

BLM #A–24: Dealing with Transition and Change Checklist

Name: _____

Date: _____

People have different ways of dealing with transition and change. Although there is no one *right* way to deal with these, knowing *how* you deal with them can make change easier.

Use the checklist below to assess how you deal with transition and change. If you have a lot of “no” answers, you might want to talk to people about any changes in your life and stay physically fit. Both of these can reduce the stress of change.

	Yes	No
1. I find change exciting.		
2. I can be flexible and adaptable (e.g., by changing goals).		
3. I can look ahead and be proactive (e.g., by planning and preparing).		
4. I can accept and embrace uncertainty (e.g., by making alternative plans).		
5. I can seize opportunity (e.g., by revising plans if necessary).		
6. I take responsibility.		
7. I talk to people about the positive and negative sides of change.		
8. I stay in tune with progress (e.g., by keeping in touch with changes in the work place and revising plans accordingly).		
9. I feel positive about change.		
10. I stay physically fit.		

Rating Scale

Level 4 = 9 or 10 yes answers

Level 3 = 7 or 8 yes answers

Level 2 = 6 yes answers

Level 1 = 5 yes answers

BLM #A–25: Careers Toolkit Student Checklist

Name: _____

Date: _____

Use the following checklist to evaluate your portfolio.

Not happy with your evaluation? Use the list to check what evidence is missing. Complete and insert evidence for each of those items.

Item	Evidence	Date
Student Skills Skills in School	_____ _____ _____	
Learning Styles	_____ _____ _____	
Employability Skills	_____ _____ _____	
Time Focus	_____ _____ _____	
Study Skills	_____ _____ _____	

BLM #A–25: Careers Toolkit Student Checklist (continued)

Item		
Personal Skills		
<i>Skills Out of School</i> <ul style="list-style-type: none"> • Effective Presentation Skills 	<hr/> <hr/> <hr/>	
<ul style="list-style-type: none"> • Organization Skills 	<hr/> <hr/> <hr/>	
<ul style="list-style-type: none"> • Leadership Skills 	<hr/> <hr/> <hr/>	
<ul style="list-style-type: none"> • Problem Solving Skills 	<hr/> <hr/> <hr/>	
<i>Interests out of School</i> <ul style="list-style-type: none"> • Teamwork Skills 	<hr/> <hr/> <hr/>	
<ul style="list-style-type: none"> • Organization Skills 	<hr/> <hr/> <hr/>	

BLM #A–25: Careers Toolkit Student Checklist *(continued)*

Item		
Personal Skills		
Career Skills Research Skills	_____	

Managing transitions and change	_____	

Personal promotion package— résumé, cover letter, applications, etc.	_____	

Career Planning Process	_____	

Decision making	_____	

Transferable Skills	_____	

Rating Scale

Level 4 = 16–17 pieces of evidence, one for most row in first column; evidence includes a variety of items, appropriate evidence for what was learned, and samples of both reflections that show depth and summaries

Level 3 = 14–15 pieces of evidence; evidence includes a variety of items, appropriate evidence for what was learned, and both reflections and summaries

Level 2 = 12–13 pieces of evidence, evidence includes a variety of items and appropriate evidence for what was learned

Level 1 = 10–11 pieces of evidence, evidence includes a variety of items

BLM #A–27: Career Portfolio Skill Development Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Personal Management Skills				
– self analysis	With assistance, can determine interests, skills, abilities, and values from one piece of evidence.	Independently able to determine interests, skills, abilities, and values from one piece of evidence.	Able to determine interests, skills, abilities, and values using 2–3 pieces of evidence.	Able to determine interests, skills, abilities, and values using more than 3 pieces of evidence.
Organization Skills				
– ability to use time	Needs assistance to organize and to manage time.	Needs assistance either to organize time <i>or</i> to manage it.	Independently able to organize and manage time.	Able to organize and manage time so that important tasks get done well.
– preparing for change	With assistance, can make a plan to implement change.	Independently able to make a plan to implement change, but needs assistance to follow through on the plan.	Independently able to make a plan to implement change <i>and</i> follow it through to completion.	Able to make a plan to implement change, follow it through to completion, and mentor others in the process.
Personal and Work Options				
– exploring opportunities	Needs assistance and encouragement to experience learning options and work opportunities.	Independently experienced a learning option <i>or</i> a work opportunity.	Independently experienced each of at least one learning option and one work opportunity.	Experienced more than one learning option and one work opportunity, and articulated what learned from these.
Communication Skills				
– presenting	With assistance, can present ideas to others.	Can present ideas to others with encouragement but no assistance.	Able to present ideas to others without assistance.	Able to effectively present ideas to others.
– listening	Cannot identify information and data from oral presentation.	Listens for information and can record data with assistance.	Can independently listen for information and record data.	Listens for information and can extrapolate additional information from it; records data.
Teamwork Skills				
– ability to work as part of team	With assistance, can work as part of a team.	Independently able to work as part of a team.	Able to work effectively as part of a team.	Able to work effectively as part of a team and develop individual strengths to allow for team cohesion.

BLM #A–28: Résumé Student Checklist

Name: _____ Date: _____

Use the following checklist to assess your résumé. If you have missed items, go back and fix that section.

1. What format did you use? (check one)
 Functional Chronological Combination
 Is the format consistent? Yes No

2. Is your résumé word processed? Yes No

3. Is your résumé in the following sequence? Yes No
 - Personal information
 - Education
 - Work/job experience
 - Awards, special certificates, licenses, hobbies, activities
 - References

4. Does the personal information in your résumé include:

• Your name	Yes	No
• Your address	Yes	No
• Your city/town and province	Yes	No
• Your postal code	Yes	No
• Your e-mail address (if you have one)	Yes	No

5. Does the education section include:

• Your present year of education, school, subjects taken, marks (if these will enhance your résumé), year of graduation (if it is in the current school year)	Yes	No
• A list of any school awards, recognition, leadership experiences, etc.	Yes	No

6. Does the work experience section include:

• A list of any part-time, summer employment, or volunteer experiences	Yes	No
• The name of relevant companies and positions held	Yes	No
• An outline of responsibilities with each job	Yes	No
• The dates of employment	Yes	No

7. Does your résumé include:

• A list of any awards, special certificates, or licenses you have	Yes	No
• A list of any hobbies or activities you enjoy	Yes	No

8. Do you have a separate sheet of references? Yes No
 Does it include:

• A total of three references	Yes	No
• A reference from one or two past employers	Yes	No
• A reference from one or two of: a teacher, coach, or community person	Yes	No
• The name, position, full work address, telephone # of each reference	Yes	No

Rating scale

Level 4 = 20–21 yes answers

Level 3 = 18–19 yes answers

Level 2 = 16–17 yes answers

Level 1 = 14–15 yes answers

BLM #A–30: Cover Letter Student Checklist

Name: _____ Date: _____

Use the following checklist to assess your cover letter.

Unhappy with your level? Go back and revise to include the items you missed. If you did not use a word processor, make arrangements to do so.

- | | | |
|--|-----|----|
| 1. Did you use a word processor? | Yes | No |
| 2. Did you set up the letter using an acceptable business letter style? | Yes | No |
| 3. Did you include each of the following: | | |
| • your return address | Yes | No |
| • current date | Yes | No |
| • address of recipient | Yes | No |
| • salutation | Yes | No |
| • body | Yes | No |
| • complimentary closing | Yes | No |
| • signature | Yes | No |
| 4. Is the body three to four paragraphs long? | Yes | No |
| 5. Does the first paragraph tell the reader that you are applying for a specific job? | Yes | No |
| 6. Does the second paragraph tell the reader about your qualifications and experience? | Yes | No |
| 7. Does the third paragraph tell the reader where and when you can be reached? | Yes | No |
| 8. Did you mention that you are enclosing a copy of your résumé? | Yes | No |
| 9. Did you sign your name above the typed signature? | Yes | No |
| 10. Did you use an enclosure notation, such as “Encl: résumé”? | Yes | No |

Rating Scale

Level 4 = 15–16 yes answers

Level 3 = 13–14 yes answers

Level 2 = 11–12 yes answers

Level 1 = 9–10 yes answers

BLM #A-32: Job Interview Student Checklist

Name: _____ Date: _____

Use the following checklist to help you organize for your interview *and* assess how well you did.

Use a checkmark (✓) to show that you have completed each task.

Before the interview

- ___ Select and prepare (clean, iron, etc.) my clothes for the interview.
- ___ Get directions to the company. If there is time, see how long it takes to commute.
- ___ Make a copy of my résumé and place in folder to take to the interview.
- ___ Practise answering sample interview questions.

At the interview

- ___ Arrive 10 minutes early.
- ___ Shake hands with interviewer.
- ___ Do not smoke or chew gum.
- ___ Pause to reflect on how to answer questions before starting to answer them.
- ___ Answer honestly.
- ___ Ask questions at the end of the interview.

After the interview

- ___ Send a thank-you letter to the interviewer.
- ___ Self-evaluate the interview.
- ___ Make notes on what was said.
- ___ Consider ways to improve answers for the next time.

Rating Scale

Level 4 = 13-14 checkmarks

Level 3 = 11-12 checkmarks

Level 2 = 9-10 checkmarks

Level 1 = 7-8 checkmarks

BLM #A-33: Job Interview Teacher Checklist

Name: _____

Date: _____

Before the interview

- Select and prepare clothes
- Got directions to location.
- Copied and organized résumé.
- Practised answering sample questions.

At the interview

- Arrive early.
- Shook hands.
- Did not smoke or chew gum.
- Paused to reflect before answering questions.
- Answerd honestly.
- Asked questions at the end.

After the interview

- Sent a thank-you letter.
- Self-evaluated the interview.
- Made notes on what was said.
- Considered ways to improve answers.

Rating Scale

Level 4 = 13-14 checkmarks

Level 3 = 11-12 checkmarks

Level 2 = 9-10 checkmarks

Level 1 = 7-8 checkmarks

BLM #A–34: Goal Setting and Action Planning Student Checklist

Name: _____ Date: _____

How well do you plan?

Use the list below to check that you have completed all the necessary steps. Check off (✓) each step as you complete it.

Creating a learning plan

- Planned my course selections for the next two years.
- Completed all of my compulsory requirements.
- Taking optional courses that will help me decide on a career path.
- Researched my interests
- Made tentative decisions about post secondary destination
- Identified prerequisites for post secondary plans
- Identified where and when to access learning (e.g., summer school, day school, etc.)

Annual Education Plan

General

- Set attainable goals for myself.
- Discussed AEP with my parents/guardians.
- Created a plan to achieve my goals.

School activities

- Am involved in extra-curricular activities (e.g., clubs and teams).
- Am involved in co-curricular activities (e.g., music or leadership).

Post-secondary plans and options

- Met with guidance counsellor to discuss my options.
- Discussed my plans with my family/guardian.
- Researched universities/colleges.

Planning Process

- Set goals and plan for action
- Reviewed and revised plans
- Did a year-end review
- Planned for next year

Rating Scale

- Level 4 = 18–19 checkmarks
- Level 3 = 16–17 checkmarks
- Level 2 = 14–15 checkmarks
- Level 1 = 12–13 checkmarks

BLM #32: Chinese Symbols

Change

=

Opportunity

+

Threat

改 机 恐

变 会 嚇

BLM #33: Transition and Change

Name: _____

Date: _____

Which aspects of your life are likely to change over the next two years? Which would you like to change, and which would you like to stay the same?

Can you add some ideas of your own?

	Will Probably Change	Would Like To Change	Don't Want To Change
Your marks			
Music you listen to			
Your parent's / guardian's job(s)			
Your relationship with your parent(s) / guardian(s)			
What you believe in			
How you view yourself			
Where you live			
What you want to do after high school			

BLM #34: The Key to Dealing With Change

Name: _____

Date: _____

Use this BLM to help you answer question #1 on page 148 in the textbook.

	Change	Transition (How will this affect me?)	Follow-Through (What can I do to make the most of this change?)
a) You are moving to a new city or school.	In my control		
	Beyond my control		
b) Your brother or sister is moving out of the family home.	In my control		
	Beyond my control		
c) You have decided to become a vegetarian.	In my control		
	Beyond my control		
d) Your parent remarries and you find yourself with new siblings.	In my control		
	Beyond my control		
e) You find out that your school will have to close.	In my control		
	Beyond my control		
f) You must leave home to attend post-secondary education or training.	In my control		
	Beyond my control		

BLM #35: Rate Your Ability to Handle Change

Name: _____

Date: _____

What do you do when you're faced with change? Do you dive right in, or run for the hills? Take the following self-assessment quiz and find out!

- You have been baby-sitting the same neighbour's kids for two years. Your new next-door neighbour offers you an after-school job for \$2 more an hour than your current client. You:
 - Accept the job; you could use the money
 - Stay with the job you have now because it's a sure thing and you feel comfortable with the kids
 - Make sure the job will last longer than the holiday rush before you accept it
- Your parents discuss the possibility of moving closer to your mom's work so that she won't have to commute for so long every day. You:
 - Acknowledge that she spends a lot of time travelling and add that you'd like to have friends from the old neighbourhood visit on weekends
 - Downright refuse to move—you're not the one who has to commute
 - Get excited about the possibility of new surroundings and new friends
- Your friends are planning to see a hip-hop DJ at an all-ages club you have never been to (you prefer house music). You:
 - Try to convince your friends to go see Q-Tip, the DJ you see faithfully every weekend, because it's a guaranteed good time
 - Resign yourself to going so that no one will think you are a stick-in-the-mud
 - Go out and buy some CDs so you'll be used to the new music before the weekend
- Two of your classmates are going to the computer lab at their brother's work to do their school project on the company's state-of-the-art computer program. You:
 - Agree to go, but leave yourself enough time before the assignment is due to work on it on your home computer, just in case things don't work out
 - Jump at the chance to see what this place looks like
 - Stick with what you have—your computer at home does everything you need
- The French exchange program you were planning on participating in this summer is cancelled. You:
 - Change your plans to take languages at the post-secondary level
 - Check out other exchange programs, perhaps in a different language
 - Find out if the program will run next summer
- Your saxophone instructor is leaving the music academy where you take lessons. You:
 - Ask where she is moving to, and consider moving your lessons if it is not too inconvenient
 - Contemplate stopping your lessons for awhile until you find out more about the new instructor
 - Jump at the chance to get lessons from a new instructor, who probably has new techniques and songs
- Your favourite Thursday night sitcom gets cancelled. You:
 - Surf the channels trying to find reruns
 - Find a new show to watch during your TV relaxation time
 - Finally sign up for a yoga class on Thursday nights
- Your parents are separated but they still live in the same neighbourhood. You reside with your mom during school and your dad in the summer. Your dad is being transferred to Vancouver. You:
 - Feel frustrated that your parents don't get back together
 - Jump at the chance to move to Vancouver also
 - Arrange to spend the summers and holidays visiting in Vancouver
- There has been a long line of business graduates in your family from the University of Western Ontario. Your two older siblings are both currently in Western business programs. You:
 - Want to do something completely unrelated because you don't know about business, but you know you want to carve your own path in life
 - Are confident that if you choose this same pathway you will succeed in your work
 - Have some interest in business because you are so familiar with it, but would like to explore your other options first

Rate your answers as follows and calculate your total score: (1) a3, b1, c2; (2) a2, b1, c3; (3) a1, b2, c3; (4) a2, b3, c1; (5) a1, b3, c2; (6) a2, b1, c3; (7) a1, b2, c3; (8) a1, b3, c2; (9) a3, b1, c2

What's Your Rating?

Charged for Change (22–27)

You are excited by new experiences. In fact, you may become too easily bored with mundane, everyday events. You are ready for change, and you encourage new situations. You are on the track to using these valuable skills in the workplace.

Borderline Positive (16–20)

You welcome every new situation differently and weigh all your options. You tend to hesitate, but you don't avoid change. You like to make sense of change before you embrace it. You basically enjoy change, so why do you let your negative thoughts and beliefs slow you down?

Naturally Negative (9–15)

You are uncomfortable with change even when you see it coming. You are happiest with the status quo, secure in knowing how things are. You need to work on accepting and encouraging change. Why do you think you fear and avoid it?

BLM #37: Employer Expectations

Name: _____

Date: _____

An employee must “add value” to a business. This means that each employee must bring something to the business that is worth more than the cost of having that person in the business.

The “Valued Employee Skills” list provides six statements that describe ideal employees. Below this is a list of “Detailed Skills”. This list clarifies what employers mean by the phrases in “Valued Employee Skills”.

Read each skill in the “Valued Employee Skills”, then read the description in “Detailed Skills”. You will likely notice that the skills are transferable from something you already do or know.

Decide what you do that shows you have each skill. Below each statement, note how you meet the criteria. For example:

1. Do whatever it takes.

Stay up late to make sure that assignments are completed on time for the deadline.

If you do not meet the criteria, outline how you can work on that skill. For example:

5. Have a spirit of service.

Will volunteer to help cook dinner for the “Friends of the Physically Handicapped” on Wednesday nights, and observe how the other volunteers view their service.

Valued Employee Skills

Many of these “valued employee” skills are useful and necessary for a successful entrepreneurial venture.

1. Do whatever it takes.

-
2. Have integrity.

-
3. Find better ways to do the job.

-
4. Work well with other people.

-
5. Have a spirit of service.

-
6. Strive to be better.
-

Detailed Skills

1. Do whatever it takes.

Relevant Descriptions: committed, flexible, adaptable, hard-working, have sound judgement, can prioritize, self-motivated, stable, show enthusiasm and interest

Relevant Statements:

- Possess the ability to change what they are doing, sometimes in mid-stream, when a new task or unexpected demand arises.
- Are adaptable to new situations—both able and *willing* to adapt.
- Will pitch in when and where needed.
- Can set priorities so that the appropriate work gets done on time.
- Will “hang in there” and get the job done when times get tough, including working overtime if needed.

BLM #—37: Employer Expectations *(continued)*

2. Have integrity.

Relevant Descriptions: responsible, reliable, honest, respect confidentiality, observe company regulations

Relevant Statements:

- Balance the commitment to “do whatever it takes” with good judgement and integrity.
- Have the appropriate honesty, trust, and follow-through at work and in working relationships, thus inspiring confidence and respect from co-workers, supervisors, employers, and customers.
- Work to high standards, and on time.
- Consistently follow-through by completing work on time and staying away from work only for valid reasons.
- Make work decisions based on personal values and the values of the business.
- Respect confidentiality and privacy—both of other people, and of information about them.
- Observe company regulations.

3. Find better ways to do the job.

Relevant Descriptions: think critically, use decision-making/problem-solving skills, ask questions, follow directions, well organized, use good time management skills, take the initiative, ask for advice and assistance

Relevant Statements:

- Find ways to increase productivity on the job.
- Have critical thinking skills; help to solve problems by thinking things through.
- Are well organized—including the work space and desk.
- Use time management techniques to make the most of all the work time, getting the work done, and staying focussed.
- Take initiative by being ready and able to find better and quicker ways to do the work or begin new projects.
- Ask for assistance or advice when needed, such as when there is a work overload.

4. Work well with other people.

Relevant Descriptions: maintain a positive attitude, demonstrate good communication skills, present an appropriate sense of humour, get along with other people, respectful, polite, avoid office gossip, avoid conflict but deal with it if it arises, give others credit where due, don't undermine others, appreciative, cooperative, willing to compromise, use effective teamwork skills, have a positive attitude that is visible to other people

Relevant Statements:

- Use good communication skills to understand and be understood.
- Have an appropriate sense of humour, suitable for the workplace.
- Avoid or deal with conflict with others.
- Able and willing to compromise.
- Collaborate with other employees to reach a common goal (i.e., the company's success).

5. Have a spirit of service.

Relevant Descriptions: put the customer first, use effective customer relations skills, take the initiative in serving others

Relevant Descriptions:

- Show a spirit of service by putting the customer, client, patient, or fellow employee first.
- Use customer or client relations skills such as showing interest and enthusiasm when dealing with customers and clients, making the customer or client feel valued, and making the customers and clients feel that their business is important.
- Take initiative in serving others by working to understand the needs of a customer or other client, working to solve customer or client problems, offering other services or products that might appeal to the customer or client, and trying to see things from the customer's or client's perspective in order to resolve problems.

BLM #37: Employer Expectations (continued)

6. Strive to be better.

Relevant Descriptions:

learn from constructive criticism, set and work toward personal and professional goals, continue to learn

Relevant Statements:

- Seek personal and professional development in order to become a better employee.
- Learn from constructive criticism by focussing on how this can improve personal performance, and make an effort to improve.
- Set and work toward personal and professional goals.
- Take advantage of learning opportunities, including:
 - doing on-the-job training;
 - reading professional and work-related journals, magazines, and newsletters;
 - accepting more work duties and responsibilities;
 - taking weekend or evening courses and programs that will help on the job; and
 - pursuing other interests which may develop new and transferable skills.
- Seek balance in life — Having more than one thing to do in life helps a person to have perspective, a sense of the “bigger picture” of life. It also provides opportunities to learn new transferable skills.

BLM #37A: Employer Expectations

- 1. Do whatever it takes.**
- 2. Have integrity.**
- 3. Find better ways to do the job.**
- 4. Work well with other people.**
- 5. Have a spirit of service.**
- 6. Strive to be better.**

BLM #38: The Permanent Cat

Name: _____

Date: _____

Read "The Permanent Cat" on pages 175-176, then answer the following questions.



1. What comparisons can you make between the skills Mr. Tibbs used to seek employment and the skills necessary for successful employment in today's workplace?

Mr. Tibbs	Today's Workplace Needs

2. How does the idea of the "permanent cat" versus the "independent cat" relate to today's workplace?

The "Permanent Cat"	The "Independent Cat"

BLM #38: The Permanent Cat (continued)

3. What are the benefits of being an “independent cat”? What are the drawbacks?

Benefits	Drawbacks

4. What shift in values did Mr. Tibbs have to make to find a position that was meaningful to him? Map the stages he went through from his dismissal from his original position until he regained employment. (Use either a list of words or a graphic.)

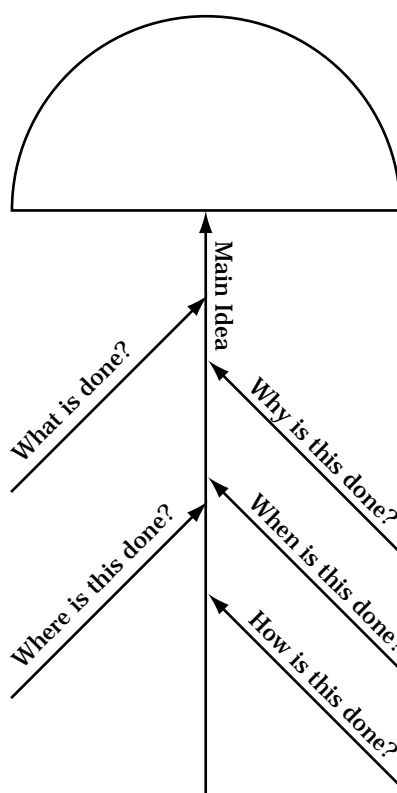
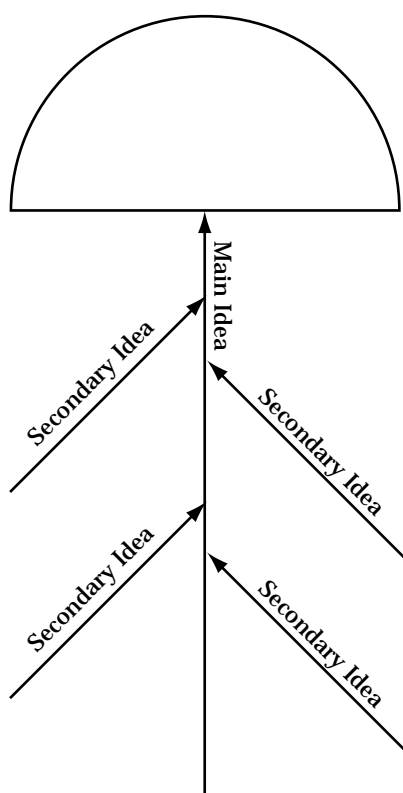
5. On the back of this page, or on another piece of paper, create a newscast (in print or for presentation) that reports on the story, “Progressive Cat Finds New Job”.

BLM #39: Herringbone Mind Map

Name: _____

Date: _____

Use this master to help you organize the information on page 179 in the textbook. You can organize it using either of the methods below.



BLM #40: Potential Questions to Ask at an Interview

Name: _____

Date: _____

- What is the official title of this occupation? Is it known by any other names?
- How did you get started in this occupation?
- What are the basic entry level positions for this occupation now?
- Do you enjoy your work?
- What do you like most about your job?
- What are the rewards of this occupation?
- What are some of the frustrations of your occupation?
- What are the most unappealing aspects of this occupation?
- How did you choose your career?
- What skills/education/experience did you need to enter into this occupation?
- What personal qualities do you need to be good at this occupation?
- Did you need a licence, certificate, diploma, or other certification to enter into this occupation?
- What (if any) special tools, equipment, or clothing do you need to do this job?
- In your opinion, what might prevent someone from entering this occupation?
- Would you take the same career path if you were starting out today?
- What would you do differently?
- What training or education have you needed since you started this job?
- What have you learned “on-the-job”? How did you learn it?
- Describe a typical day of work.
- Are the days generally the same? If not, how are they different?
- Describe your work environment.
- How much contact do you have with other people? What forms of contact?
- How has this occupation changed since you began?
- How does your career balance with your personal and family life?
- What organizations, associations, or professional groups do you belong to?
- Where can I go from this job? (promotions? job changes?)
- How much is it possible to earn doing this occupation?
- What is the entry-level salary for this occupation?
- What are the medical and other benefits usually associated with this type of job?
- Who else could tell me more about this occupation?
- What are some different but related occupations?
- How do you think this job/occupation will change in the future?
- Do you think the demand for this occupation is increasing? decreasing? remaining the same?
- What advice could you offer me at this point in my career?

BLM #42: Job Search Information Sheet

Name: _____

Date: _____

Create a Frequently Asked Questions (FAQ) sheet for yourself so that you'll have all the information you need when filling in any application form. Keep this FAQ summary with you at all times.

FAQ Sheet for: _____

Current Address:

Number and Street	City	Province	Postal Code
-------------------	------	----------	-------------

Telephone Number: _____

Previous Address (in Canada):

Number and Street	City	Province	Postal Code
-------------------	------	----------	-------------

Social Insurance Number: _____ (optional until hired)

Education:

Name of School: _____

Address: _____

Years Completed: _____

Name of School: _____

Address: _____

Years Completed: _____

Any special courses you have taken: _____

Date: _____

Awards/Scholarships Received: _____

Date: _____

Organizations/Extracurricular Activities: _____

Volunteer Work:

Location: _____ Date: _____

Duties: _____

Contact Person: _____

BLM #42: Job Search Information Sheet (continued)

Work Experience:

Position: _____

Company Name: _____

Address: _____

Employed from: _____ to: _____

Reason for Leaving: _____

Duties and Responsibilities: _____

Immediate Supervisor's Name: _____ Title: _____

Position: _____

Company Name: _____

Address: _____

Employed from: _____ to: _____

Reason for Leaving: _____

Duties and Responsibilities: _____

Immediate Supervisor's Name: _____ Title: _____

Is there any additional information that you would like people to consider in connection with your application?

Name three people, other than relatives, who would provide a reference for you:

1. Name: _____

Occupation: _____

Address: _____

Telephone: _____

How long have you known this reference? _____ Relationship: _____

2. Name: _____

Occupation: _____

Address: _____

Telephone: _____

How long have you known this reference? _____ Relationship: _____

3. Name: _____

Occupation: _____

Address: _____

Telephone: _____

How long have you known this reference? _____ Relationship: _____

BLM #43: Guidelines for Writing a Good Résumé

Use the following guidelines and the sample on page 196 in the textbook to help you turn out a professional résumé.

Format

- Give all information in point form.
- Use lists rather than sentences and paragraphs.
- Provide information in reverse chronological order, beginning with the most recent.
- Avoid fancy formatting.
- Use a legible font size—12 point is standard.
- Use the same font size throughout the résumé.
- Maintain white space on the page—Work on the length until the page does not seem crowded.

Content

- Tell the truth without being boastful.
- Do not include unnecessary information—You are not required to give potential employers your age and date of birth, place of birth, marital status, family status, state of health, height, weight, a photograph, and citizenship.
- Do not mention salary.
- Do not sign or date a résumé—These will be in the cover letter.

Length

- Make it concise, interesting, and accurate. This is extremely important to the success of a job search. Take time to write and revise drafts and make the résumé the best possible.
- Keep it under 2 pages.

Language

- Avoid the use of “I”.

Quality

- Proofread to avoid errors in spelling, grammar, or punctuation.
- Check spelling of all names, including those on the cover letter and the envelope.
- Before submitting, have a knowledgeable peer recheck for spelling, grammar, and punctuation errors—You will be surprised at how these seem to creep in.

How to Submit

- Attach the pages with a paperclip, *not* a staple.
- Use regular, good quality paper (i.e., business-like, 8 1/2 × 11, white).
- Use a typewriter or word processor.
- Send a high quality copy. Never submit a faded or marked photocopy.
- Use one side of the paper.
- Include a cover letter.
- Keep a copy in your files—Include a note about where you sent it, to whom, and the date.

BLM #44: Sample Interview Questions

Name: _____

Date: _____

- Tell me a bit about yourself.
- Why are you interested in this field/line of work?
- Why did you apply for this job?
- Why do you want to work for this company?
- What interests you in our product/service/business?
- What position are you most interested in?
- Do you have any experience in this type of work?
- Are you willing to work your way up to the job you would like to do?
- Why should we choose you for this job?
- Why do you feel you are qualified for this job?
- What three words describe you the best?
- What are your strengths?
- What would your last boss say is your greatest strength?
- What are your weaknesses?
- What would your last boss say is an area in which you need improvement?
- What subjects did you enjoy at school?
- How does your education relate to this job?
- What jobs have you enjoyed doing the most? Why?
- What jobs have you enjoyed doing the least? Why?
- Tell me about the work accomplishment you are most proud of.
- What is the most difficult work task you have had to handle? What happened?
- What have you learned from your mistakes?
- Can you tell me about a time that you successfully managed/organized a project?
- What computer programs do you know?
- Why did you leave your last employer?
- Why do you want to leave your present job?
- Were you absent much from your last job?
- What did you learn from your last job?
- Do you work well under pressure?
- Can you tell me some ways that you handle stress on the job?
- Describe a time when you had to motivate other people to get a job done.
- How do you get along with co-workers?
- How would your co-workers describe you?
- Do you prefer to work by yourself or with others?
- What type of boss do you prefer to work with?
- What are your career plans? What are your long-term goals?
- How does this job fit with your career plans?
- Where do you see yourself in three/five/ten years?
- Are you willing to relocate?
- What hours/days/times of day or evening can you work?
- How long are you planning to stay in this job?
- What are your salary expectations?
- Are you applying for other jobs?

BLM #45: Rights and Responsibilities of Employers and Employees

Name: _____

Date: _____

What do you expect from an employer? What does the employer expect from you?

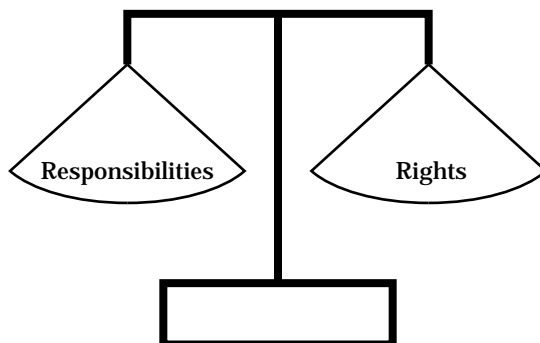
Basically, most people want to be treated fairly—and want others to treat *them* fairly. The same goes for the relationship between employers and employees. The lists below will outline what many people consider to be *fair*.

Employee Responsibilities

- Do the work for which one is paid.
- Treat the employer fairly and honestly.
- Work and act responsibly around any hazardous equipment and materials.
- Use all necessary safety clothing and equipment.
- Report dangerous working situations and environments to the employer.

Employer Responsibilities

- Be fair and honest with employees.
- Provide a safe working environment and safety equipment as needed.
- Provide WHMIS training if applicable.



Responsibilities are balanced by rights. The following lists provide an outline of these rights.

Employee Rights

- fair treatment from the employer
- to be paid
- a safe workplace
- job training, if it is necessary
- feedback on job performance
- to refuse to work in an unsafe situation or do unsafe work

Employer Rights

- receive work for pay given
- have employees work safely
- be treated fairly by employees

BLM #46: Develop an Action Plan

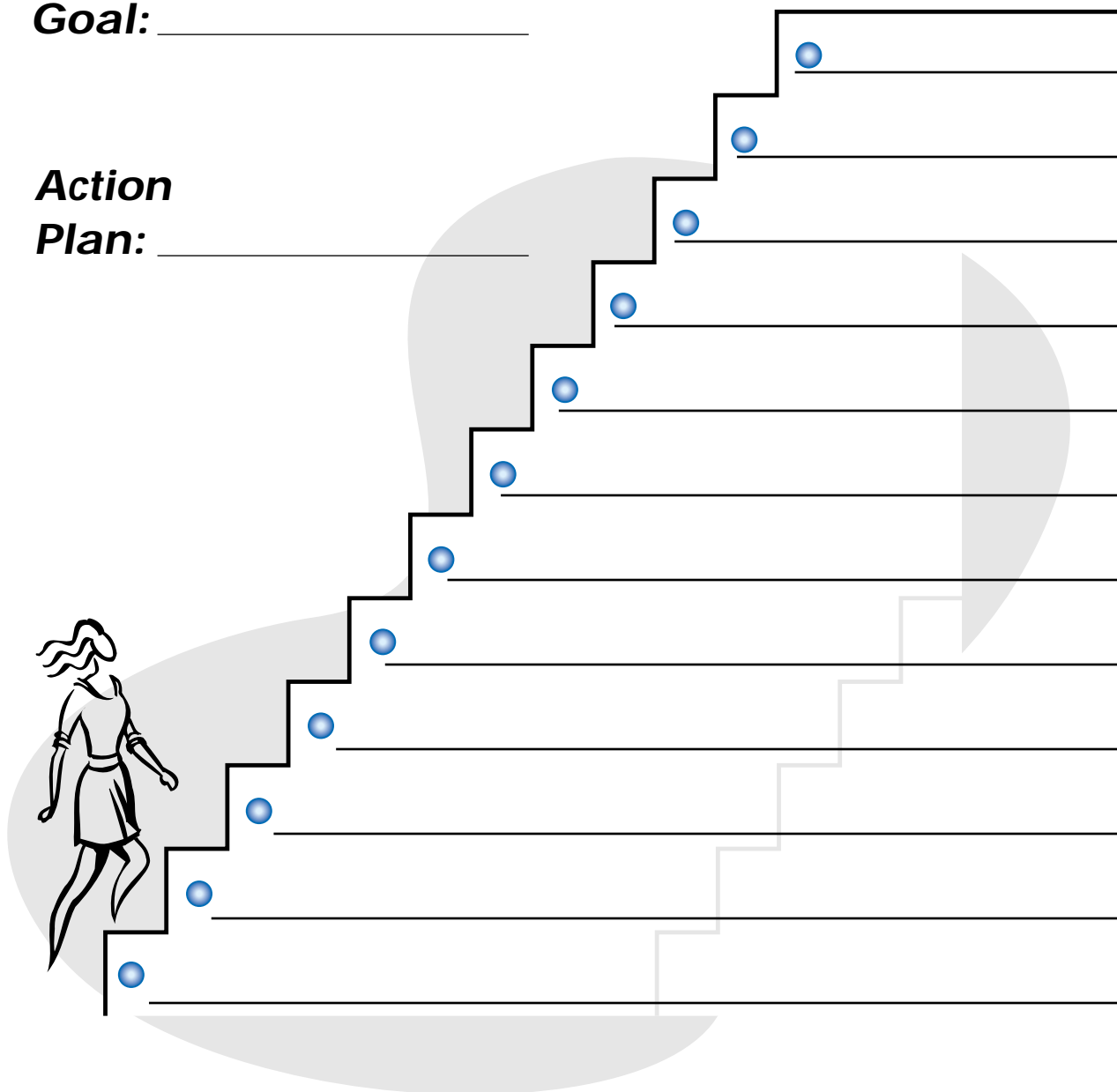
Name: _____

Date: _____

1. Consider a long-term goal (e.g., saving money by the end of the summer, or opening a hair salon after graduation). Write this down under "Goal" in the organizer below.
2. Use the organizer below to outline the steps you need to take to reach this goal. (Hint: Start with your goal and work backwards to identify the steps.) This step-by-step, "ladder to success" strategy will help you see your path in smaller, achievable steps.

Goal: _____

**Action
Plan:** _____



BLM #47: Financial Planning

Name: _____

Date: _____

Savings in the 21st century have taken on an entirely different “look” than those of the 20th century. As little as twenty years ago, people put some money aside each month or year. They placed it in a savings account at the bank, expecting it to grow to the point that they could eventually retire and have a comfortable income from the accumulated interest.

Today, people have alternatives that provide them with more growth potential than a regular bank deposit. When saving money, two of the most important considerations are:

- Liquidity—Can I get to my money when I need it?
- Growth—Will my money grow at a respectable rate while I have it invested?

Putting money into a bank, either in a lump sum or a little at a time, provides a fairly certain rate of return. You can simply make a deposit when you feel like it, and get regular deposit interest, or lock the money into a specific type of bank investment and earn more interest per year. The locked-in investment usually pays more interest.

One alternative to investing with a bank is to visit a financial planner and open a Money Market mutual fund account, which normally earns much more interest than a straight savings account.

It is not uncommon for young people to open such accounts. Many young people make investments as they plan for paying the cost of post-secondary education.

There are many types of mutual funds. Money market funds invest clients' money in money products that are based on guarantees, such as T-bills and bankers' acceptance notes. Normally, these types of investments are available only to large investors. When small investors pool together in a mutual fund, their combined buying power allows them to make these investments.

Another advantage of such investments is that you can put in as little as \$25 a month, and have it available at all times. A small penalty or fee may be applied if you withdraw your money.

When Should We Save?

Huey and Louie are brothers. When they left home they went their separate ways.

Huey immediately joined the workforce and began investing \$2000 a year on his financial planner's advice. After six years (at age 24), Huey stopped making investments because he wanted to get his university degree, then marry his high school sweetheart. He never saved another cent.

Louie went to university straight out of high school, got his degree and a great job. When he was 25 he began investing \$2000 every year just like his brother. He did this faithfully for 20 years.

Eventually Louie had invested a total of \$40 000, compared to the \$12 000 Huey had invested. The money that each had invested grew at the rate of approximately 12% per year. When the brothers retired at 65, they had the same amount of money available.

Louie's \$40 000 had become slightly over \$1.3. His brothers had the same amount!

The moral of the story is... Start now. The earlier you can begin saving, the more difference it will make to how much you can save.

1. How much money do you expect to need to complete your education plan?

2. Using what you have read here, develop 10 questions you would like to ask a financial planner in order to assist you in saving enough money to complete your education or prepare for retirement.

1. _____

2. _____

BLM #47: Financial Planning (continued)

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

This article has been donated to aid in the task of educating Canadian students on the merits of early investing.