not alone and powerless in the workplace. That is a crucial piece of information for new workers.

Workers need to have a clear and easy step-by-step process for dealing with personal or sexual harassment, or acts of discrimination. A worker must:

1. Begin by asking the offending person or people to stop the offending behaviour. The offending behaviour needs to be described so that the request to stop is very clear.
2. The worker must document all of the actions and efforts taken to stop the offending behaviour. This means keeping a written record of who was spoken to, what was said, and the times and dates when the conversations and actions took place.

3. If the problem is not resolved, the worker should report the offending behaviour to an immediate supervisor.
4. If the problem is still not resolved, the worker should report the offending behaviour to the employer or appropriate representative (for example, the Human Resources Department).
5. If there is still no resolution, the worker should contact the appropriate Human Rights Commission office for advice and assistance.

p. 226 Plotting your Career Path

Students can use some of the suggestions on this page to help them develop an action plan for pages 227–228.

pp. 227–228 Your Action Plan

The **Background Information** below provides additional information that will help you coach students through the development of an action plan.

In the Student Resource

Blackline Masters

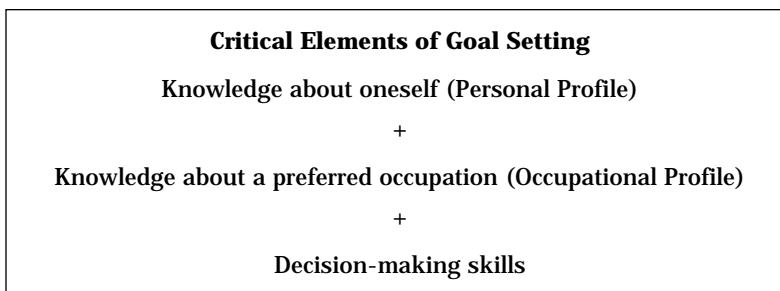
Have students use **BLM #46: Develop an Action Plan** on page 00 to develop their plan.

Students who wish to interview someone involved in a particular job or occupation can use **BLM #40: Potential Questions to Ask at an Interview** on page 00 or develop their own list of questions.

Assessment: Have students use **BLM #A–34: Goal Setting and Action Planning Student Checklist** on page 00 to self assess.

Setting Goals and Developing a Career Plan

The first unit introduced the concept of goal setting as related to making career choices. Goal setting is a process of gathering and reflecting on information, and clarifying and re-assessing possible goals. It is ongoing.



Career planning is an ongoing process of decision-making in which a person identifies and chooses among alternative courses of action. Therefore, career planning involves the steps that are common to the decision-making process.

Building a successful career plan requires the use of a good decision-making process. The decision-making process given earlier in this unit involves the following steps:

1. Identify the issue.
2. Gather information.

Background Information

3. Consider the alternatives.
4. Choose an alternative.
5. Plan a course of action.
6. Accept responsibility for the decision.
7. Put the plan of action into effect.
8. Evaluate the decision.
9. Determine a further course of action based on your evaluation.

The goal-setting process is very similar:

1. Identify the goal.
State it as clearly as possible. Write it out in enough detail that it is understandable and can be reread when it is necessary to refocus.
2. Accept responsibility for the goal.
3. Make a plan of action.
Set definite target dates.
4. Review actions along the way.
5. Make changes to the goals when needed.

There are two important cautions: be sure the goals are realistic (attainable) and be ready to make changes (be flexible).

There are many career decisions to be made: choosing an educational program, choosing an occupation, choosing a career path, choosing target dates and time lines, and deciding when and what changes to make. Sometimes more than one type of career decision has to be made at the same time. Career planning can be a complicated and sometimes confusing process.

Moving Toward an Action Plan

Goals are targets. People need an action plan to move purposefully toward a target.

To build an action plan, break the process into specific tasks with set deadlines. Clearly state, then set a time line for each of the following:

- What major actions do I need to take to get to my goal?
- What do I need to do to complete each major action? (be detailed)
- What do I need to learn in order to reach my goal?
- What resources do I need to reach my goal? (e.g., money, skills, education)
- Where will I get each of these resources?
- How will I plan my time? (make a schedule)
- What do I need to do next?

Consider phrasing goals as short-term, long-term, or as points on a time continuum.

Roadblocks, Obstacles, and Problems

The cornerstones for dealing with difficulties in reaching one's goals include:

- being sure that the goals are realistic;
- being ready to make changes; and
- being flexible.

Students will often talk about problems and obstacles by expressing that they are:

- finding it very difficult to set a goal or to break down the major goals into smaller, more achievable tasks;
- feeling very discouraged ("My heart isn't really in it!");
- having doubts about the goal that has been set ("I don't feel like doing this any more.");
or
- feeling stuck ("I am not making any progress.").

In all cases, it is necessary for the student to travel through the steps of goal setting again. The student should review each of the choices and decisions made at each step. You can help students see the value of this review and re-evaluation by encouraging them to suggest potential problems.

Discuss each problem, review the actions (or lack of them). If the problem was not solved, discuss alternative solutions and how these might shift and change things so that the problem is alleviated.

Students need to be encouraged throughout this process. They will need support and encouragement while they are working toward their goals, and will need to learn to seek out encouragement and support from the people around them (e.g., family members and friends who believe in them).

Contributing to a Career Path During High School

“Career pathing” is the combination of experiences, learning, abilities, networks, and attitudes from earlier situations and events that can lead to new opportunities. It is in high school that individuals can begin to make serious contributions to their personal career path. Some of the ways to make contributions are:

- **high school courses**—Some students cannot see any direct relationship between their high school programs and further education or employment. Because of this, they miss opportunities in high school. Students need assistance in looking at the wealth of high school programming and in considering courses and programs that will truly be of use to them.
- **teacher in charge of career experiences** (e.g., Co-operative Education, OYAP, and School-to-Work Transition)—Formalized work study programs such as Work Experience (for which high school credit is given) and co-operative education provide students with on-the-job experience while retaining the role of student/learner in the workplace. These programs allow students to observe and evaluate jobs and make personal decisions about whether these forms of work truly interest them. Students also develop work-related skills and attitudes and see other workers in their roles.

Another advantage to these programs is that there are Work Experience Coordinators who can provide support and advice. In some ways, these coordinators serve as mentors and important sources of support.

- **part-time work**—In the Unit 2, there is much discussion about the relationship between part-time work and the development of skills. Part-time work also provides opportunities to see other people at work and to see the very important role of attitude in the workplace.

Sometimes, connections are made at a part-time job that can lead to full-time employment. Opportunities for mentoring may also exist. Students who have had part-time jobs have likely developed many general, and transferable, work-related skills.

- **job shadowing**—This is an opportunity to spend time with someone who works in an occupation of interest to the student. There needs to be enough structure in this activity that a student can truly benefit from the experience:
 - The student should investigate possible placements. Either the teacher (or other school representative such as the Work Experience Coordinator) or student should make the initial contact to confirm that job shadowing is a possibility. The teacher may wish to provide a description of the job shadowing activity so that the employer understands the request. Definite time limits should be set and explained.
 - Students should then make contact with the person they wish to shadow. The student should inquire about details such as the need for safety equipment, appropriate dress, time of appointment, and length of time.
 - During the job shadowing experience, the student should interview the employee (see “investigative interviewing” on the next page) in order to gather detailed information and record personal impressions.
 - After the job shadowing experience, students should send a note thanking the person they shadowed. A thank-you note should also be sent to anyone else involved in the process (e.g., the employee’s supervisor). The teacher (or a school representative)

may also wish to thank individuals. This is a good time to present a brief evaluation/feedback form.

– Students should share information about their job shadowing experiences.

- **research**—Throughout Units 2 and 3, students have been strongly encouraged to research information related to all aspects of the career-planning process. Make it clear to students that research about careers and planning is one of the most important ways to contribute to their own career path.
- **career fairs**—These not only provide a wealth of information, they present an environment of potential employment that students may not experience otherwise. There is a sense that a future beyond high school truly does exist. Students see people dressed for work and speaking positively about the organization they represent. High school Counselling Departments receive information about career fairs, and can be a good source of information about fairs occurring in the community.

The other very valuable type of career fair is one that is held in the high school. This requires a fair amount of organization and effort, but a high school career fair can be sponsored by a class of students who carry out the planning and organization for the event. Local employers and post-secondary educators can be invited to present and provide exhibits and displays that students and members of the community can visit.

- **investigative interviewing**—Investigative interviewing is an excellent activity for students who may have mistaken impressions and misinformation about a specific job or occupation. Interviewing a person who actually holds the job can be an eye-opening experience.
- **networking**—High school is a good time to begin forming networks with a variety of people. Networking involves meeting, getting to know, and getting known by people who may be able to help someone pursue a career plan. It also involves having contacts with people who have contacts with other people, some of whom may be of help. Networking is an ongoing process.

Family members and friends can be of help, as can their friends and co-workers. Contacts through volunteer activities and part-time employment also form part of a personal network; so do teachers, coaches, other educators, and administrators.

Almost anyone students have contact with can be part of their personal network: physicians, dentists, bank personnel, customers, pharmacists, and even the people at a family wedding.

- **mentoring**—Mentoring is a word more often used in a working situation than a career exploration activity. However, mentoring is applicable to students who are involved in part-time work, volunteering activity, or Work Experience/Co-operative Education. It refers to a one-on-one pairing with a more senior co-worker. The mentor can offer advice and support. Mentoring occurs over a longer period of time than a job shadowing experience and involves a lot more work on the part of the mentor.

Mentoring often happens informally in good working situations. However, students can actively seek it out. This is especially applicable if the student wishes to learn new and more advanced skills needed for a particular career.

Teacher-to-Teacher Talk—In the career planning process, financial costs often do not play a major role. They should. In the 21st Century, it is imperative that young people be savvy about their personal finances because they will have to earn, save, or borrow a lot of money if they wish to get an advanced education. Depending on your class, it might be wise to have a financial advisor speak to students about ways they can enhance their savings by wise investments.

Blackline Master

The article in **BLM #47: Financial Planning** on page 00 is a brief and cursory introduction to financial planning. If you wish to deal with this area, the article should be supplemented either with further research or an interview with an investment planner.

Teachers can call Kris Sammy toll free if they need any clarification or if they would like to have a financial planner visit their class as a guest speaker. 1-800-450-4403 Dundee Securities Corporation, Brampton, Ontario.

Additional Learning Activities

1. Individual activity—Information interview:
 - a) Have each student interview two individuals, then write a description of the two people's jobs, occupations, and career paths.
 - b) Have students describe their own career path so far.
2. Journal—Have students answer these questions:
 - a) What new activities could you make happen in your life to contribute to your career path?
 - b) How could you go about making these happen in your life now?
3. Individual activity—
 - a) Have students individually review the high school courses available to them. What courses would be most beneficial to their career path? (This activity may well be done during registration for the next year of high school.)
 - b) Have students explain, in writing, what actions they need to take in order to qualify for registration in the courses they think are related to their own career paths.
4. Guest speaker—Have the teacher in charge of career experience (Co-operative Education, OYAP, or School-to-Work Transition) or a representative of the Guidance Department talk about Work Experience/Co-operative Education opportunities in the community.

p. 229 Careers Toolkit: Putting My Skills to Work

The activity on this page is the final step in the career planning process.

p. 230 End of Unit Activities

Assessment: The End of Unit Activities make an excellent summative evaluation for the unit. Have students do these activities over a period of five days. Collect the products you wish and evaluate them using the following assessment masters:

- On the Web—Application
Use **BLM #A-1: Communication Skills Rubric** on page 00 and **BLM #A-4: Information Management Skills Rubric** on page 00, both in Unit 1; and **BLM #A-20: Research Skills Student Checklist** on page 00 and **BLM #A-21: Research Skills Teacher Checklist** on page 00, both in Unit 2.
- In Your Head—Thinking/Inquiry
Use **BLM #A-2: Fundamental Skills Rubric** on page 00 in Unit 1.
- In a Group—Knowledge and Communication
Use **BLM #A-3: Personal Management Skills Rubric** on page 00, **BLM #A-5: Teamwork Skills Rubric** on page 00, **BLM #A-6: Cooperative Group Rubric for Evaluation of Process** on page 00, or **BLM #A-7: Cooperative Group Rubric for Evaluation of Outcome or Product** on page 00, all in Unit 1.
- On Your Own—Application, Thinking/Inquiry, Knowledge and Communication
Use **BLM #A-1: Communication Skills Rubric** on page 00 or **BLM #A-2: Fundamental Skills Rubric** on page 00, both in Unit 1.

In the Student
Resource

pp. 231–232 Career Portfolio

This is an opportunity for students to review the entire contents of their portfolios. Encourage them to consider each section and how it could be improved.

Students have learned a lot about themselves and how to plan for the future during this course. Their portfolio should reflect this learning. Encourage them to look at all of its contents from an end-of-the-course perspective. Have them consider their long-term accomplishments during the course. What activities could they now do better?

Ask them to redo or revise these activities and to reassess them. They can place the revised and reassessed activities in their portfolio as evidence of their growth. This is the type of information they should bring to the Conference Check-Up described in question 2 on page 232, and what they should use to assess their growth.

Assessment: Have students use **BLM #A-25: Careers Toolkit Student Checklist** on page 00 to assess their own portfolio. Keep track of their progress on **BLM #A-26: Careers Toolkit Teacher Checklist** on page 00. Encourage them to take time to improve their portfolio before doing a final assessment.

Use **BLM #A-27: Career Portfolio Rubric** on page 00 to assess the skills students have developed during the course. You may also wish to have them re-assess themselves using some of the assessment masters in Unit 1, including:

- **BLM #A-1: Communication Skills Rubric** on page 00;
- **BLM #A-2: Fundamental Skills Rubric** on page 00;
- **BLM #A-3: Personal Management Skills Rubric** on page 00;
- **BLM #A-4: Information Management Skills Rubric** on page 00; and
- **BLM #A-5: Teamwork Skills Rubric** on page 00.

Have them note the areas where they have improved, and ask them to provide evidence of this growth.

Technology Links

Also see annotated Web site list on pages 00–00 in Part B of this guide.

- Business Development Bank of Canada
<http://www.bdc.ca>

- Canada Business Service Centres
<http://www.cbsc.org>

Provincial/Territorial sites:

- Virtual Business Link: Alberta—<http://www.cbsc.org/alberta/>
 - British Columbia Business Service Centre—
<http://www.sb.gov.bc.ca/smallbus/sbhome.html>
 - Canada/Manitoba Business Service Centre—<http://www.cbsc.org/manitoba/>
 - Canada/New Brunswick Business Service Centre—<http://www.cbsc.org/nb/>
 - Canada Business Service Centre: Newfoundland & Labrador—
<http://www.cbsc.org/nf/>
 - Canada/NWT Business Service Centre—<http://www.cbsc.org/nwt/>
 - Canada/Nova Scotia Business Service Centre—<http://www.cbsc.org/ns/>
 - Canada–Nunavut Business Service Centre—<http://www.cbsc.org/nunavut/>
 - Canada–Ontario Business Service Centre—<http://www.cbsc.org/ontario/>
 - Canada/Prince Edward Island Business Service Centre—<http://www.cbsc.org/pe/>
 - Info entrepreneurs: Québec—<http://www.infoentrepreneurs.org/>
 - Canada–Saskatchewan Business Service Centre—<http://www.cbsc.org/sask/>
 - Canada/Yukon Business Service Centre—<http://www.cbsc.org/yukon/>
- Canada Labour Code
<http://labour-travail.hrdc-drhc.gc.ca/doc/labcode/eng/>

- Canada Labour Standards
<http://info.load-otea.hrdc-drhc.gc.ca/~lsweb/homeen.shtml>
- Canada Trust
<http://www.canadatrust.com>
- Canada WorkInfo NET
<http://www.workinfonet.ca>
- Canadian Federation of Independent Business
<http://www.cfib.ca>
- Canadian Human Rights Act
<http://www.chrc-ccdp.ca/publications/>
- Canadian Imperial Bank of Commerce
<http://www.cibc.com>
- Canadian Youth Business Foundation
<http://www.cybf.ca>
- Charity Village
<http://charityvillage.com>
- Employment Equity Act (1995)
<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/lege.htm>
- Employment Insurance and Benefits
<http://www.hrdc-drhc.gc.ca>
- EnterWEB
<http://www.enterweb.org>
- Federal Labour Legislation
<http://info.load-otea.hrdc-drhc.gc.ca/~legweb/homeen.shtml>
- Federal Labour Operations
<http://info.load-otea.hrdc-drhc.gc.ca/~opsweb/homeen.shtml>
- GDSourcing
<http://www.gdsourcing.com>
- Help Wanted Ads from newspapers
<http://www.ns.hrdc-drhc.gc.ca/english/cbreton/workp/wantad.htm>
- HRDC sites across Canada
<http://www.hrdc-drhc.gc.ca/maps/national/canada.shtml>
- Information for Working Students
<http://www.gov.on.ca/LAB/stu/studente.htm>
- Job Futures
<http://www11.hrdc-drhc.gc.ca/jobfutures/>
- Laurentian Bank
<http://www.laurentianbank.com>
- Labour Program (HRDC)
<http://labour-travail.hrdc-drhc.gc.ca/doc/wid-dimt/eng/dlo.cfm>
- Liraz Publishing—ABCs of Small Business and Entrepreneur Success
<http://www.liraz.com>
- Minding Your Own Business
<http://www.hrdc-drhc.gc.ca/career/>

Search for “minding your own business” to find links to various MYOB articles and the “Minding Your Own Business” Web site.

- News and Media in northern Ontario
<http://www.northernontario.about.com>
- Ontario—Labour Employment Standards
<http://www.gov.on.ca/LAB/es/ese.htm>
- Profit Guide
<http://www.profitguide.com>

Provincial Human Rights Commissions:

- Ontario Human Rights Commission—<http://www.ohrc.on.ca>
- Canadian Charter of Rights and Freedoms—<http://www.pch.gc.ca/ddp-hrd/english/charter/contents.htm>
- About Canada Index—http://canada.gc.ca/canadiana/cdaind_e.html
- Alberta Human Rights Commission—<http://www.albertahumanrights.ab.ca>
- British Columbia Human Rights Commission—<http://www.bchrc.gov.bc.ca>—
Click “Employer’s Guide to Human Rights”.
- Manitoba Human Rights Commission—<http://www.gov.mb.ca/hrc/>
- New Brunswick Human Rights Commission—<http://gov.nb.ca/ael/rights/>
- Newfoundland and Labrador Human Rights Commission—
<http://www.gov.nf.ca/hrc/>
- Nova Scotia Human Rights Commission—<http://www.gov.ns.ca/humanrights/>
- Prince Edward Island Human Rights Commission—<http://www.isn.net/peihrc/>
- Québec Human Rights Commission (*La Commission des droits de la personne et des droits de la jeunesse*)—<http://www.cdpdj.qc.ca>
- Saskatchewan Human Rights Commission—<http://www.gov.sk.ca/shrc/>

- Revenue Canada Small Business Page
<http://www.ccr-aadrc.gc.ca/business/>
- Royal Bank—Banking for Business
<http://www.royalbank.com/business/>
- Scotiabank
<http://www.scotiabank.ca/smallbusiness/>
- Statistics Canada
<http://www.statcan.ca>
- Strategis
<http://strategis.ic.gc.ca> and
http://strategis.ic.gc.ca/sc_mangb/sources/engdoc/homepage.html
- TD Bank
<http://www.tdbank.ca/business.html>
- Volunteer Canada
<http://www.volunteer.ca>
- Volunteer Opportunities Exchange (VOE)
<http://www.voe-reb.org>
- WorkINK
<http://www.workink.com>
- Workopolis
<http://www.workopolis.com>
- Workplace Equity
<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/homeen.shtml>
- Worksearch
<http://worksearch.gc.ca>

Popcorn, Faith and Lys Marigold. *Eveolution*. (New York, NY: Hyperion, June 2000).

Lowe, Graham S. *The Quality of Work: A People-Centred Agenda*. (Toronto, ON: Oxford University Press, March 2000).

Rifkin, Jeremy. *The Age of Access*. (New York, NY: Penguin Putnam Inc., 2000).

“Visions 21: Our Work, Our World” issue. *Time Magazine* (Europe). 29 May, 2000, Vol. 155 No. 21.

Assessment and Evaluation

As well as using the test bank, assess the products that students have developed during the unit, including the following:

- a résumé
- a cover letter
- a career profile
- a simulated job interview
- an action plan
- a career portfolio

There is an assessment blackline master for each of these. See the list of assessment blackline masters on page 00. Remember that student self-assessment cannot be used as part of a student mark. despite this MET policy, the *process* of self-assessment assists students in understanding their level of achievement and what they must do in order to improve on it. equally important, teachers can use the results of student self-assessment to foster the development of specific skills.

Communication

1. Use the stages of the change process to describe how you would deal with an elderly family member (e.g., aunt/uncle or grandparent) moving permanently into your home.
2. Clearly illustrate the difference between a job, an occupation, and a career. Use your strongest learning style to illustrate this.
3. Discuss a trend of the past (i.e., explain why it was a trend). What section of society followed this trend? Why did it stop being a trend?
4. In a table similar to the one below, show the advantages and disadvantages of a flexible work day.

Advantages	Disadvantages

5. Do you have the qualities necessary to be an entrepreneur? Support your position with reasons why or why not.

Test Bank Questions

Knowledge and Understanding

Have students circle the correct answer.

1. Which of the following actions will not help you adjust to a “Temp world”?
 - a) Think like a temporary worker.
 - b) Ensure your marketability.
 - c) Don’t worry about saving since there will always be temporary work available.
 - d) Keep your portfolio up to date.
2. Which of the following terms does *not* describe a type of résumé?
 - a) functional
 - b) chronological
 - c) combination
 - d) historical
3. What can a candidate do to communicate effectively?
 - a) speak clearly and enthusiastically
 - b) listen carefully
 - c) pay attention
 - d) all of the above

Application

1. Compose the “References” section of your résumé. How many references should you include? Who should you use for a reference and why?
2. How can young people keep informed about the new workplace?
3. Networking is a critical skill for successful job searching. Role-play a conversation in which you offer successful networking tips.
4. Explain how extra and co-curricular activities can identify new learning opportunities for you.
5. During a job interview, how can you convince an employer that you are the right candidate for the job?

Thinking and Inquiry

1. Where should you look for work?
2. Why is volunteering popular with some young adults and unpopular with others?
3. How can workers avoid the “no experience, no job” trap?
4. Workplace experts now advise students to be prepared to change jobs several times during their lifetime. Why?
5. Explain what you can do the night before to prepare for a job interview.

Test Bank Answers

Communication

1. Expect students to divide their response into three sections:
 - change—What changes would occur. Which ones can they control? Which are beyond their control?
 - transition—How would such a change likely affect them?
 - follow-through—What might they do to make the most of this change?
2. Check the definitions on page 153 in the textbook. Encourage students to use non-verbal ways (e.g., a sketch, mind map, role play) to communicate these differences.

3. Answers will vary. Look for the following:
 - description of the trend;
 - information about people with whom the trend was popular; and
 - explanation of why it ended.
4. Allow any reasonable responses, such as the following:

Advantages	Disadvantages
<ul style="list-style-type: none"> - time for parenting (remind students that this includes males and females) - time for continued education - time for competitive sports activities - time for hobbies - time to explore an alternative occupation or self-employment - time for creativity (it's more difficult to be creative when you're working forty hours a week and have a lot of family commitments) - time for volunteering - stress reduction - spiritual commitments (e.g., time for daily meditation or prayer) - a way to cope with mental or physical disabilities - change of location (e.g., sell real estate in cottage country during the summer) 	<ul style="list-style-type: none"> - lower salary - some employers will take person less seriously - can hinder chances of promotion - can be hard on family life (if shift work) - can make it harder to plan (for worker and employer) - lack of routine can be difficult - continuity of work

5. Expect students to show an awareness of the qualities of an entrepreneur, including:
 - self-motivation
 - willingness
 - creativity
 - persistence
 - willingness to take risks
 - confidence
 - self-reliance

Knowledge and Understanding

1. c
2. d
3. d

Application

1. Look for the following:
 - at least three references;
 - proper contact information for each reference;
 - inclusion of people who are not related to the student; and
 - an explanation of the importance of using people familiar with your skills and abilities.
2. Important methods include:
 - staying informed about economic and social trends;
 - setting goals and making decisions based on the above trends;
 - working to create opportunities for oneself;
 - marketing oneself; and
 - taking responsibility for one's own future.

3. The role-play should include much of the information on page 179 in the textbook, including:
 - identifying a target list;
 - developing a sales pitch;
 - reaching out to others;
 - building a web of contacts; and
 - prioritizing a contact list.
4. Look for students to identify particular skills that they can transfer to other areas.
5. Accept a wide range of answers, including:
 - being well prepared
 - being enthusiastic
 - being confident
 - answering questions clearly and concisely
 - backing up responses with examples
 - providing examples of transferable skills that could be used in the job
 - providing a good résumé

Thinking and Inquiry

1. Expect a list of suggestions, including the information from page 180, such as:
 - employment agencies;
 - student employment centres;
 - Human Resources Canada centre;
 - classified ads;
 - Internet work search sites;
 - placement agencies;
 - employers who have posted “help wanted” ads;
 - members of personal network;
 - new businesses;
 - on-line job matching services; and
 - places would like to work.
2. Some people consider volunteering a great way to meet people (for networking), develop transferable skills, and contribute to the community. Others consider it a way that employers convince people to work for nothing. Also, some people can afford to find work this way; while others must have a paying job right away.
3. Expect a variety of suggestions, including:
 - co-op education;
 - job shadowing;
 - mentors;
 - volunteering;
 - apprenticeship; and
 - learning how to outline transferable skills.
4. There are many ways to answer this. Look for some of the following points:
 - The workplace is changing at such a rate that former skills are no longer needed and new ones must be developed.
 - There continue to be changes in the ways people work, and where they are expected to work.
 - Jobs that were needed a short time ago are now done by machines.
 - As new technologies develop, careers disappear and are created.
 - Employers now tend to hire employees on an “as needed” basis, and let them go when their skills are no longer needed.

5. Answers should include the following points:

Must include—

- Read the job description thoroughly again to make sure completely understand it.
- Write a list of questions have.
- Read over résumé so that will not stumble over answers that should know.
- Prepare a couple of copies of résumé, a copy of reference list, a copy of last report card (if appropriate), and career portfolio (if appropriate); get all the papers ready and neatly organized in a file folder, envelope, or briefcase; include a pen and a piece of note paper.
- Get appropriate clothes ready.
- Plan to get a good night's sleep.
- Set alarm so will be up in time to shower and brush teeth.

Might include—

- Call ahead to get directions to the location, and ask about parking if needed.
- Practise getting to the interview location if have not been there before.
- Practise interview questions.

BLM #A-24: Dealing with Transition and Change Checklist	00
BLM #A-25: Careers Toolkit Student Checklist	00
BLM #A-26: Careers Toolkit Teacher Checklist	00
BLM #A-27: Career Portfolio Skill Development Rubric	00
BLM #A-28: Résumé Student Checklist	00
BLM #A-29: Résumé Teacher Checklist	00
BLM #A-30: Cover Letter Student Checklist	00
BLM #A-31: Cover Letter Teacher Checklist	00
BLM #A-32: Job Interview Student Checklist	00
BLM #A-33: Job Interview Teacher Checklist	00
BLM #A-34: Goal Setting and Action Planning Student Checklist	00

List of
Assessment
Masters