

Career  
Life  
Work

# Career Development

## Instructional Resource

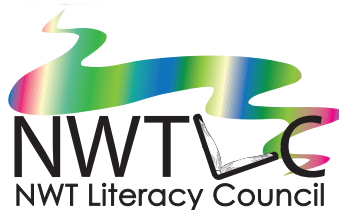
## Acknowledgements

The NWT Literacy Council gratefully acknowledges the financial assistance for this project from the Department of Education, Culture and Employment, Government of the Northwest Territories.



With thanks to Lisa Campbell for developing this resource for the NWT Literacy Council.

There are 10 manuals and workbooks in the *Career – Life – Work* series. You will find a list of them on the last page of this manual. You can find the whole series online at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) under the adult resources section. If you would like print copies, please contact the NWT Literacy Council.



Box 761, Yellowknife, NT X1A 2N6

Phone toll free: 1-866-599-6758

Phone Yellowknife: (867) 873-9262

Fax: (867) 873-2176

Email: [nwtliteracy@nwtliteracy.ca](mailto:nwtliteracy@nwtliteracy.ca)

Website: [www.nwt.literacy.ca](http://www.nwt.literacy.ca)

ISBN: 978-1-896472-40-9 (November 2012)

## Table of Contents

<b>Introduction</b> .....	3
<b>Attitude</b> .....	5
Positive Attitude Quotes .....	10
Positive Attitude .....	12
The Power of Positive Thinking .....	14
An Employer's Story .....	16
Ten Tips to Receiving Positive Feedback .....	18
Respect for Elders .....	19
Respect for Others .....	21
Etiquette .....	23
Telephone Etiquette.....	24
<b>Personal Skills and Attributes</b> .....	27
What Are Your Personality Traits? .....	30
What Are My Interests? .....	35
What are Your Skills? .....	39
More on Transferable Skills .....	43
Skills that You Have from Previous Work.....	49
Summing Up Your Skills .....	52
<b>Develop a Career Plan</b> .....	53
Career or Job? .....	58
Some Terms You Should Know.....	61
Eight Steps to Planning Your Career .....	62
Step 1: Explore Your Interests.....	64

Step 2: Research Different Career Options .....	70
Step 3: List Your Transferable Skills .....	74
Step 4: Check Out the Career Prospects .....	80
Step 5: Find a Mentor .....	85
Step 5: Job Shadow .....	87
Step 7: Find Out about Training and Education .....	90
Step 8: Do You Need to Upgrade? .....	93
<b>Employment Search Skills</b> .....	97
Annie's Story .....	100
Job Search Inventory .....	103
Search Methods.....	106
Networking.....	108
How to Use a Network List.....	109
Internet Job Search.....	110
Prospecting .....	112
Employment Search Success Stories .....	114
<b>Getting the Job</b> .....	119
My Personal Inventory .....	125
Top Five Skills Employers Want .....	128
Types of Résumés .....	130
Transferable Skills for Your Résumé .....	135
The Functional Résumé .....	139
Writing a Cover Letter .....	146
Sample Cover Letter .....	148

Job Applications.....	152
Job Interviews.....	156
Job Interview Questions .....	158
More on Job Interview Questions .....	162
Handling Inappropriate Questions.....	163
Mock Interviews .....	165
Portfolios .....	168
Create Your Portfolio .....	170

## Introduction

Career planning is just that – planning. Learners will have an opportunity to explore the following questions:

- Where do you want to be one, three, five or ten years from now?
- What are your interests, strengths and skills?
- What are employers looking for?
- What careers are you interested in? What education and skills do you need for these careers?
- What is your career plan?
- How can you find and secure a job in today's market?

This section provides learners with an opportunity to reflect on their skills and abilities, develop a career plan, research career options and search for employment.

1. **Attitude:** positive attitude, the power of positive thinking, being positive on the job, characteristics of a great employee, respect for Elders and others, etiquette

2. **Personal Skills and Attributes:** personal qualities, personality traits, interests, transferable skills
3. **Develop a Career Plan:** career versus job, employment terms, eight steps to career planning
4. **Job Search Skills:** job search inventory, job search methods, networking, Internet searches, job search success stories
5. **Getting the Job:** types of résumés, résumé writing (functional), cover letters, application forms, portfolios

This is an instructional resource with handouts for learners to support the Career-Life -Work curriculum at the 120 level. There are a lot of activities in each section. You do not need to do them all. Choose the ones that would be best for your learners.

We have also developed two workbooks that go with this section.

1. *Planning Your Career*
2. *Getting the Job*

These workbooks can be used with this section or as stand-alone units. The workbooks have many of the same activities as the manual. Look for them on the NWT Literacy Council's website at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) if you do not have copies.



Shows instructor notes and activities for each topic



Shows learner handouts for each activity. Copy enough handouts before you start the activity.



### **Attitude**

#### **Learning Activity 1**

9 Handouts

#### **1.1: Complainers** (handout)

Define the word “complaining” together as a class. Next discuss what you complain about. Make a list; it may be long. Some learners might say they complain about you! Write it down on the list. You might want to say in a joking way that you complain about them.

Next pass out quotes about having a positive attitude (handout). Ask learners to work in groups to put the quotes into their own words. Ask them to share with others when they are done. Most of the quotes say that we can't necessarily change and control the circumstances around us, but we can change and control our attitudes about them. Hopefully this will get learners thinking about their own lives and to know what they can and cannot control.

#### **1.2: Positive Attitude** (handout)

Ask learners to define what a positive attitude is. Then ask them to define “optimistic.”

A positive attitude is a state of mind. A person with a positive attitude thinks that good things will happen to him or her. They feel good about their jobs or about finding a job. They feel optimistic about life in general and this optimism helps them work hard for their families and work hard at their job or school. Positive people do not blame others or circumstances for their problems.

Ask learners to fill in the chart on the handout on positive attitude.

### 1.3: The Power of Positive Thinking (handout)

Before you read the handout tell learners that both Allan and Jim are unemployed and have very similar qualifications for the job.

Next read Allan and Jim's stories on the handout. You can do this as a whole class or in groups. Ask learners to think about and answer the questions on the handout.

1. Why do you think Allan is so negative?
2. How could Allan become more positive?
3. Why does Jim do well on the interview?
4. Have you ever had the same thoughts as Allan?
5. Have you ever approached a job interview like Jim?

Learners share their answers with others.

At the end of the lesson tell learners:

When our attitude is positive we have pleasant feelings and helpful images, and see in our mind's eye what we really want to happen. This gives you more energy and happiness. Your whole being exudes good will, happiness and success. Even your health is affected in a good way. We walk tall and our voice is more powerful. Our body language shows the way we feel inside.

### 1.4: An Employer's Story (handout)

Ask learners to read the story on the handout with a partner and answer the questions. Go over the questions together. Next, discuss as a group the last paragraph in the story.

Marie knew that working retail wasn't rocket science; she could teach most people the skills needed. What she couldn't teach was a positive attitude and eagerness to work. Teresa had both and she got the job on the spot. Marie believed she'd made the right decision but now only time will tell!



To help guide your discussion you can ask these questions:

1. Why couldn't Marie teach a person to be positive?
2. Where does a positive attitude come from?
3. How can we become more positive?

### **1.5: What Are the Characteristics of a Great Employee?**

Ask learners, in small groups, to brainstorm characteristics of a great employee. They need to have at least eight things written down. When each group has generated a list, ask them to pass their list to another group. Groups read the list and then choose their top five choices. Once each group has done this, they pass their paper to another group. Then each group chooses their top three characteristics of a great employee. Each group presents their top three. This tool is called 3-Way Rotation.

Compare the lists. Are most of the choices about attitude?

### **1.6: Constructive Feedback** (handout)

Constructive feedback is giving specific information about a person's current behavior/work to help him/her make things better.

Write the statement below on the board:

"No one can make you feel inferior without your consent."

-Eleanor Roosevelt (1884-1962)

Ask learners what they think this means. How can they relate this quote to constructive feedback?

Ask learners to think of a time that they received constructive feedback at work or school. Ask these questions:

- How did you receive the constructive feedback?
- Did you listen to the constructive feedback?
- What changes did you make because of the constructive feedback?

Read the Ten Tips for Receiving Constructive Feedback together. Ask learners how they think this relates to a positive attitude.

### **1.7: Respect for Elders** (handout)

Having a good attitude also includes respect for others. Ask learners what it means to “respect your Elders.”

Ask them to respond to the commentary about Elders on the handout. You can read it to them or they can read it to themselves.

Ask learners to list on the handout five ways that they show respect for Elders.

### **1.8: Respect for Others** (handout)

Ask learners to come up with a definition for respect.

Respect involves appreciating others, no matter how they differ from us in culture, ethnicity, lifestyle and viewpoints. We show respect by being polite and valuing others’ opinions and ideas.

Ask learners to make a list of how they can show respect to others at school and work.

### **1.9: Etiquette** (handout)<sup>1</sup>

Etiquette requires that you be polite to make others feel at ease. You do this by paying attention to the needs of others and showing them respect. As children, our parents, guardians and teachers teach us how to behave. Review the handout together. It asks learners to list three rules of behaviours that were expected of them as a child. Ask them if there are additional rules of etiquette that you now consider important.

---

<sup>1</sup> *Ready to Work North Workbook* pg.15

### **1.10: Telephone Etiquette** (handout)

Telephone etiquette is very important in the workplace. Customers and suppliers depend on the phone to conduct their business. The person who answers the phone is the voice of the business or organization. The guidelines for phone etiquette are on the handout. Ask learners to call a business or organization in their community with a request. Then ask them to rate the phone call using the guide on the handout.



### Attitude Learning Activity 1.1

#### Positive Attitude Quotes<sup>2</sup>

Attitudes are contagious. Are yours worth catching? ~ *Dennis and Wendy Mannering*

Wherever you go, no matter what the weather, always bring your own sunshine.  
~ *Anthony J. D'Angelo, The College Blue Book*

Life is a shipwreck but we must not forget to sing in the lifeboats. ~ *Voltaire*

I had the blues because I had no shoes until upon the street, then I met a man who had no feet. ~ *Ancient Persian Saying*

If you don't think every day is a good day, just try missing one. ~ *Cavett Robert*

It's so hard when I have to, and so easy when I want to. ~ *Annie Gottlier*

Oh, my friend, it's not what they take away from you that counts. It's what you do with what you have left. ~ *Hubert Humphrey*

Attitude is a little thing that makes a big difference. ~ *Winston Churchill*

Every day may not be good, but there's something good in every day. ~ *Author Unknown*

---

<sup>2</sup> <http://www.quote garden.com/attitude.html>

There are exactly as many special occasions in life as we choose to celebrate. ~  
*Robert Brault, [www.robertbrault.com](http://www.robertbrault.com)*

The sun shines and warms and lights us and we have no curiosity to know why this is so; but we ask the reason of all evil, of pain, and hunger, and mosquitoes and silly people. ~ *Ralph Waldo Emerson*

A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely. ~ *Roald Dahl*

Happiness is an attitude. We either make ourselves miserable, or happy and strong. The amount of work is the same. ~ *Francesca Reigler*

If you don't like something change it; if you can't change it, change the way you think about it. ~ *Mary Engelbreit*

So often time it happens, we all live our life in chains, and we never even know we have the key. ~ *The Eagles, "Already Gone"*

He who has so little knowledge of human nature as to seek happiness by changing anything but his own disposition will waste his life in fruitless efforts. ~ *Samuel Johnson*

The only disability in life is a bad attitude. ~ *Scott Hamilton*



### Attitude Learning Activity 1.2

#### Positive Attitude<sup>3</sup>

What characteristics do you think a person with a positive attitude has?

Characteristic	Yes	No
Reluctant to change		
Often absent because of illness		
Takes pride in their work		
Communicates well with co-workers		
Communicates well with the public		
Friendly with others		
Does not follow directions well		
Wears appropriate clothing to work		
Works cooperatively with others		
Seems depressed or down		
Only does the bare minimum		

<sup>3</sup> Ready to Work North Workbook pg. 8

## Career Life Work

---

Works hard		
Smiles at customers and co-workers		
Is always late for work		
Offers to help others		
Helps others only when needed		
Gossips about others at work		
Talks about their problems at home with co-workers		
Makes suggestions to make things better		
Works well on their own		
Points out other people's mistakes		
Waits to begin a new task until told		



### Attitude

#### Learning Activity 1.3

### **The Power of Positive Thinking<sup>4</sup>**

#### **Allan's Story**

Allan applied for a new job, but as his self-esteem was low, and he considered himself a failure and unworthy of success. He was sure that he was not going to get the job. He had a negative attitude towards himself, and believed that the other applicants were better and more qualified than he was. Allan had this attitude because of negative past experiences with job interviews.

His mind was filled with negative thoughts and fears concerning the job for the whole week before the job interview. He was sure he would be rejected. On the day of the interview he got up late, and to his horror he discovered that the shirt he had planned to wear was dirty, and the other one needed ironing. As it was already too late, he went out wearing a shirt full of wrinkles.

During the interview he was tense, displayed a negative attitude, worried about his shirt, and felt hungry because he did not have enough time to eat breakfast. All this distracted his mind and made it difficult for him to focus on the interview. His overall behavior made a bad impression, and consequently he materialized his fear and did not get the job.

#### **Jim's Story**

Jim applied for the same job too, but approached the matter in a different way. He was sure that he was going to get the job. During the week preceding the interview he often visualized himself making a good impression and getting the job.

---

<sup>4</sup> [http://www.successconsciousness.com/index\\_000009.htm](http://www.successconsciousness.com/index_000009.htm)



In the evening before the interview he prepared the clothes he was going to wear, and went to sleep a little earlier. On day of the interview he woke up earlier than usual, and had ample time to eat breakfast, and then to arrive at the interview before the scheduled time.

He got the job because he made a good impression. Of course he had the proper qualifications for the job, but so had Allan.

**Question:**

1. Why do you think Allan is so negative?

---

2. How could Allan become more positive?

---

3. Why does Jim do well at the interview?

---

4. Have you ever had the same thoughts as Allan? Why?

---

---

5. Have you ever approached a job interview like Jim? Explain.

---

---



### Attitude

#### Learning Activity 1.4

### **An Employer's Story<sup>5</sup>**

Marie worked for a small but successful book store in her community. She thought it would be easy to replace an employee who had recently gone back to school. She was wrong.

Instead of placing an ad in the community paper, Marie asked all of her current employees if they knew of anyone who might be interested in a job. They agreed to pass the word onto friends. Within a week, she received several applications and soon scheduled interviews.

The first candidate, Mark, arrived for his afternoon interview looking like he'd just stumbled out of bed. He was unshaven, his clothes were sloppy and his hair matted. "Casual dress is one thing, but this is going too far," Marie thought. "If he can't pull himself together for a job interview when he's trying to make a good impression, he's never going to work out." His answers to a few questions caused her to wonder if he was on drugs or just a really laid back guy. Either way, she didn't want him working for her!

Marie's next applicant was James, who'd been recommended by Marie's best employee. Even before he arrived, Marie liked him. His application form was neat and he already had retail experience. Marie had basically decided that if his interview went OK, he'd have the job.

Unfortunately for James, he blew it. Although he dressed properly and could speak well, he had the wrong attitude. When Marie asked him what he could do for the company, he just looked at her blankly. "I thought you were going to tell me what YOU could offer so I could see if this is the job for me," he replied.

---

<sup>5</sup> <http://www.twc.state.tx.us/news/tjhg/Marie.html>

Inwardly, Marie groaned. Another person who thought that the world owed him a living. No way was she going to hire him!

A few days later, Marie arranged another interview. Again, the application was good and this time the candidate had included a résumé, which impressed her. Marie didn't want to get her hopes up but she couldn't help it. She was sick of wasting time reading applications and interviewing people when the store was short-staffed. She needed to hire someone soon!

She led Teresa to her office, noticing with approval that Teresa was clean, well-dressed and made good eye contact. When she asked Teresa how she could help the store, Marie braced herself. As Teresa described her skills and experience, however, Marie relaxed.

Marie knew that working retail wasn't rocket science; she could teach most people the skills needed. What she couldn't teach was a positive attitude and eagerness to work. Teresa had both and she got the job on the spot. Marie believed she'd made the right decision and now time would tell!

1. Why can't Marie teach a person to be positive?

---

---

2. Where does a positive attitude come from?

---

---

3. How can we become more positive?

---

---



### Attitude

#### Learning Activity 1.6

### **Ten Tips to Receiving Positive Feedback**

1. Adopt the attitude that feedback is a great learning tool. Try not to think about feedback as something that is scary and to be avoided at all costs.
2. Realize that feedback is only someone else's opinion.
3. Consider who is giving you feedback: your teacher, your co-worker, your supervisor, your partner.
4. Try not to react. Let the person complete what he or she is saying; wait at least three seconds before responding.
5. Take several slow deep breaths before the feedback discussion takes place.
6. Never take it personally.
7. Take the attitude that this is a learning experience; learn what you can from it.
8. Pay attention and try to be totally in the present moment.
9. Remember the reason you wanted this feedback.
10. Finally, thank the person for their feedback (even though privately you may not agree with it). The fact they gave it to you gives you the option of choosing to act on it, consider it, or simply just ignore it.



### Attitude

#### Learning Activity 1.7

### Respect for Elders

Read the following and respond in your journal.

“Why do we have to respect our Elders?” I’ve heard my own younger cousins asking me this question, which I too asked, until a couple of years ago: Why should I respect somebody just because he/she is elder to me?

I have the answers now. Simply put, you should show respect to everybody, even those who’re younger. But especially your elders because they are ahead of you – in age, in wisdom and maturity, in experience and education. Our elders have done a lot for us, directly or indirectly, and most of us owe everything to their kindness and love.

And when we show them respect, whether it is by listening to them, making tea for them, or offering to help them in any way, it is one way of expressing our own love and gratitude to them.

Besides, elders have also been through all the phases you are going through and know a little more about the world than you do. However much you disagree with them, give them credit for their experience.

You may not agree with the beliefs and the sentiments of your Elders. But remember that even this is nothing new. All younger generations have always disagreed with their Elders and it is these differences that bring changes in our communities.<sup>6</sup>

---

<sup>6</sup> [http://www.indianchild.com/respect\\_your\\_elders.htm](http://www.indianchild.com/respect_your_elders.htm)

How do you show respect to your Elders?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



### Attitude Learning Activity 1.8

#### Respect for Others

How do you show respect at school or in a work situation?

At School	At Work

You can demonstrate respect with simple, yet powerful actions.

- Treat people with courtesy, politeness, and kindness.
- Encourage co-workers to express opinions and ideas.
- Listen to what others have to say before expressing your viewpoint. Never speak over, butt in, or cut off another person.
- Use people's ideas to change or improve work. Let employees know you used their idea, or, better yet, encourage the person with the idea to implement the idea.
- Never insult people, call them names or put them down.
- Do not nit-pick or constantly criticize over little things.
- Treat people the same no matter their race, religion, gender, size, age, or country of origin.
- Include all co-workers in meetings, discussions, training, and events as much as possible.
- Praise much more frequently than you criticize.
- Remember the golden rule: "Treat others as you wish to be treated."





### Attitude Learning Activity 1.9

#### Etiquette<sup>7</sup>

Etiquette requires that you be polite to make others feel at ease. You do this by paying attention to the needs of others and showing them respect. As children, our parents, guardians and teachers teach us how to behave.

List three rules of behaviours that were expected of you as a child.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List additional rules of etiquette that you now consider important.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

---

<sup>7</sup> Ready to Work North



### Attitude

#### Learning Activity 1.10

### Telephone Etiquette<sup>8</sup>

#### Telephone Etiquette

Telephone etiquette is very important in the workplace. Customers and suppliers depend on the phone to conduct their business. The person who answers the phone is the voice of the business or organization. The guidelines for phone etiquette are on the handout.

Call a business or organization in your community with a request. Rate the phone call using the guide below. Check the correct box.

Etiquette Guidelines	Demonstrated (✓)		
	Yes	No	n/a
Was prompt (answered the phone in three rings)			
Identified him/herself and the organization			
Was prepared (knew the answers to general questions)			
Listened well			
Was helpful			

---

<sup>8</sup> Ready to Work North

## Career Life Work

---

Was pleasant (used please and thank you)			
Was brief and efficient			
Transferred your call to the appropriate person			





# Personal Skills and Attributes

## Learning Activity 2

6 Handouts

### 2.1: Personal Qualities

Ask the learners to get into pairs and then tell their partner three positive personal qualities that person has (e.g. you are a good listener, you are good at drawing, you are punctual). After five or ten minutes go round each pair and get each person in the pair to tell the rest of the group one of the personal qualities that person has. You could also ask the person how they feel about that quality and if they were aware that they had it.

Tell learners that this exercise is very good at helping them to complete the 'Personal Profile' section of their résumé. This is a part of the résumé that gives the person an opportunity to 'sell themselves' and is often the hardest part to complete. This will also help with interview situations when you could be asked 'What do you think your strengths/skills/personal qualities are?'

### 2.2: What are Your Personality Traits? (handout)

Traits are who you are and how you act. They are a big part of your personality. Give examples of traits to learners:

- Risk-taker
- Outgoing
- Organized
- Cautious
- Self-confident

Ask learners to work in pairs for this activity. Each person writes down what they think are their top five traits. Next, their partner writes down what they think the other person's top five traits are. Compare these traits. Share with others in the class.

Next ask learners to fill out the handout called *Personality Traits*. This might give learners more ideas of what their best traits are. They can use these traits in their résumé and also these traits will help them decide on a career plan.

### 2.3: What Are My Interests? (handout)

Ask learners to think about their interests. What things do they like to do? Ask them to make a list of these things. Examples of interests include:

- Going out on the land
- Sewing
- Fishing
- Reading
- Telling stories

Next ask them to fill in the chart on the handout about interests. Ask them to share their top five interests with others. Can they think of a job that encompasses their interests?

### 2.4: What Are My Skills? (handout)

Tell learners that skills are things you have learned to do. We all have “learned” abilities and “natural” abilities. Learned abilities are our skills, and natural abilities are our talents. At the top of a flipchart paper, write the words “Learned Abilities” and “Natural Abilities.” Brainstorm with learners a list for each category. For example, a learned ability could be knitting, whereas a natural ability might be a good singing voice.

Next talk about what “transferable skills” are. Simply put, transferable skills are the skills and abilities you have acquired during any activity in your life – your jobs, school, projects, volunteer work, parenting, hobbies, sports, virtually anything – that will help you in your next job or help you find a job. Some examples of skills include:

- Writing
- Communicating
- Telling stories

- Working with others
- Working with your hands

Learners look at each skill on the handout and decide if they have that skill. If they do have that skill they write down how they learned that particular skill.

### **2.5: More on Transferable Skills** (handout)

Learners read the job descriptions on the handout. They write down what transferable skills are needed for each job. Some of the skills might be the same but be written down differently. Give them this example from the handout: a job description might say that you need to be personable and another job description might say that you need to be friendly. Both “personable” and “friendly” mean that you need good communication skills.

Learners can work in pairs or groups for this activity. At the end of the activity ask learners if they are surprised by all the transferable skills that are needed for these jobs. Also ask them what skill seems to be needed for most jobs.

### **2.6: Skills that You Have from Previous Work** (handout)

Learners look up occupations that they have had experience in (either through work, volunteer work or work experience programs) on the federal government National Occupational Classifications (NOC) website. They can Google NOC and it will come up. They list all the skills from each job they have previous held.

### **2.7: Summing Up Your Skills** (handout)

Tell learners to review all the handouts from this section. Ask them to list their top ten skills on the handout. Tell learners that they can use these skills on their résumé and in an interview for a job.



### Personal Skills and Apptitudes Learning Activity 2.2

#### What Are Your Personality Traits?<sup>9</sup>

**Traits** are who you are and how you act. They are a big part of your personality.

Examples of traits include:

- Risk-taker
- Outgoing
- Organized
- Cautious
- Self-confident

Read each statement. Does it reflect you? Choose Yes, Sometimes or No.

Personality Trait	Yes	Some- times	No
I am organized.			
I finish tasks that I start.			
I do many different things.			
I do the same thing most of the time.			
I am creative.			
I am outgoing.			
I work at a slow pace but get the job done.			

<sup>9</sup> <http://alis.alberta.ca/ec/cp/cpt/CAREERinsite.html>



## Career Life Work

---

I like to work with other people.			
I like to take risks.			
I am a leader in my class.			
I like to find new ways to do things.			
I like to do things the same way all the time.			
I like working by myself.			
I need time on my own.			
I like to be with people all the time.			
I put lots of energy into school and work.			
I think a problem through before I make a decision.			
I go by my feelings when I make a decision.			
I work hard.			
I like to take it easy.			
I live to work.			
I work to live.			

Other things that describe who I am:

---

---

## Career Life Work

---

Now go back over the whole list. Pick out the five traits that best describe you and list them here.

My main traits are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

In the following list of words, check every word that you feel describes you. Be honest.<sup>10</sup>

_____ Aggressive	_____ Friendly	_____ Bold	_____ Smart
_____ Speak well	_____ Cautious	_____ Fast-paced	_____ Lazy
_____ Happy	_____ Shy	_____ Punctual	_____ Honest
_____ Funny	_____ Careful	_____ Creative	_____ Polite
_____ Stylish	_____ Motivated	_____ Organized	_____ Mature
_____ Energetic	_____ Stern	_____ Fun	_____ Tidy

\_\_\_\_\_

<sup>10</sup> [http://www.sunraye.com/job\\_net/ws6.htm](http://www.sunraye.com/job_net/ws6.htm)

## Career Life Work

____ Adaptable	____ Willing	____ Precise	____ Productive
____ Hardworking	____ Communicative	____ Committed	____ Flexible
____ Strong	____ Efficient	____ Caring	____ Helpful
Add your own			

List your four most important qualities in relationship to work and then write a sentence around each one that you could use to impress a prospective employer.

Four most important qualities:

_____	_____
_____	_____

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Career Life Work

---

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_



### Personal Skills and Attitudes

#### Learning Activity 2.3

### What Are My Interests?

This question is easy to answer – interests are the things you like. You know what television shows you like to watch or what traditional games or activities you like to do. You may also know what you like about work.

Examples of interests include:

- Going out on the land
- Sewing
- Fishing
- Reading
- Telling stories

Read each statement. Does it describe you? Choose Yes, Sometimes or No.

Interest	Yes	Some-times	No
I like to be active.			
I like to listen to music.			
I like to go on Facebook.			
I like to fix things.			
I like to read.			
I like to draw pictures.			
I like to work with animals.			

I like to do things with my hands.			
I like to shop.			
I like to do housework.			
I like to work with and teach children.			
I like to play sports.			
I like to walk.			
I like to watch history programs on TV.			
I like to coach sports.			
I like to talk on the telephone.			
I like to care for the environment.			
I like to go out on the land.			
I like to do traditional activities like drumming and sewing.			
I like to handle money.			
I like to use power tools.			
I like to operate machines and equipment.			
I like to cook.			
I like to drive.			
I like to go on the Internet.			
I like to type.			

## Career Life Work

---

I like to play music.			
I like to sing and dance.			
I like to make people laugh.			
I like to help people with their problems.			
I like to serve people.			
I like to sell things.			
I like to work with numbers.			
I like to paint houses (inside or out).			
I like to make things (crafts or woodworking).			

Other things that I like to do:

---

---

---

---

Now go back over the whole list. Pick out the five things that you like to do best.

My main interests are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





### Personal Skills and Attitudes

#### Learning Activity 2.4

### What are Your Skills?

You have more skills than you think. Maybe you just didn't know they had any value or relevance to finding employment.

Think back on all the activities, hobbies, volunteer work and jobs you have been involved in.

If you have:

- Built things like furniture or cabins
- Fixed things around the house like the plumbing or heating system
- Hunted or trapped for your family
- Raised children
- Fundraised for school
- Led a scrapbooking group for the ladies at church
- Organized a sewing circle
- Led an out on the land trip
- Facilitated a family literacy event
- Read with your child's class
- Hosted birthday parties
- Created a blog
- Given a workshop or led a meeting
- Used the Internet for research or for social networking

...then you already have transferable work skills that you can highlight in your résumé when you are looking for work. Every little bit of real-world experience adds to your overall impression of credibility and competence.

Put a checkmark beside the transferable skills that you have. ✓ Then write down how you acquired that particular skill. You might have acquired the skill through school, raising your family, volunteer work or previous work experience.

Communication Skills	
<ul style="list-style-type: none"><li>• Good at public speaking</li><li>• Excellent writing skills (letters, emails, reports)</li><li>• Good at listening to others</li><li>• Good at explaining ideas</li><li>• Able to lead meetings and group discussions</li><li>• Good at editing documents</li><li>• Able to create excellent PowerPoint presentation</li><li>• Able to speak another language</li></ul>	
Smart Skills	
<ul style="list-style-type: none"><li>• Good at gathering information from books, Internet and other sources</li><li>• Able to categorize information</li><li>• Able to identify problems ahead of time</li><li>• Able to come up with solutions to problems</li></ul>	

Interpersonal Skills	
<ul style="list-style-type: none"><li>• Sensitive to others</li><li>• Able to work well in a team</li><li>• Excellent problem solving skills</li><li>• Good leadership abilities</li><li>• Able to teach others new skills</li><li>• Good at selling things</li><li>• Good rapport with children, Elders, people w/special needs, etc.</li><li>• Able to resolve conflicts</li></ul>	
Organizational Skills	
<ul style="list-style-type: none"><li>• Able to delegate work</li><li>• Good with details</li><li>• Able to multi-task when needed</li><li>• Good budgeting skills</li><li>• Able to set priorities</li><li>• Able to work within a time frame</li></ul>	
Personal Skills	
<ul style="list-style-type: none"><li>• Excellent time management skills</li><li>• Able to learn new things quickly</li><li>• Able to adapt to new environments</li></ul>	

<ul style="list-style-type: none"> <li>• Enjoy networking with others</li> <li>• Ability to think and act independently</li> <li>• Able to work independently as well as with a team</li> </ul>	
<b>Creative Skills</b>	
<ul style="list-style-type: none"> <li>• Have good ideas</li> <li>• Can draw, paint or make unique things</li> <li>• Able to make something better</li> <li>• Able to create new and unique things</li> </ul>	
<b>Tactile Skills</b>	
<ul style="list-style-type: none"> <li>• Can build things like cabins, houses, tent frames, etc.</li> <li>• Can fix things around the house</li> <li>• Can make things like furniture</li> <li>• Can fix machines and engines</li> <li>• Able to use tools properly</li> <li>• Good navigation skills (use a GPS)</li> <li>• Can drive a truck, snowmobile or tractor</li> </ul>	



### Personal Skills and Attitudes

#### Learning Activity 2.5

### More on Transferable Skills<sup>11</sup>

Read the following job descriptions. Write down the transferable skills needed for each job. Some of the skills might be the same but be written down differently. The first one is done for you.

For example, a job description might say that you need to be personable and another job description might say that you need to be friendly. Both personable and friendly mean that you need good communication skills.

What skill seems to be needed for most jobs? \_\_\_\_\_

#### Hairstylist

You enjoy talking with all kinds of people. You know how to be tactful and gracious with an excellent ability to communicate. You know that details are very important. You are creative and have a flair for fashion and hair. You like to stay current with the latest styles and fashion trends.



1. Good communication skills
2. Creative \_\_\_\_\_
3. Detail oriented \_\_\_\_\_
4. Good with fashion \_\_\_\_\_

<sup>11</sup> Ready to Work North Workbook page 247

### **Carpenter's Helper**

You like to build things. You are good with your hands. You have good communication skills and work well with others. You are able to take direction from others when needed. You are precise and are able to measure and cut wood properly. You are safety conscious and always put your safety and others safety first. You are punctual, reliable and detail-orientated.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### **Administrative Assistant**

You have good communication skills, both verbal and written. You have exceptional organizational skills. You are conscientious and have high standards regarding work. You are flexible and able to set priorities. You work well both independently and as a member of a team. You deal effectively with the public. You are punctual, reliable and detail-oriented. You are good with computers and other office equipment.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Dispatcher

You like to talk! You have strong people skills and enjoy serving others. You must read, write and speak English. You must handle stress well. You will be called upon to make decisions quickly and accurately. You must be able to perform several functions at once and direct people and services in an emergency situation. You work quickly and independently.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_





### Security Guard

Getting along with people and communicating well is important in this work. You will need to rely on these skills to help you deal with difficult situations. You are confident, professional, neat and well-groomed. You are self-motivated and able to work on your own. You are dependable, reliable

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



### Plumber

You take your time to do things right. You are able to concentrate on a single task until the job is done. You are very responsible and can work without supervision. You have the ability to visualize systems from the information in drawings or blueprints. You enjoy learning new skills and techniques.

You have good communication skills and are able to work well with others. You should be mechanically inclined and fairly strong, as the work can be very physically demanding.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



### Personal Skills and Attitudes Learning Activity 2.6

#### **Skills that You Have from Previous Work**

Look up occupations that you have had experience in (either through work, volunteer work or work experience programs) on the federal government National Occupational Classifications (NOC) website. You can just Google NOC and it will come up.

Find the records statements found under *Main duties* that describes skills you have demonstrated in these occupations.

Job Title: \_\_\_\_\_

**Skills:**

## Career Life Work

---

**Job Title:** \_\_\_\_\_

**Skills:**

**Job Title:** \_\_\_\_\_

**Skills:**

## Career Life Work

---

**Job Title:** \_\_\_\_\_

**Skills:**

**Job Title:** \_\_\_\_\_

**Skills:**



### Personal Skills and Aptitudes Learning Activity 2.7

#### Summing Up Your Skills

Look back at the previous activities. List your top ten skills for work. You can use these skills on your résumé.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### **Develop a Career Plan** **Learning Activity 3**

11 handouts

#### **3.1: Twenty Questions with a Twist**

This is a fun activity to start off this section. Ask learners to think of a job/career and write it down on a sticky note. Give them some examples such as teacher, nurse, plumber, cashier, truck driver, etc. Ask learners to get into pairs. Learners stick the note on the other person's forehead (you may need to use tape too). Next, learners walk about and ask questions about their job. For example: Do I work outside? Do I work in a hospital? Do I work with children? The first one to guess their job correctly wins. Let everyone have a chance to guess their job.

\* Keep the sticky notes for the next activity.

#### **3.2: Career or Job? (handout)**

Planning a career and getting a job are two different things. The search for a job begins when you complete your education or when you need one, whereas a career needs be planned ahead of time. This section is about planning for a career.

Ask learners what they think the difference between a career and a job is? Ask them to fill in the KWL on the handout. You can do this together as a class or individually. Read the second part of the handout about the differences between a job and a career after you have completed the KWL. Go back to the KWL to find out if all the learners' questions have been answered.

Now, look at the jobs/careers that learners wrote down from the previous activity. Write Job and Career at the top of a flipchart paper. Ask learners to read each sticky note and decide whether it is a job or career.

Finally, ask learners to read the scenarios on the third page of the handout. Which one is considered a job and which one is considered a career?

### 3.3: Terms You Should Know (handout)

Read over the terms together on the handout. Ask learners if they have any questions.

### 3.4: Name that Job<sup>12</sup>

Ask learners to work in pairs. Ask each pair to number a piece of paper from 1 – 30. Tell learners to quickly list as many job titles as they can. They can write down any jobs that may or may not be available in their community. Spelling is not important. Give them 5 – 10 minutes to complete this task.

At the end of the 10 minutes, ask learners to review each job on the list and do the following:

- Place a check by the jobs that you would be interested in finding more about.
- Put a star by the jobs that are available in your community.
- Circle the jobs that could be “career jobs.”
- Underline a job that you think isn’t on everyone else’s job list.
- Put an “H” next to the jobs that require high school.
- Put “NH” next to the jobs that do not require high school.
- Put “C” or “U” beside the jobs that require college or university.

Compare lists and ask these questions:

- How many pairs were able to get 30 job titles?

---

<sup>12</sup> 100 of the Nation’s Most Creative Life Skills Activities, Compiled and Edited by Dorothy I. Ansell and Joan M. Morse, 2001



- What is the difference between a “career” and a “job?”
- Name one job that is most likely on everyone’s list. Where is this job found?
- How many jobs require high school? College or university? No high school?

### 3.5: Eight Steps to Planning a Career (handout)

There are eight handouts following this overview of planning for a career. Photocopy all the steps and put them together as a package for learners. There is also a workbook called *Planning Your Career* that accompanies this resource. The workbook is a great way for learners to follow the step-by-step plan. This section can be used as a stand-alone unit on developing a career plan. This section will take some time to complete.

### 3.6: Step 1: Exploring Your Interests (handout)

Learners take stock of their interests. What do they like to do? What interests them about a job? They fill in the handout by placing a check mark (✓) under the **Like** column for those activities they like to do, and (✓) under **Dislike** for those they are indifferent to, have never done, or do not like.

### 3.7: Step 2: Research Different Career Options (handout)

Learners choose three occupations from the previous page to fill in the chart on the handout. They will need to do some research on each particular occupation. They can look up the job on the National Occupation Classification (NOC) website found at <http://www5.hrsdc.gc.ca/noc/english/noc/2006/welcome.aspx>. or they can do some research in their own community about the occupation. It might be useful to go over the NOC website together as a class to familiarize learners with how to access information. Review the example together.

### **3.8: Step 3: Your Transferable Skills** (handout)

Transferable skills are skills that we have learned throughout our lives. You have already looked at your transferable skills in the previous section. Ask learners to research the skills needed for the three jobs that they have already researched in Step 2. They need to list three skills that are needed for each occupation and then match their skills to them. Again, they can find the skills needed for each occupation on the National Occupation Classification website found at <http://www5.hrsdc.gc.ca/noc/english/noc/2006/welcome.aspx>. Review the example together.

### **3.9: Step 4: Career Prospects** (handout)

Learners now narrow down their career choices to two occupations. They find out what the job prospects are for their two occupations in their community or region. It is important to find out what the job prospects are for their chosen career path. They can talk to a career counsellor, look at job advertisements in the community or region or contact potential employers in their chosen field. The handout guides them towards way to find this information.

### **3.10: Step 5: Find a Mentor** (handout)

Looking into a career path can be overwhelming. It is important that learners find someone they can talk to about their career choices. It might be a career counsellor or someone who is in that particular career. Learners list potential places to call to find out if someone will talk to them about their chosen career.

### **3.11: Step 6: Job Shadow** (handout)

Learners contact organizations or businesses to see if they can job shadow someone in that field for a day or two. This will give them a good idea of what the job is and if they would like to pursue it. Learners list possible places to call and questions to ask the manager or supervisor.

### **3.12: Step 7: Training and Education** (handout)

Learners may find it necessary to update their skills and education. In this step, learners research where they can update their skills or education. They might only have to take a couple of computer courses or they might need to take a two year diploma program. Each career has different requirements.

### **3.13: Step 8: Upgrading** (handout)

In the last step learners found out what education they needed for two career choices. They may need to do some upgrading before they can get into the program they want. Learners also find out if they can get funding for upgrading. Some access programs at Aurora College qualify for Student Financial Assistance.



### Develop a Career Plan Learning Activity 3.2

#### Career or Job?<sup>13</sup>

Know	Want to Know	Learned
<p>What do you know about the difference between a job and career?</p> <p>Job</p> <p>Career</p>	<p>What do you want to know about the difference between a job and career?</p>	<p>After reading the information on the following pages, what have you learned about the differences between a job and career?</p>

<sup>13</sup> Read more: [Difference Between Job and Career | Difference Between | Job vs Career](http://www.differencebetween.net/business/difference-between-job-and-career/#ixzz1GblF96sH)  
<http://www.differencebetween.net/business/difference-between-job-and-career/#ixzz1GblF96sH>

### Career Versus Job Information Sheet

While both a job and a career involve getting up and going to work in the morning, there is a huge difference in the mindset of a person holding a job and the mindset of a person with a career. The differences don't necessarily come from salary or benefits. They might not even come from the difficulty of the work. The major difference between a job and a career comes from how you look at your work and how much you like doing your work.

	Career	Job
<b>About</b>	A career is something you work towards and something that is really interesting to you.	A job is an activity in which an individual can earn money. It is a regular activity in exchange for payment.
<b>Requirements</b>	A career usually requires special training.	For a job, education or special training may or may not be required.
<b>Risk-taking</b>	A career may not mean stability of work as it encourages one to take risks.	A job means steady work and a stable income.
<b>Time</b>	Long term	Short term or long term
<b>Job satisfaction</b>	A career is about being satisfied in the work you are doing and striving to do better.	A job is about having security and doing your job well.
<b>Lifelong learning</b>	A career is about learning new things and advancing in your workplace.	A job is about doing the things necessary to maintain your job.

Read the following scenarios. Which one is considered a job and which one is considered a career?

You may have a part-time job while you are going to school. For example, you may work at the Co-op evenings and weekends for extra money. You enjoy your job at the Co-op and you do a good job, but punch out time is the best time of the day.

\_\_\_\_\_

While you may start out your job at the Co-op as a part-time worker, you may grow to like working with the public and working in this particular field. You may decide to take a business management course or go into marketing. You might pursue other options at the Co-op and work towards becoming the marketing manager or the floor manager. You continue to work different jobs and work your way up the ladder.

\_\_\_\_\_

Whether a job or career is the right fit for you will depend on your stage of life. Jobs can help people start careers in many ways – experience, knowledge, learning about what they like and dislike. Eventually though, striving for a career is a very positive step because it means you want more out of the work you do than a pay check. You want to develop your talents, really enjoy what you do, and care about how you spend your time each day. In addition, your earning potential is much higher in a career than in a job in most cases.



### Develop a Career Plan

#### Learning Activity 3.3

### Some Terms You Should Know

#### What do we mean by the term “career”?

A career is the sum of our work activities – at home, at work, at school and in our communities. A career includes the time we spend at our paid job. It includes taking care of a home and looking after children or the elderly. It includes volunteer activities and the time we spend learning new things. A career is the overall picture of what you do. Your career might be an educator; however you might have held many different jobs during your career like teacher, early childhood educator, administrator, etc.

#### What do we mean by the term “occupation”?

An occupation is a group of similar jobs for which people usually have to develop skills and knowledge. An occupation is a specific category of work. A person can have several jobs within an occupation. They can adapt their knowledge and skills to a variety of positions. Examples of occupations include electrician, engineer and teacher.

#### What do we mean by the term “job”?

A job is a position a person holds that has specific duties. For example, your occupation may be food and beverage server while your job is serving tables at the local diner. People usually change jobs more often than they change occupations.



### Develop a Career Plan

#### Learning Activity 3.5

## Eight Steps to Planning Your Career

### Step 1: Explore Your Interests

This is a good first step to take before you decide on what career you would like to go into. What do you really like doing when you're at work, when you're at home or in your spare time? What excites you and energizes you? What's your passion? Take the quiz on the next handout!



### Step 2: Research New Careers

Once you've discovered your passion, spend some time researching the types of careers that might interest you.



### Step 3: List Your Transferable Skills

Think about the different career options that you have looked into. What are some of your transferable skills that would help in these occupations? Remember that transferable skills are the many skills that you have learned throughout your lifetime. Some of these skills might be good communication skills, multi-tasking, excellent organization skills, ability to plan, computer skills, etc.

### Step 4: Check Out the Career Prospects

Find out what the prospects are for your chosen careers in your community or region. You can talk to a Career Development Officer or look at the job postings in your community or region.





### **Step 5: Find a Mentor**

Looking into a career path can be overwhelming. Find someone to talk to about your career choices. It might be a Career Development Officer or someone who is in that particular career.

### **Step 6: Job Shadow**

Narrow down your career choices to two occupations. Contact organizations or businesses to see if you can job shadow someone in that field for a day or two. This will give you a good idea of what the job is and if you would like to pursue it.

### **Step 7: Find Out about Training and Education**

You may find it necessary to update your skills and education. You can take it slowly. Find out where you can update your skills or education. You might only have to take a couple of computer courses or you might need to take a training program through the local college. Each career has different requirements.



### **Step 8: Do You Need to Upgrade?**

You may need to do some upgrading before you can get into the program you want. Find out what level of education you need to get into the program that you want. Find out if you can get funding for upgrading. Some access programs at Aurora College qualify for Student Financial Assistance.



### Develop a Career Plan Learning Activity 3.6

#### Step 1: Explore Your Interests<sup>14</sup>

Place a check mark (✓) under the **Like** column for those activities you like to do. Check (✓) under **Dislike** for those you are indifferent to, have never done, or do not like.

Activities	Like	Dislike
<b>(R) Realistic</b>		
1. Fix electrical things		
2. Repair cars		
3. Fix mechanical things		
4. Build things with wood		
5. Drive a truck or other machinery		
6. Use metalworking or machine tools		
7. Take a course on woodworking or mechanics		
<i>Total number of Ls</i>		
<b>(I) Investigative</b>		
1. Read scientific books or magazines		
2. Work on a scientific project		

<sup>14</sup> [http://www.sunraye.com/job\\_net/ws3.htm](http://www.sunraye.com/job_net/ws3.htm)

3. Build rocket models		
4. Read about special subjects on your own		
5. Solve math or chess puzzles		
6. Learn and understand weather cycles		
7. Like to figure things out		
<i>Total number of Ls</i>		
<b>(A) Artistic</b>		
1. Sketch, draw, or paint		
2. Sing in the choir or at church		
3. Play and practice a musical instrument		
4. Play in a band, group or orchestra		
5. Go to recitals, concerts, or musicals		
6. Write poetry or short stories		
7. Take an art course		
<i>Total number of Ls</i>		
<b>(S) Social</b>		
1. Connect with friends through email, Facebook or Twitter		
2. Attend religious services		
3. Belong to social clubs (make new friends)		
4. Help others with their personal problems		

5. Take care of children		
6. Attend meetings and conferences		
7. Go to sports events		
<i>Total number of Ls</i>		
<b>(E) Enterprising</b>		
1. Influence others		
2. Sell something		
3. Discuss politics		
4. Operate your own service or business		
5. Attend conferences		
6. Give talks		
7. Meet important people (like politicians or musicians)		
<i>Total number of Ls</i>		
<b>(C) Conventional</b>		
1. Keep your desk and room neat		
2. Add, subtract, multiply and divide numbers in business or bookkeeping		
3. Love learning and using new technology (computer, iPad, etc.)		
4. Keep detailed records of expenses		
5. Have excellent typing skills		

6. Write business letters		
7. File letters, reports, records according to need		
<i>Total number of Ls</i>		

Summary (number of Ls for each category)	# of Likes
Realistic	
Investigative	
Artistic	
Social	
Enterprising	
Conventional	

### Looking at Your Interests

Everyone is different, so your interest scores are unique to you. However, it is possible to guess where you will best fit into the world of work. Beside each interest category write its rank for you. The category with the most Ls will rank #1, the category with the least will rank # 6.

#### \_\_\_\_\_ (R) Realistic

Realistic people like making things with their hands, have good hand-eye coordination and dexterity. They prefer jobs such as mechanic, construction worker, x-ray technician, carpenter or carpenter helper.

#### \_\_\_\_\_ (I) Investigative

Investigative people like to do research, to try to understand things around them, and usually prefer working alone or in a small group. They look for the

following types of jobs: biologist, engineer, researcher, meteorologist, environmental monitor, taxidermist, dietitian, repair person, or computer operator.

\_\_\_\_\_ **(A) Artistic:** People who fit this type of personality express themselves by their artwork. They like a work place to be flexible and they like to be creative in their work. You find this type of person among hairdressers, actors, writers, poets, dance instructors, camera people, clowns, interior designers, painters, photographers, or translators.

\_\_\_\_\_ **(S) Social:** These type of people look for jobs where they can enter into relations with other people and help others, whether it is as a teacher, nurse, playground supervisor, career counsellor, social worker, parole officer, bartender, waiter/ waitress, swimming instructor, community support worker, janitor, child care worker, youth worker or ambulance attendant.

\_\_\_\_\_ **(E) Enterprising:** Enterprising people express themselves easily and are good at convincing others to think the same way they do. They look for positions with power and prestige, and you often find them in jobs such as real estate agent, sales, store manager, bank manager, foreperson, head chef, or sales representative.

\_\_\_\_\_ **(C) Conventional:** People who fit the conventional type look for order, minute detail, and structured work. They like jobs where rules and orders are clear and where they can complete an assigned task on time. You often find them in jobs such as office assistant, receptionist, computer programmer, records keeper, cashier, sewing machine operator, bookkeeper, filing clerk, telephone operator, warehouse person or shopkeeper.

What occupations interest you most? Choose three from the above or choose other ones that interest you.

## Career Life Work

---

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Develop a Career Plan

#### Learning Activity 3.7

### Step 2: Research Different Career Options

Use the three occupations that you chose from the previous page to fill in the chart below. You will need to do some research on each particular occupation. You can look up the job on the National Occupation Classification website found at <http://www5.hrsdc.gc.ca/noc/english/noc/2006/welcome.aspx>. or you can do some research in your own community about the occupation.

#### Example

Occupation	Education Needed	Skills Needed
Early Childhood Educator	Early Childhood Certificate (College)	Communicate well with parents and children Help children solve problems Work with others Read to children Organize activities
Heavy Equipment Operator	Heavy Equipment Operator Program (College)	Communicate well with others Drive a variety of trucks and tractors Good attitude Put safety first Writing skills



### Your Turn!

Occupation	Education Needed	Skills Needed

### More on Different Career Options

You have already researched three different occupations. This activity allows you to look into different occupations that you might not have thought of.

1. Think of two people you know who are in jobs/careers you feel would be ideally suited to you.

What are the jobs? \_\_\_\_\_

2. Ask someone else about jobs/careers they feel would be good for you. Often others can suggest possibilities that do not occur to you. List their suggestions.

\_\_\_\_\_

3. Select three jobs that sound interesting from the above. Find out what skills and education you need for each job.

Occupation	Education Needed	Skills Needed




### Develop a Career Plan

#### Learning Activity 3.8

### Step 3: List Your Transferable Skills

Transferable skills are skills that we have learned throughout our lives. You have already looked at your transferable skills in the previous section.

Here is a list of transferable skills that are needed for many different jobs. Check (✓) off the ones that you have.

Good communicator	Strong organizational skills	Able to plan
Excellent computer skills	Can speak two languages	Good at research
Sensitive to others	Good with details	Like to teach others
Have good ideas	Take initiative	Enjoy working with others
Good with children	Can solve problems	Like to read
Good writer	Good with numbers	Good at selling things
Supportive of others	Good listener	Good at public speaking

How can your transferable skills help you with your career choice? Choose three occupations that you researched in Step 2. List three skills that are needed for each occupation and then match your skills to them. You can find the skills needed for each occupation on the National Occupation Classification website found at <http://www5.hrsdc.gc.ca/noc/english/noc/2006/welcome.aspx>. Look at the example below.

**Occupation:** Early Childhood Educator

Skill	Do you have this skill?	How did you learn this skill?
Oral communication	Yes	I have very good oral communication skills that I learned from raising my children. I had to learn how to communicate with them so they would listen to me. I speak clearly and have high expectations. I read, sing and talk to my children. I also have learned to talk to the school about my children in a respectful way. We work together to make sure my children are doing well.
Problem solving	Yes	I often have to problem solve with my children to help them work things out. Also when my children are sick I need to problem solve to figure out what is the best thing I should do. Should I bring them to emergency or call TeleHealth?
Working with others	Yes	I have worked well with others on different projects that I have been involved with. At school I was part of a team that worked together to organize a family fun night. I have volunteered at the school to read to children and have worked well with the teachers.

**Occupation:** Heavy Equipment Operator

Skill	Do you have this skill?	How did you learn this skill?
Driving skills	Yes	I am a good driver. I have had my driver's license for 10 years with no accidents. I am confident about driving and think these skills will transfer to driving heavy equipment.
Pay attention to detail	Yes	I am a very detail oriented person. I know that you have to be very detailed and precise on procedures when driving for a living. Safety is the number one issue for many employers and my ability to pay attention to detail will help me and others to be safe on the job. I learned this skill by working with my dad out on the land. We had to be very precise and careful when we went hunting in extreme temperatures.
Working with others	Yes	Mostly when you drive a truck it is on your own, however you still have to work with others at the beginning of the day to get organized and you have to listen to instructions carefully. I am a good listener and I work well with others. I have worked on many building projects where I have worked well with others and have learned to listen first and then ask questions.

### Your Turn!

Occupation: \_\_\_\_\_

Skill	Do you have this skill?	How did you learn this skill?

## Career Life Work

---

Occupation: \_\_\_\_\_

Skill	Do you have this skill?	How did you learn this skill?



## Career Life Work

---

Occupation: \_\_\_\_\_

Skill	Do you have this skill?	How did you learn this skill?



### Develop a Career Plan

#### Learning Activity 3.9

### Step 4: Check Out the Career Prospects

Narrow down your career choices to two occupations. Find out what the job prospects are for your two occupations in your community or region. You need to make sure that there are jobs available in your chosen career path. You can talk to a Career Development Officer, look at job advertisements in your community or region or contact potential employers in your chosen field.

**Part 1:** Look on the Internet to see if any jobs are advertised for your two choices.

- <http://www.jobsnorth.ca>
- <http://www.nnsl.com/jobs/jobs.html>
- <http://www.jobbank.gc.ca>

**Part 2:** Talk to a Career Development Officer about your two career options. Write down questions to ask him or her.

#### Part 1: Look on the Internet for Job Advertisements

**Occupation:** Early Childhood Educator

Job Posting	Where	Wage
Live in Caregiver	Private home	\$1,845 per month plus room and board
Infant Worker	Hay River Reserve – Katlodeeche First Nation	Not given
Caregiver	Private home	\$11 per hour

## Career Life Work

---

**Occupation:** Heavy Equipment Operator

Job Posting	Where	Wage
Heavy Equipment Operators (Backhoe, Loader, Dozer, Grader)	RTL	\$25 per hour
Class 3 Drivers with Air Endorsement	Corothers Home Building Centre	Not given
Haul Truck Drivers	Rio Tinto (Diavik)	\$80,000 with benefits

### Your Turn!

**Occupation 1:** \_\_\_\_\_

Job Posting	Where	Wage

Occupation 2: \_\_\_\_\_

Job Posting	Where	Wage

### Part 2: Questions to ask a Career Development Officer

- What are the job prospects for a daycare worker in my community?
- What is the pay level for a daycare worker?
- How do I open a licensed day home?
- What are the advantages and disadvantages to running my own day home?

- What are the job prospects for a heavy equipment operator in my community?
- What is the pay level for a heavy equipment operator in my community or at one of the mines?
- How do I get enough experience so I can get a job?

### Your Turn!

Occupation 1: \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

Occupation 2: \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Career Life Work

---

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_



### Develop a Career Plan

#### Learning Activity 3.10

### Step 5: Find a Mentor

Looking into a career path can be overwhelming. Find someone to talk to about your career choices. It might be a Career Development Officer or someone who is in that particular career.

List potential places to call to find out if someone will talk to you about your chosen career.

#### Example

**Occupation:** Early Childhood Educator

1. Yellowknife Daycare
2. Little Friends Dayhome
3. Early Childhood Consultant at Education, Culture and Employment
4. Career Development Officer at your Regional ECE Services Centre
5. Aurora College

**Occupation:** Heavy Equipment Operator

1. RTL – Robinson Enterprises Ltd.
2. NTCL – Northern Transportation Company Limited
3. Career Development Officer at your Regional ECE Services Centre
4. Aurora College
5. Someone who works at one of the mines as a heavy equipment operator or truck driver

### **Your Turn!**

Occupation 1: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Occupation 2: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





**Develop a Career Plan**  
**Learning Activity 3.11**

**Step 6: Job Shadow**

Contact organizations or businesses to see if you can job shadow someone in that field for a day or two. This will give you a good idea of what the job is and if you would like to pursue it. Ask to speak to the supervisor or manager.

**Example**

**Occupation:** Early Childhood Educator

**Places to contact:**

1. Yellowknife Daycare
2. Kids Corner Daycare
3. Little Tykes Dayhome

**Questions to Ask**

1. I am interested in becoming a daycare worker and I would like to meet with you to discuss the possibility of job shadowing someone at your organization.
2. I am interested in possibly opening up my own day home when I complete my early childhood education training. I was wondering if I could come to your day home and observe you for a day to see if it is something I might be interested in.

**Occupation:** Heavy Equipment Operator

**Places to contact:**

1. RTL – Robinson Enterprises Ltd.
2. NTCL – Northern Transportation Company Limited
3. Berton's Construction Trucking and Rentals

**Questions to Ask**

1. I am interested in becoming a heavy equipment operator. I would like to know more about the job. Would it be possible to meet with someone in your company and talk about the job and maybe observe them for a day?

### Your Turn!

**Occupation 1:** \_\_\_\_\_

**Places to contact:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Questions to Ask:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Occupation 2: \_\_\_\_\_

### Places to contact:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Questions to Ask:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



### Develop a Career Plan

#### Learning Activity 3.12

### Step 7: Find Out about Training and Education

You may find it necessary to update your skills and education. You can take it slowly. Find out where you can update your skills or education. You might only have to take a couple of computer courses or you might need to take a two year diploma program. Each career has different requirements.

#### Example:

**Occupation:** Early Childhood Educator

**Education needed:** Early Childhood Development Certificate

**Program:** Aurora College

**Program requirements:**

- Completion of an Aurora College application form; 18 years of age or older
- Completion of Aurora College ABE English 140 and Math 130 or NWT High School English 23 or 20-2 and Math 13 or Math Pure or Applied 10
- Two letters of reference to demonstrate initiative and attitude
- Knowledge of an Aboriginal language is an asset.

**Program length:** courses are throughout the year, the program length varies

**Occupation:** Heavy Equipment Operator

**Education needed:** Heavy Equipment Operator Program

**Program:** Aurora College

**Program requirements:**

- Completion of Grade 9 level oral/written English or Aurora College English 130 and Math 130
- A copy of a valid Class 5 license prior to entry into the program
- Students must:
  - Have a medical certificate
  - Pass a valid Class 3 driver's medical if enrolled in Introduction to Truck Driving Class IIIQ 728-114
  - Hold a valid driver abstract
  - Be 18 years of age

**Program length:** 13 weeks

### Your Turn!

Occupation 1: \_\_\_\_\_

Education needed: \_\_\_\_\_

Program: \_\_\_\_\_

Program requirements:

---

---

---

Occupation 2: \_\_\_\_\_

Education needed: \_\_\_\_\_

Program: \_\_\_\_\_

Program requirements:

---

---

---



### Develop a Career Plan

#### Learning Activity 3.13

### Step 8: Do You Need to Upgrade?

In the last step you found out what education you need for your two career choices. You may need to do some upgrading before you can get into the program you want. Find out if you can get funding for upgrading. Some access programs at Aurora College qualify for Student Financial Assistance.

#### Example

**Occupation:** Early Childhood Educator

**Program requirements: (repeated from the last step)**

- Completion of an Aurora College application form; 18 years of age or older
- Completion of Aurora College ABE English 140 and Math 130 or NWT High School English 23 or 20-2 and Math 13 or Math Pure or Applied 10
- Two letters of reference to demonstrate initiative and attitude
- Knowledge of an Aboriginal language is an asset.

**Upgrading:** I will need to take my Math 130 to qualify for the Early Childhood Development Certificate. I can do this at the local learning centre.

**Funding available:** No – I will need to work part-time and go to school.

**Occupation:** Heavy Equipment Operator

**Program requirements: (repeated from the last step)**

- Completion of Grade 9 level oral/written English or Aurora College English 130 and Math 130
- A copy of a valid Class 5 license prior to entry into the program
- Students must:
  - Have a medical certificate
  - Pass a valid Class 3 driver's medical if enrolled in Introduction to Truck Driving Class IIIQ 728-114
  - Hold a valid driver abstract
  - Be 18 years of age

**Upgrading:** I will need to take my Math 130 for the Heavy Equipment Operator Course. I can do this at the local learning centre.

**Funding available:** Yes – I can get funding for this course through EI and Student Financial Assistance. The program is offered only in Fort Smith, so I will have to move there for 13 weeks and live in residence.



### **Your Turn!**

Occupation 1: \_\_\_\_\_

Program requirements:

---

---

Upgrading:

---

---

Funding available: \_\_\_\_\_

Occupation 2: \_\_\_\_\_

Program requirements:

---

---

Upgrading:

---

---

Funding available: \_\_\_\_\_





### Employment Search Skills

#### Learning Activity 4

7 Handouts

#### 4.1: Annie's Story (handout)

Read Annie's Story together as a class. Ask learners to work in pairs to respond to the following questions.

1. What did Annie do first to find a job?
2. What transferable skills did Annie have?.
3. What was the first job that Annie took? How did she find that job?
4. How did she identify jobs that matched her interest and skill level?
5. What job did she think she might be interested in?
6. What skill did she need to improve on for this particular job?
7. How did she improve on this skill?
8. How did she find her next job?

Ask learners to write out all the steps that Annie took to find her dream job. They can fill in the steps on the handout.

#### 4.2: Job Search Inventory (handout)

Ask learners to develop a personal job search inventory – a list of all the positions, both paid and unpaid, that they have ever had or tried to get. Ask them to fill in the handout on these jobs: name the job, how they heard or found the job, how they applied for the job and how they got the job (if they got it).

Ask learners to work together in groups to share information about their job search inventory. Ask each group to list on flipchart paper all the ways people in their groups searched for jobs. Ask them then to come up with other ways to find jobs.

Some ways to find jobs are through: networking, Internet searches, newspaper ads, word of mouth, a career counsellor, a career training centre, your community's green screen, friends and/or family, cold phone calls or visits to employers or volunteer work.

And lastly, ask them what they think is the most effective way to find a job.

### **4.3: Job Search Methods** (handout)

There are many different ways to search for a job. This activity narrows down the search methods to Ads/Jobs Listings, Connecting with People, Prospecting and Recruitment. Of these jobs the most effective way to find a job is Connecting with People, otherwise known as Networking. A pie chart on the handout gives the breakdown for each method. Learners read the handout and then answer questions about the pie chart.

### **4.4: Networking** (handout)

Have you ever heard the expression: "It's all about who you know?" Well when it comes to finding a job this statement is very true. Most jobs come from networking. Networking is both an informal and formal way of talking to people about your job search. Spreading the word that you are looking for work increases your chances of hearing about unadvertised positions. Ask people for advice, information and referrals. In this activity learners think about all the people they know in their lives that could help them find a job. They write down their names and questions they can ask them.

### **4.5: Internet Searches** (handout)

Many people find jobs on the Internet now. Ask learners to find three jobs that they are interested in using these websites:

- <http://www.jobsnorth.ca>
- <http://www.nnsl.com/jobs/jobs.html>

- <http://www.jobbank.gc.ca>

Ask learners to fill in the handout on the three jobs that they identified.

### **4.6: Prospecting** (handout)

Prospecting means finding jobs that are not advertised through unsolicited cover letters and résumés. This means that you call or visit places of employment to see if they are hiring. It's not as complicated, but you will need to be prepared to apply and interview on the spot.

Learners read the information on the page about prospecting and then make a list of things they need to bring with them when they are going to businesses and organizations to find out if there are any jobs available.

### **4.7: Job Search Success Stories** (handout)

Learners read the two stories about Gary and Gladys. Discuss the stories together and identify what kind of employment search methods each used.



### Employment Search Skills

#### Learning Activity 4.1

### **Annie's Story**<sup>15</sup>

Annie wasn't sure what she wanted to do for a living but she knew that she needed a job and fast! As a former stay-at-home mom who had recently become a single parent, Annie had to make some money quickly.

She visited the North Slave ECE Service Centre in Yellowknife. There she spoke with a Career Development Officer (CDO) and took a number of assessment tests to see what jobs would suit her.

Although she had little employment experience, Annie had plenty of work experience as a mother. Her CDO assured her that her leadership, organizing, communication and planning skills were assets that many employers sought.

Soon afterwards, Annie answered an ad for a waitperson. They were willing to train and she began working immediately. This income gave her some stability so that she could hunt for a more permanent job without wondering how she could pay the rent.

Soon she returned to the North Slave ECE Service Centre. She used a computer program to identify jobs that matched her skills and interests. She explored several occupations and decided that she wanted to do some kind of office work, but needed to get some computer skills first.

She began taking computer and word processing classes at Aurora College. Her CDO, Faith, helped her find the funding. She studied whenever she could, knowing that an education was her ticket to the kind of job she wanted.

She began to seriously look for a job. Waiting tables was exhausting and she was tired of smelling like food all the time. She told everyone she met that she was

---

<sup>15</sup> Adapted from <http://www.twc.state.tx.us/news/tjhg/annie.html>

looking for office work and mentioned her new skills. Her supervisor even allowed her to mention it to the occasional customer. She went to several interviews but got no offers.

Her persistence finally paid off. One of her customers mentioned an opening at the company where he worked. Here was her "in!" He gave her the name of a manager, whom Annie called immediately. She mentioned the customer's name and asked for an interview. She got it!

Once in the interview, Annie put all of her practice and rehearsal to work. Beforehand, she'd identified the skills the job required. For each skill, she'd practiced telling three stories that showed how she'd used that skill in the past. Her preparation made her feel so confident that the interview was more like two co-workers talking than an employer questioning an applicant.

Annie got the job. She immediately began thanking all the people who'd helped her in her search and telling them her good news. She looks forward to helping one of them when they're job hunting.

**Work with a partner and discuss these questions:**

1. What did Annie do first to find a job?
2. What transferable skills did Annie have?
3. What was the first job that Annie took? How did she find that job?
4. How did she identify jobs that matched her interest and skill level?
5. What job did she think she might be interested in?
6. What skill did she need to improve on for this particular job?
7. How did she improve on this skill?
8. How did she find her next job?

List all the steps that Annie took to find her dream job! The first one is done for you.

**Step 1:** Talked to a career counsellor in her community.

**Step 2:**

**Step 3:**

**Step 4:**

**Step 5:**

**Step 6:**

**Step 7:**

**Step 8:**

**Step 9:**

**Step 10:**

**Step 11:**

**Step 12:**





### Employment Search Skills

#### Learning Activity 4.2

### Job Search Inventory

Here is an example of a job search inventory. Make your own job search inventory using the chart on the next page.

Name of job	How did you hear about or find the job?	How did you apply for the job?	Did you get the job?
Cashier	A friend told me that there was an opening at the local grocery store	Filled out an application form at the store	Yes - Had an interview with the manager and she hired me
Early Childhood Worker	Saw an advertisement in the <i>Yellowknifer</i>	Brought my résumé in to the Executive Director	No - Had an interview with the Executive Director but did not get the job
Carpenter Helper	Went to different builders in town and asked them if they needed any help	Talked to the owner and told him my qualifications for the job	Yes – I started work immediately

## Career Life Work

---

Name: \_\_\_\_\_

Name of job	How did you hear about or find the job?	How did you apply for the job?	Did you get the job?

## Career Life Work

---




### Employment Search Skills

#### Learning Activity 4.3

### Search Methods<sup>16</sup>

#### Ads/Job Listings

Ads for job openings can refer to newspaper ads, electronic job bank listings, signs in windows or webpage notices.

**Pros:** answering ads is fairly easy, it doesn't take much time

**Cons:** many jobs are not advertised, competition can be very tough

#### Connecting with People

Connecting with people, also called networking, means learning about and / or obtaining jobs through other people.

**Pros:** most effective method overall

**Cons:** requires lots of effort, energy and social skills

#### Prospecting

Prospecting means finding jobs that are not advertised. You do this by passing out cover letters and résumés to businesses and companies who have not advertised for job openings.

**Pros:** lets you find those "hidden" vacancies, less competition for the position

**Cons:** very time consuming, requires effort to do the research

---

<sup>16</sup> <http://www.twc.state.tx.us/news/tjhg/s3method.html>

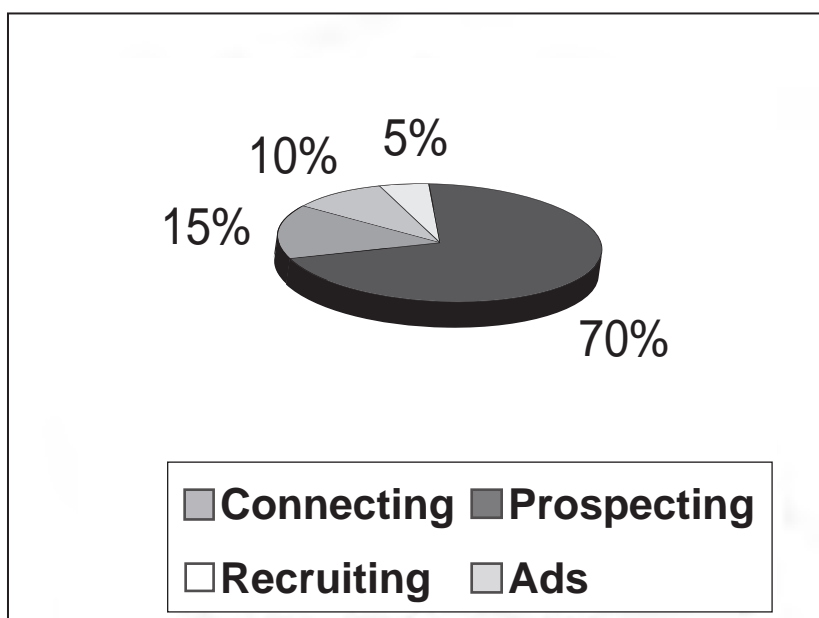
### Recruitment

Recruiting means getting professional help from "head hunters" (who get paid by employers), government employment agencies and not-for-profit organizations.

**Pros:** they don't usually charge you money

**Cons:** headhunters usually focus on high level jobs

How Do People Find Jobs?



Look at the pie chart above. Answer the following questions.

1. What is the most effective way to search for a job? \_\_\_\_\_
2. What is the least of effective way to search for a job? \_\_\_\_\_
3. Does this surprise you? Why or why not?

---

---



### Employment Search Skills

#### Learning Activity 4.4

### Networking

Have you ever heard the expression: “It’s all about who you know.” Well when it comes to finding a job this statement is very true. As you have seen in the previous activity, 70% of jobs come from networking!

#### What exactly does networking mean?

It is both an informal and formal way of talking to people about your job search. Spreading the word that you are looking for work increases your chances of hearing about unadvertised positions. Ask people for advice, information and referrals.

#### Networking Tips

- Tell everyone you know that you are looking for work.
- Make your information specific. For example, let them know the type of work you are looking for.
- Be considerate. Don't take up too much of your contact's time or expect him or her to bend over backwards for you.
- Be professional and willing to accept advice. Your reason for contacting them is to gather information, so listen.
- Ask for referrals. If the person you contact cannot help you, try and get the name of someone who can.
- Don't give up!

### How to Use a Network List

Make a list of all friends, acquaintances, and colleagues. This is a brainstorming activity, do not rule anyone out. Connections can be provided from unlikely sources. Talk to the people on the list. Find out where they work and what companies they think highly of. Do they know who is hiring, or what businesses are expanding? Fill in the chart below.

People	Names	Questions to Ask
Spouse, partner		
Parents		Are there any job openings at your place of employment?
Brothers and sisters		
Uncles and aunts		
Cousins		
Neighbours		
Friends		
Classmates		Where do you work? What is your job like? Are there any openings?
Teachers		
Past employers		



### Employment Search Skills Learning Activity 4.5

#### Internet Job Search

Many people find jobs on the Internet nowadays. Find three jobs you are interested in using these websites:

- <http://www.jobsnorth.ca>
- <http://www.nnsi.com/jobs/jobs.html>
- <http://www.jobbank.gc.ca>

Fill in the handout on the three jobs that you identified.

**Job 1:** \_\_\_\_\_

Skills needed: \_\_\_\_\_

\_\_\_\_\_

Qualifications needed: \_\_\_\_\_

Do you have the skills and qualifications for the job?      Yes              No

If not, how can you get the skills needed? \_\_\_\_\_

\_\_\_\_\_

Apply by: \_\_\_\_\_



**Job 2:** \_\_\_\_\_

Skills needed: \_\_\_\_\_

\_\_\_\_\_

Qualifications needed: \_\_\_\_\_

Do you have the skills and qualifications for the job?      Yes              No

If not, how can you get the skills needed? \_\_\_\_\_

\_\_\_\_\_

Apply by: \_\_\_\_\_

**Job 3:** \_\_\_\_\_

Skills needed: \_\_\_\_\_

\_\_\_\_\_

Qualifications needed: \_\_\_\_\_

Do you have the skills and qualifications for the job?      Yes              No

If not, how can you get the skills needed? \_\_\_\_\_

\_\_\_\_\_

Apply by: \_\_\_\_\_



### Employment Search Skills

#### Learning Activity 4.6

### Prospecting

Prospecting means finding jobs that are not advertised through handing out your cover letters and résumés to companies, businesses or organizations that have not advertised job openings. This means that you call or visit places of employment to see if they are hiring. It's not hard, but, you will need to be prepared to apply and interview on the spot.

If you are applying for a position at a large company, call first to see if there are openings or visit the customer service center or human resources office and ask if you can complete an application for employment. At a smaller employer, ask for the manager.

Be prepared to complete a paper job application. Bring the information you'll need to fill out an application with you.

#### What Will You Need to Complete a Job Application?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### **Things you need to bring with you are:**

1. Full contact information including your address, postal code and a phone number and email
2. Educational information including dates of graduation
3. Names and addresses of previous employers
4. Dates of employment
5. References
6. Résumé (if you have one)

### **When You Apply**

- Bring a pen so you don't need to borrow one to fill out the application.
- Know what days/hours you are available to work.
- Be prepared for a brief on-the-spot interview.
- Dress neatly and appropriately for the workplace.
- Make sure your hair and fingernails are well groomed.
- Wear comfortable but professional shoes.
- Follow-up – call in a week or so to check on the status of your application.



### Employment Search Skills

#### Learning Activity 4.7

### Employment Search Success Stories

Read the employment search success stories below. Identify which kind of employment search methods they used. It might be more than one.

#### Danny

Danny moved to Yellowknife from a small northern community. He didn't have much experience working as there weren't many jobs in his community. He graduated from high school and took the carpenter's helper course when it was in his community last year.

Danny answered an ad in the paper for a carpenter's helper for a small local company. He knew he didn't have the experience they were looking for, but he really wanted the job.

He wrote his résumé and hand delivered it to Jerry, the owner of the company. He introduced himself and told him a little about himself. He told Jerry that he was ready to start immediately and that he was a fast learner. Jerry decided to interview him right on the spot.

Danny told him that he took the carpenter's helper course last year and that he was a quick learner. He was really interested in becoming a carpenter someday and that this would be great experience for him. Danny said that he was easy to get along with and would be reliable and punctual.

Danny's interview really impressed Jerry. Jerry asked Danny for some references and Danny gave him his instructor's name and number. Jerry called Danny the next day and said "Can you start today?"

**Which employment search methods did Danny use?**

### Gary<sup>17</sup>

Despite a prison record, Gary got the job he wanted because of his employer-focused "customer service" attitude. Here's how it happened.

Gary responded to an ad for an office assistant by calling the organization and asking some questions. Later he wrote a short thank you note to Rachel, the woman who had helped him over the phone. She was so friendly, unlike some people he'd encountered. That's why he wrote the note.

It turned out that the organization was a small one. Rachel was so pleased about the note that Gary wrote she passed it around to everyone in the office. In fact, Rachel's good opinion of him strongly influenced the decision of her supervisor, Elaine, to interview him.

Normally Elaine probably would not have invited Gary for an interview because his application form indicated that he had been convicted of a felony. "With so many other qualified applicants, why bother with a criminal?" Elaine thought. Fortunately, she gave Gary a chance. He had noted that his crime was nonviolent and that he was eager to discuss the situation and how he had remedied it. "At least he is honest and has a good attitude," Elaine told Rachel.

Gary had a history of abusing alcohol and drugs and had spent a couple of years in the North Slave Correction Centre as a result. He felt very nervous about explaining his prison record to Elaine. He planned and practiced his responses with his girlfriend so he'd be ready.

During the interview, Gary explained his situation briefly and openly, taking full responsibility for his crime, which impressed Elaine. He said that he had undergone treatment and had made many positive changes since then. He

---

<sup>17</sup> <http://www.twc.state.tx.us/news/tjhg/gary.html>

stressed that he was clean and sober now. He also mentioned that he had a support network to help keep him on the right path.

He quickly moved on to describe his computer knowledge and how it would benefit their organization. He made it clear that he wanted to work.

Gary's honesty, enthusiasm and focus on how he could help the organization convinced Elaine to give him a chance. As soon as he left, she began checking his references. Each person stressed that Gary was a good worker when he was clean and sober and that he was doing everything he could to remain that way.

Elaine knew that she was taking a risk by hiring Gary. What if he relapsed? Still, his honest and responsible behavior won her over. "Everyone deserves a second chance," she thought. She gave him the job on a six-month probationary basis.

Gary was ecstatic and went out of his way to prove to Elaine that she'd made the right choice.

**Which employment search methods did Gary use?**

### Gladys<sup>18</sup>

When Gladys got laid off from her job, she felt apprehensive. She knew that she would need all the support and tools at hand to help her find a new job. Since she knew from experience that she got scared when job hunting, she made a plan to talk with her husband, Martin, every night about what she had done on the search that day. His cheerfulness encouraged her. Sometimes, though, Gladys still worried. "Why is this taking so long?" she asked herself. "Maybe I'm not doing enough!"

Martin knew better. He reminded Gladys of how hard she worked. "Just be patient," he advised. His reassurance lifted her spirits and helped Gladys stop blaming herself. Sure enough, a few weeks later she found a job that suited her.

Gladys had known from the start that she wanted to work near her home. That was the most important consideration for her. Instead of just looking at newspaper ads, she visited the businesses near her home. She didn't see many help wanted signs in windows, but she wrote down the names of the companies she thought she might like.

Once home, she contacted the businesses one by one. Eventually she found an opening that wasn't advertised. She sent a résumé and cover letter and was invited to interview.

In the past, Gladys had found interviews difficult because she was shy and needed time to think before she responded to questions. Some interviewers mistook her slowness for lack of interest. After talking with her friend Jen about this problem, Gladys decided to try a career portfolio.

It worked. Gladys found she could show pieces of her work while taking her time to think through her responses. The interviewer was too busy looking to

---

<sup>18</sup> <http://www.twc.state.tx.us/news/tjhg/Gladys.html>

notice the speed of her answers. The career portfolio helped Gladys feel more confident and comfortable with the interviewing process.

Eventually, the manager called and left a message offering Gladys the job and a wage that was \$2/hour less than she wanted. She knew she had to convince her soon-to-be-boss that she was worth more to him.

She called him immediately, thanked him for the offer and asked to meet with him again. Then she practiced her "pitch" so that she wouldn't feel shy or nervous. During the meeting, she emphasized that she wanted to work with him and the company. She also stressed how her experience and abilities would provide more value than he was offering to pay for her services.

She got most of what she wanted: She increased her pay by \$1/hour and was able to start on the insurance plan immediately instead of waiting the usual thirty days. Most importantly, she negotiated flexible work hours so that she could pick up her kids after school.

Gladys found that she actually enjoyed her job hunting and looked forward to next time — ALMOST!

**Which employment search methods did Gladys use?**





### **Getting the Job** **Learning Activity 5**

15 Handouts

#### **5.1: My Personal Inventory** (handout)

Taking stock of values, interests and skills is an important step in gathering information for a résumé. We have done this in previous sections. Go over it again with learners to review these skills. They may come up with some new ones! And it is a good starting point for writing a résumé.

#### **5.2: Buzz Words for My Résumé** (handout)

What skills should you emphasize in your résumé? What buzzwords catch an employer's attention? You know the skills you have to offer, but what are the buzz words! According to a study by The Conference Board of Canada, reading, writing and arithmetic are no longer enough for a perfect job candidate. Go over the list of skills that employers want in workers. Learners identify if they have these skills and write down how they can demonstrate these skills.

#### **5.3: Types of Résumés** (handout)

There are three basic types of résumés: chronological, functional, and a combination of the two. The handout explains each type and when to choose one type over another. Go over the handout with learners. Discuss the pros and cons of each type. Go online and download an example of each résumé. All you have to do is Google “examples of different kinds of résumés” and you will have many different websites to choose from.

- <http://www.résumé-resource.com/format.html>
- <http://jobsearch.about.com/od/résumés/p/résumétypes.htm>

- <http://www.money-zine.com/Career-Development/Résumé-Writing/Résumé-Writing-Samples>

### 5.4: Transferable Skills for Your Résumé (handout)

The résumé format that is most popular now is the **skills-based** or **functional** style. Research has shown that this type of résumé is most effective at selling your skills and abilities to employers. It is especially good for new graduates who do not have lots of work experience, or for people who are making a change in career direction.

To write an effective functional résumé, learners will need to be able to match their transferable skills to the skills needed for a job. In this activity learners write down all the activities they have been involved in over the past five years. They should include paid work, volunteer work, school, cultural and sporting activities, etc. From this list, they identify the skills that they have developed through participating in these various activities.

### 5.5: The Functional Résumé (handout)

Learners review the sample functional résumé on the handout and then they write a functional résumé for a job advertisement they find either in the paper or online. They can follow the handout and then use that information to write their résumé on a computer.

### 5.6: The Cover Letter (handout)

A **cover letter** provides a potential employer with a first impression of you. Many employers receive lots of résumés and applications so your cover letter needs to stand out in the pile. A cover letter should be attached to all résumés.

**There are two types of cover letters:**

- One is written in response to an advertised position.

- The other is a **canvassing** letter, written to a company/employer where there is no advertised position. As we know, only a small percentage of jobs are actually advertised.

Go over the handout together with learners. Show some other examples of cover letters that you have written.

### 5.7: Sample Cover Letter (handout)

Read the sample cover letter to learners. Ask them if they think the cover letter stands out. What changes would they make? Ask them to follow the format and write a cover letter for the job that they tailored their résumé for in the previous activity. They can use a computer to finish their cover letter once they have a draft written out.

### 5.8: Job Applications (handout)

Often businesses have a job application that they would like you to fill out. Get some sample job applications from your community. Go to the local community store or gas station and ask if they have any job application forms that you can use. In larger communities, you will have more options like Tim Horton's, Walmart or large grocery store chains.

There is a sample job application form on the handout for a grocery/gas store. Ask learners to fill out a job application form (either the one on the handout or one that you give them). Go over the answers together. Often there are questions that ask the job applicant to make a decision or state what they would do. Some of these questions might include:

- A customer complains that the coffee tastes terrible. What would you do?
- What would you do if your replacement doesn't show up when it's time to go home?
- A customer leaves without paying for her gas. What would you do?
- A co-worker is rude to customers. What would you do?

- What does customer service mean to you?
- A customer is very rude to you and says he is going to complain to the manager. What would you do?

### 5.9: Job Interviews (handout)

The job interview gives the potential employee and potential employer a chance to learn more about each other. And a job interview gives you a chance to prove yourself.

To start off this section, show some humorous job interview videos (if you can access them). They are well-worth the effort! Here are some links:

- [http://www.youtube.com/watch?v=b56eAUCTLok&feature=player\\_embedded](http://www.youtube.com/watch?v=b56eAUCTLok&feature=player_embedded)
- <http://www.best-interview-strategies.com/videos.html> (There are several videos on this site – look for the following: The Origin of Job Interviews, The Worst Job Interview Ever, Halloween Scary Interviews). There are also lots of serious job interview videos at this same website.

Ask learners to work in groups to come up with a list of things that they should do to prepare for an interview. Ask each group to list the top five things that a person should do to prepare for an interview. Compare lists and then go over the tips on the handout.

Next ask learners to work with a partner and talk about interviews that they have had. Were they successful in getting the job? What kinds of questions were asked? Ask them to write down six questions that you think an employer might ask.

### 5.10: Job Interview Questions (handout)

Go over the handout on different interview questions. Compare the questions to the six questions that they came up with in the last activity.

### 5.11: More on Job Interview Questions (handout)

The handout provides more questions that you might face in an interview. Ask learners to work in pairs and read them over and think about how they would answer them.

### 5.12: Handling Inappropriate Questions (handout)

Employers cannot discriminate based on race, color, national origin, religion, gender, sexual orientation, age or disability status. Still, some interviewers might ask related questions. Talk to learners about inappropriate questions and how to handle them. The handout gives this example:

If an employer asks if you have children, for example, you can respond in three ways:

1. Answer honestly. "Yes, I have two children."
2. Refuse to answer. "You are not allowed to ask that."
3. Answer the underlying concern about whether you'll show up for work. "You may wonder if my personal life may interfere with work. In fact, I have an excellent attendance record. I was at work 98% of the time at my last job."

Answer #3 addresses the employer's underlying question: "Will you really work at the job?" It reassures the employer that you will do the work required. It also shows that you can handle tough questions with skill and tact. Ask learners to work in pairs or in larger groups. Read over the inappropriate questions on the handout. Ask each pair or group to choose two questions to respond to. Ask each pair or group to present their questions and responses to the larger class.

### 5.13: Mock Interviews (handout)

Practice, Practice, Practice! In this "mock interview" learners work with a partner and interview each other for a job. Each person will need to come up with the

interview questions. Ask them to follow the steps on the handout to guide them in their mock interviews.

### **5.14: Portfolios** (handout)

Read over the handout about portfolios with learners. If you can, put together your own portfolio to show them what one looks like.

### **5.15: Create Your Portfolio** (handout)

This is an opportunity for learners to plan their portfolio. They can follow the guide on the handout. This will take some time to complete. You may want to make it a long-term project that they work on periodically through the semester.

You will need to provide learners with a binder, page protectors and tabs.



### Getting the Job Learning Activity 5.1

#### My Personal Inventory

Taking stock of your values, interests and skills is an important step in gathering information for your résumé. We have done this in previous sections. Let's review these skills again. You may come up with some new ones!

A personal inventory is a useful way to keep track of the information you'll need to fill out job applications or write résumés. It will also come in handy when it's time to evaluate career choices and other options.

##### **I am:**

How would you describe yourself? For example: helpful, strong, dependable, friendly, happy, etc.

---

---

---

---

##### **I like:**

What do you enjoy? For example: being with people, being outdoors, sewing, fixing things, etc.

---

---

---

---

### **Things I do well:**

Review your experiences. What activities do you do well? For example: work well on a team, build things, carve, serve customers courteously, work independently, fix things, etc.

---

---

---

---

### **My education and training:**

List each program or course you've completed, including where and when. What did you learn?

---

---

---

---

### **My volunteering experience:**

List each experience. What did you do? Who did you meet? What did you learn?

---

---

---



### **My work experience:**

Make a list of your paid positions. What did you like about each job? What did you learn?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



### Getting the Job Learning Activity 5.2

#### Top Five Skills Employers Want<sup>19</sup>

What skills should you emphasize in your résumé? What buzzwords catch an employer's attention? You know the skills you have to offer, but what are the buzz words? According to a study by The Conference Board of Canada, reading, writing and arithmetic are no longer enough for a perfect job candidate. Based on the study, the main skills employers want are:

1. **Effective communication skills** – Can you listen well to others? Can you speak clearly and get your point across. Can you write an email, letter or report?
2. **Problem-solving skills** – Problems arise every day at work. Can you cope? Can you make the right decision?
3. **Organizational skills** – Are you a good organizer? Can you organize an event? Is your work bench orderly? Do you prepare your children's lunches each night?
4. **Leadership skills** – Can you take an active role in a team building project? Can you speak up about your ideas?
5. **Working with others** – Are you a good team player? Do you get along with people? Do you offer ideas and input into projects?

---

<sup>19</sup> [http://www.ceswoodstock.org/job\\_search/résumébuzzwords.shtml](http://www.ceswoodstock.org/job_search/résumébuzzwords.shtml)

### Do you have these skills?

Effective Communication Skills	Yes or No
Problem Solving Skills	Yes or No
Organizational Skills	Yes or No
Leadership Skills	Yes or No
Working with others skills	Yes or No

### How can you demonstrate these skills? (If you have them.)

Effective Communication

Problem Solving

Organizational

Leadership

Working with others



### Getting the Job Learning Activity 5.3

#### Types of Résumés<sup>20</sup>

There are three basic types of résumés: chronological, functional, and a combination of the two. The following information explains what each type of résumé is and when to choose one type over another.

**Remember:** If you put it in your résumé, you will likely be asked about your skills in the interview. So make sure you have an example for each skill. For example a potential employer might ask you to tell them more about your “excellent organizational skills.”

#### Chronological Résumé

The chronological résumé is probably the most well-known. It usually goes like this:

- **Work experience:** List all your work experience in reverse chronological order (most recent job first). You should include the name of the employer and contact information, dates employed and a list of duties and responsibilities for each job.
- **Education:** List all your education including courses or workshops in reverse chronological order.
- **Hobbies or interests:** List all your hobbies or interests.
- **References:** List three references with names and contact information or say, “References are available upon request.”

If your work history has been spotty you shouldn't use a chronological résumé.

---

<sup>20</sup> [http://careerplanning.about.com/od/résuméwriting/a/résumé\\_writing.htm](http://careerplanning.about.com/od/résuméwriting/a/résumé_writing.htm)

### Functional Résumé

A functional résumé lists your skills first instead of your work experience. This is useful if you have been unemployed for a period of time or are changing careers.

There are many ways to organize a functional résumé. Here is one suggestion:

- **Objective:** State your objective. For example: To obtain a position as a carpentry helper.
- **Summary of Qualifications:** List up to five statements that summarize your qualifications for the job. For example:
  - Know how to build things like tables and chests
  - Work well with people
  - Listen to instructions well
  - Self-motivated and able to take the initiative when needed
  - Learn quickly
- **Key Skills:** List your top five skills for this particular job and state your experience with this skill. You can state that you learned these skills in previous jobs. Try and match your skills to the job's advertisement. For example:
  - **Building skills**
    - Can use power tools
    - Have good measurement and math skills and can cut angles properly
    - Experience building cabins for friends and family
    - Learn quickly
  - Other skills that you might list are organizational skills, problem-solving skills, leadership skills, math skills, management skills, computer skills, writing skills, working with others, etc.

- **Work History:** List your work history including job title, organization or business that you worked for and duties and responsibilities of the job. Be brief. You do not need to list the dates or give contact information.
  - **Builder Helper** for XXXX: duties included helping the carpenter, cutting wood, drywall, putting in beams, building decks, putting on siding, etc.
- **Education and Training:** Again be brief, you do not need to list dates.
  - Completed Grade 10
  - Carpentry Helper Course through Aurora College
  - Small Engine Repair Course through Aurora College

### Combination Résumé

A combination résumé is exactly what it sounds like — it combines a functional résumé with a chronological one. A combination résumé is good for people who have a good work history but would like to highlight their skills because they are applying for a different kind of job. Here is one way to organize a combination résumé.

- **Objective:** State your objective. For example: To obtain a position as a carpentry helper.
- **Summary of Qualifications:** List up to five statements that summarize your qualifications for the job. For example:
  - Five years experience working with wood and building things
  - Excellent measurement and math skills
  - Can do drywall
  - Can use tools safely
  - Have built cabins for friends and family
- **Work experience:** List jobs in reverse chronological order (most recent job first). You should include the name of the employer and contact information, dates employed and a list duties and responsibilities for each job.

<b>Builder Helper</b>	XXXX	Duties included helping the
June 2010 – Sept. 2010	Contact Person:	builder with siding, roofing,
	Joe Smith	putting in beams, building a
		deck and building homes.

- **Education and Training:** Give details for each.
  - Completed Grade 10 in 2006
  - Completed Carpentry Helper Course from Aurora College in 2008

- Completed Small Engine Repair Course in 2009
- **Key Skills:** Make a list of five key skills that you have for this job. For example:
  - Excellent building skills
  - Work well with others and learn quickly
  - Listen to instructions well
  - Self-motivated and able to take initiative when needed
  - Work safely
- **Hobbies or interests:** List all your hobbies or interests.
- **References:** List three references with names and contact information or say, “References are available upon request.”





### Getting the Job Learning Activity 5.4

#### Transferable Skills for Your Résumé<sup>21</sup>

The résumé format that is most popular now is the **skills-based**, or **functional** style. Research has shown that this type of résumé is most effective in selling your skills and abilities to employers. It is especially good for new graduates who do not have lots of work experience, or people who are making a change in career direction.

#### Let's get started!

Write down all the activities you have been involved in over the past five years. Include paid work, volunteer work, school, cultural and sporting activities, etc. From this list, identify the skills that you have developed through participating in these various activities.

Activity/Work	Skill
Volunteering for family fun night at my daughter's school	Organizational skills Planning skills Working together

<sup>21</sup> [www.une.edu.au/careers](http://www.une.edu.au/careers)

## Career Life Work

---


### Transferable Skills

You will end up with quite an extensive list of transferable skills. For each skill, describe how you have this skill. This will be your master list of skills that you can use in your résumé. Each time you prepare your résumé to submit to a potential employer, you will need to select 5 – 7 of the most relevant skills and include them in your résumé. This **KEY SKILLS** section in your résumé is really the core of the document.

Skill	Details
Excellent organizational skills	<ul style="list-style-type: none"><li>• Organized a family fun night at my daughter's school that was very successful</li><li>• Very neat and tidy at work and at home</li><li>• Able to organize information on the computer so that it is easy to access documents</li></ul>




### Getting the Job Learning Activity 5.5

## The Functional Résumé

**Jane Doe**

111 Franklin Avenue, Yellowknife, NT X1A 2P9

Phone: 873-1212   Cell: 444-4444   [janedoe@gmail.com](mailto:janedoe@gmail.com)

**Objective:** To obtain a job as an administrative assistant in a non-profit organization

### Summary of Qualifications:

- Over five years experience working in administrative positions
- Ability to work in a fast-paced work environment
- Excellent communication skills with both staff and the public
- Self-motivated and able to take initiative when needed
- Excellent computer skills including MSWord, PowerPoint, Publisher and Excel, have experience with databases, Adobe Illustrator and InDesign

### Key Skills:

- **Communication skills:**
  - Able to communicate effectively with staff and clients/customers
  - Excellent telephone etiquette
  - Able to listen to people when they are frustrated and angry and provide an appropriate response
  - Understand that customer service is the most important skill when working with the public
- **Writing Skills**
  - Able to take minutes accurately
  - Able to write letters, reports and other documents
  - Able to prepare agendas for meetings

- **Interpersonal Skills**
  - Work well with others
  - Take directions well from co-workers and management
  - Honest, reliable and trustworthy
  - Friendly with the public.
- **Organizational Skills**
  - Maintain records accurately on the computer and paper files
  - Coordinate travel and per diems
  - Plan and coordinate large mail outs
  - Prepare packages for board members
  - Maintain and add to database

### Work History:

- **Administrative assistant** for XXXX: duties included answering the phone, photocopying, taking notes, managing the database, writing letters, organizing large scale mail outs and assisting the executive director
- **On call administrative assistant** for XXXX: duties included answering the phone, writing letters, greeting the public, maintaining confidential records, opening and distributing mail to others in the office, photocopying and organizing mail outs
- **Cashier** for XXXX: duties included working at the cash register, being friendly to customers, cashing out at the end of the day, memorizing bar codes and working with others

### Education and Training:

- Completed Grade 10
- Computer courses through Academy of Learning: Microsoft Office, InDesign
- Completed one year of the Administrative Assistant program through Aurora College

### The Functional Résumé

**John Smith**

222 Franklin Avenue, Yellowknife, NT X1A 2P9

Phone: 873-5555 Cell: 446-3333

[johnsmith@gmail.com](mailto:johnsmith@gmail.com)

**Objective:** To obtain a position as a carpentry helper

#### Summary of Qualifications:

- Five years experience working with wood and building things
- Excellent measurement and math skills
- Drywalling skills
- Can use tools safely
- Experience building cabins for friends and family

#### Key Skills:

- **Building skills**
  - Experience in drywall, painting, roofing, laying hardwood floors, siding, etc.
  - Work safely and efficiently
  - Experience building houses and cabins
  - Pay attention to detail
  - Solve problems before they become big problems
- **Interpersonal Skills**
  - Work well with others
  - Take direction well from co-workers and management
  - Honest, reliable and trustworthy

- **Organizational Skills**
  - Keep tools clean and organized
  - Keep a clean site
  - Able to plan out what needs to be done next
  - Punctual
- **Math Skills**
  - Can measure accurately
  - Good math skills
  - Completed 140 math (equivalent to Grade 10 math)

### Work History:

- **Builder Helper** for XXXX: duties included working with a crew to build houses, did drywall, roofing, siding, flooring, decks, etc.
- **Built a Cabin** for my family: This included putting in a foundation, putting up the cabin, doing the roof and siding.
- **Air Cargo Handler:** duties included working at the airport handling luggage and cargo

### Education and Training:

- Completed Grade 10 in 2006
- Completed Carpentry Helper Course from Aurora College in 2008
- Completed Small Engine Repair Course in 2009



**Your Turn!** Find a job that you would like to apply for in the newspaper or online at one of the job banks. Fill in the blanks below and then use this information to write a résumé on the computer.

Name: \_\_\_\_\_

Contact Information:

---

---

---

---

**Objective:**

**Summary of Qualifications:**

### Key Skills:

1.

2.

3.

4.

5.

**Work History:**

**Education and Training:**



### Getting the Job Learning Activity 5.6

#### Writing a Cover Letter<sup>22</sup>

A **cover letter** provides a potential employer with a first impression of you. Many employers receive lots of résumés and applications so your cover letter needs to stand out in the pile. A cover letter should be attached to all résumés.

**There are two types of cover letters:**

- A letter written in response to an advertised position.
- A **canvassing** letter, written to a company/employer where there is no advertised position. As we know, only a small percentage of jobs are actually advertised.

**Your cover letter should be tailored for each job you apply for:**

- Tailor your letter for each job you apply for.
- Type your letter.
- Be clear, concise and specific. Write only one page.
- Edit carefully; grammar, punctuation and spelling must be perfect.
- End your letter by asking for an interview.
- Find out whom to send your letter to. Make sure you address the letter to the correct person.
- End your letter with “Sincerely.”
- Keep a copy of every letter you write. You will need to re-read it before you go for an interview.

**Follow the cover letter format on the next page.**

---

<sup>22</sup> [www.une.edu.au/careers](http://www.une.edu.au/careers)

### Format for Your Cover Letter

Date:

Your Address:

Name of Contact

Position Title

Address

Date

Dear Name

#### Paragraph 1:

*If replying to an advertisement*, state the position you are applying for and position number and where you found out about it. *If cold canvassing*, state the reason for writing and describe the type of work you are seeking. State why you are interested in working for the organization.

#### Paragraph 2:

Tell the reader about your school and work background.

#### Paragraph 3:

Convince the employer that you are a good candidate for the job. Talk about your skills in relation to the job you are seeking. Match the skills needed for the job with your transferable skills.

#### Closing Paragraph:

Ask for action. State when you are available for interview and how you can be contacted.

**Yours sincerely,**

Signature – leave enough space here so that your signature will fit.

Typed name

Enclosures: (e.g. résumé)



### Getting the Job Learning Activity 5.7

#### Sample Cover Letter

May 1<sup>st</sup>, 2012

Jane Doe

111 Franklin Avenue, Yellowknife, NT X1A 2P9

Phone: 867-873-1212      Cell: 867-444-4444      [janedoe@hotmail.com](mailto:janedoe@hotmail.com)

Mr. Smith, Executive Director, Tlicho Consulting  
Box XXXX, Yellowknife, NT X1A 2S7

Dear Mr. Smith:

I would like to apply for the position of Administrative Assistant that was advertised in *News/North* on April 20<sup>th</sup>, 2012.

I have completed one year of the Administrative Assistant program at Aurora College and I have five years experience working in this field. I have also taken many computer courses including MS Word, Excel, PowerPoint and Publisher, Adobe Illustrator and InDesign through the Academy of Learning.

I feel that I have a solid combination of education, skills and abilities for this position. I have excellent organizational skills and work well in a fast-paced environment. I am a team player and take direction well from others. I consider myself to be a good communicator and understand that communication skills are very important when working with other staff members and the public.

I would be happy to meet with you to discuss my qualifications for this job. I am available for an interview anytime. You can contact me at the above numbers.

Sincerely,

Jane Doe

Enclosures: Résumé

### Sample Cover Letter

May 10<sup>th</sup>, 2012

John Smith

222 Franklin Avenue, Yellowknife, NT X1A 2P9

Phone: 867-873-5555      Cell: 867-446-3333

[johnsmith@gmail.com](mailto:johnsmith@gmail.com)

Mr. Jones

Northstar Building Company

Box XXXX, Yellowknife, NT X1A 3R9

Dear Mr. Jones:

I would like to apply for the position of carpenter helper posted on Jobs North on May 5<sup>th</sup>, 2012.

I have completed the Carpentry Helper course offered through Aurora College. This program ran for eight weeks and taught me the basic skills needed for carpentry. It was a great way to refresh my skills and learn new ones. The course also taught me the importance of being safe.

I have experience working for a builder for one summer. I worked with a crew to build houses. We did a variety of tasks like drywall, flooring, siding, roofing and framing. I enjoyed working with a crew and was always punctual.

I would be happy to meet with you to discuss my qualifications for this job. I am available for an interview anytime. You can contact me at the above numbers.

Sincerely,

John Smith

Enclosures: Résumé

### Your Turn!

Write a cover letter for the job that you chose to tailor your résumé for. Follow the format below using the guide on Handout 5.6 and then use this information to write a cover letter on the computer.

**Date:** \_\_\_\_\_

**Your Address:** \_\_\_\_\_

**& Contact Info** \_\_\_\_\_

\_\_\_\_\_

**Name of Contact:** \_\_\_\_\_

**Position Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Dear Name:** \_\_\_\_\_

**Paragraph 1:** (State the position you are applying for and position number and where you found out about it.)

**Paragraph 2:** (Tell the reader about your school and work background.)



**Paragraph 3:** (Convince the employer that you are a good candidate for the job. Talk about your skills in relation to the job you are seeking.)

**Closing Paragraph:** (Ask for action. State when you are available for interview and how you can be contacted.)

Sincerely,

Enclosures: (e.g. résumé)



### Getting the Job Learning Activity 5.8

#### Job Applications

Often businesses have a job application that they would like you to fill out. Here is a sample one below. Fill in the job application for a local grocery and gas store.

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Position you are applying for: (circle one)

Cashier      Gas Attendant      Head Cashier      Janitor      Night Clerk

#### Availability

Please be honest with your answers, so we set a schedule that works for both you and us.

What days and hours from Monday - Sunday are you available for work?

\_\_\_\_\_

How many hours per week can you work?

\_\_\_\_\_

### Please Answer the Following Questions

Why are you applying to work here?

---

---

What skills do you have for this job?

---

---

Why do customers shop at this store?

---

---

What does customer service mean to you?

---

---

If a customer complains that the coffee tastes terrible, what would you do?

---

What would you do if your replacement doesn't show up when it's time to go home?

---

---

If a customer leaves without paying for her gas, what would you do?

---

---

If a co-worker is rude to customers, what would you do?

---

---

### Math Questions

The customer's purchase totals \$13.93. They give you a ten dollar bill and a five dollar bill. How much change do you give them?

---

If one bottle of soda costs .99, how much do three bottles cost? \_\_\_\_\_

Each pot of coffee holds 6 cups. We usually sell 10 cups of coffee every fifteen minutes. How many pots of coffee will you need to make at one time?

**Work Experience:** Please list the jobs that you have had in the past five years. Please give one reference for each job.

**Job:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

**Duties:**

**Contact Person:**

.....

**Job:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

**Duties:**

**Contact Person:**

.....

**Job:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

**Duties:**

**Contact Person:**

### **Education, Training and Experience**

High school: \_\_\_\_\_ Grade level attained: \_\_\_\_\_

Other training:



### Getting the Job Learning Activity 5.9

## Job Interviews

You have been successful! You now have an interview for the job.

The job interview gives the potential employee and potential employer a chance to learn more about each other. It also gives you a chance to prove yourself.

Nervous? Most of us get nervous when we go to a job interview. What questions will they ask? Will I be able to answer them? Will I make a good impression? Here are a few tips to help you get ready for your job interview.

1. **Prepare** for your job interview.
  - a. Know the job description.
  - b. Know about the company, business or organization.
  - c. Practice answering questions with a friend or spouse.
2. **Watch** some videos on interviewing at the following site:
  - a. <http://jobsearch.about.com/od/jobinterviewvideos/tp/interviewvideos.htm>
3. **Get ready**
  - a. Make sure your clothing is neat, tidy and appropriate for the job you are applying for.
  - b. Bring a portfolio\* with copies of your résumé.
  - c. Bring a pen and paper for note taking.

\*Information on portfolios is on Page 165

4. **Be on time.** On time means five to ten minutes early.
5. **Stay calm** during the job interview. Maintain eye contact with the interviewer. Listen to the entire question before you answer and pay attention to each question.
6. **Show** what you know. Give examples. If they ask you what your organizational skills are like, tell them how you organize your home, office, your computer files, etc.
7. **Follow-up.** Ask when you will be hearing from them. Call them if you have not heard from them in that time period. If you did not get the job, ask why? It may help you when you interview for another job.

### Job Interview Questions

Work with a partner and talk about interviews that you have had. Were you successful? What kinds of questions were you asked? Write down six questions that you think an employer might ask.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Compare your questions to the questions on the next handout.



### Getting the Job Learning Activity 5.10

#### Job Interview Questions<sup>23</sup>

What will they ask? How should I answer? The key is to give better answers than anyone else. To do this, you must:

1. Anticipate likely questions.
2. Develop excellent answers.
3. Practice!

Be enthusiastic and confident when responding to questions. A good technique is to write out your answers to the questions you anticipate, then edit them to make them more concise. Practice your polished answers out loud, over and over. If you can have someone help you do a mock interview, that would be the best way to do this.

Most questions will relate either to your ability to do the job or to the type of employee you will be. Here are some sample questions you might get:

##### 1. **Tell me a little about yourself.**

Focus on both your personal and professional values. Always be honest, but talk about your best traits only, especially those that relate to the position for which you are applying. Highlight experiences and accomplishments you are most proud of. Here is an example of an answer to this question.

“I am a very conscientious person and I like to do a good job both at home and at work. People tend to view me as a “people person.” I like to work with

---

<sup>23</sup> <http://www.best-interview-strategies.com/questions.html>



others and enjoy working as part of a team on a project. I respect others' opinions and like to give my own input into a project too. I work well in a fast-paced environment and work well under pressure. I always have a smile for people at work – either co-workers or the public that I am dealing with."

### **2. What is your greatest strength?**

This is a great chance to highlight your best skills. Don't pick just one; focus on your top three or four. Some examples are: leadership skills, team-building skills, and organizational skills. Determine which strengths would fit best with the position for which you are applying. For example, if the job announcement stresses the ability to handle multiple tasks, you could say:

"I'm good at organizational skills, prioritization and time management. But my greatest strength is my ability to handle multiple projects and deadlines effectively."

### **3. What is your greatest weakness?**

Be careful with this one. Most interview guides will tell you to answer it with a positive trait disguised as a weakness. For example, "I tend to expect others to work as hard as I do," or "I'm a bit of a perfectionist." Interviewers have heard these "canned" answers over and over again. To stand out, be more original and state a true weakness, but then emphasize what you've done to overcome it. For example:

"Sometimes I work too quickly and I make mistakes. I need to learn to slow down and check my work over carefully. Often I will ask a co-worker to check my work to make sure that I don't have any careless mistakes."

### **4. How do you handle stressful situations?**

Give some examples of stressful situations you've dealt with in the past. Tell how you use time management, problem-solving or decision-making skills to reduce stress. For example,

"I often make a to-do list if I am feeling overwhelmed at work. This really helps me focus on what needs to be done. I also feel really good when I cross off each item on the list."

### **5. Why do you want this position?**

Here's where your research about the company or organization will help you stand out among the other candidates. Explain how you've always wanted the opportunity to work with a company that provides (for example) a vital public service. Or you can say something about the position that you find interesting.

"I really enjoy working with the public and I think working for (this particular place) will provide me with new and exciting challenges."

### **6. Why are you the best person for this job?**

Be confident and enthusiastic when you answer this. Emphasize several reasons why you should be hired. For example:

"I've got a great deal of experience in being an assistant and have the specific skills you are looking for. I'm a fast learner who adapts quickly to change. I'm enthusiastic about helping your organization meet its goals, and will work hard in this job. I am very interested in this position and in working with your organization."

### **7. Do you have any questions?**

This is always asked at the end of an interview. Have your questions ready. Here are some suggestions:

- a. Can you tell me a little more about the job?
- b. What are the top two expectations you have of the person coming into this position?
- c. Would there be initial training involved in this position?

- d. Is there anything else you would like to know about my skills and abilities to do this job?
- e. How many employees work for the organization or in this department?
- f. When will the job start?
- g. When do you expect to make your final decision?



### Getting the Job Learning Activity 5.11

#### More on Job Interview Questions<sup>24</sup>

Here are some more questions that you might face in an interview. Read them over and think about how you would answer them.

1. How do you define "being on time?"	9. Give an example of a time you showed initiative.
2. Describe a situation in which you were asked to do something wrong. What did you do?	10. Describe a recent situation where you dealt with an upset customer or co-worker.
3. Describe a time when you handled a stressful situation successfully.	11. Describe a situation where you planned ahead to avoid potential problems.
4. Tell me about a time when you solved a problem.	12. Why did you leave your last position?
5. Give me an example where you set and achieved a goal.	13. Explain your qualifications for this position.
6. How do you resolve conflict?	14. Where do you want to be in five years?
7. Describe a situation where your job required you to go above and beyond the call of duty?	15. How would others describe you?
8. Describe a time when you had to prioritize because you had too many things to do.	16. What do you do best?
	17. What are your long-range objectives?

<sup>24</sup> <http://www.best-interview-strategies.com/questions.html>



### Getting the Job Learning Activity 5.12

#### Handling Inappropriate Questions<sup>25</sup>

Employers cannot discriminate based on race, color, national origin, religion, gender, sexual orientation, age or disability status. Still, some interviewers might ask related questions. If an employer asks if you have children, for example, you can respond in three ways:

1. **Answer honestly.** "Yes, I have two children."
2. **Refuse to answer.** "You are not allowed to ask that."
3. **Answer the underlying concern** about whether you'll show up for work. "You may wonder if my personal life may interfere with work. In fact, I have an excellent attendance record. I was at work 98% of the time at my last job."

Answer #3 addresses the employer's underlying question: "Will you really work at the job?" It reassures the employer that you will do the work required. It also shows that you can handle tough questions with skill and tact.

Of course, if you find a question offensive, you may decide you don't want to work for such an organization in the first place!

Discuss in a group how you would handle these inappropriate questions. Write down your answers on flipchart paper and share with others in your class.

1. How long have you lived in Yellowknife?
2. Do you have any health problems?

---

<sup>25</sup> <http://www.twc.state.tx.us/news/tjhg/s5exercise.html>

3. Do you go to church?
4. How old are you?
5. Have you ever filed a Worker's Compensation claim?
6. Do you have daycare for your children?
7. How many sick days did you take last year?
8. Do you have any disabilities?
9. How are you going to get to work?
10. Are you married?



### Getting the Job Learning Activity 5.13

#### Mock Interviews

Practice, Practice, Practice! In this mock interview you are going to work with a partner and interview them for a job. Then, they will interview you for a job. You will need to come up with the interview questions. Choose eight questions to ask your potential new employee. Follow the steps below:

1. Decide on a job that your partner is applying for. It could be an administrative assistant, cashier, carpenter's assistant, painter, handy-person, teacher's assistant, childcare worker, etc. You will need to decide this before you come up with your questions.
2. Write up eight questions for your interview. Under each question, write down possible answers that would meet the requirements of the job.

**For example:** job interview for a carpenter's helper

**Question:** Tell me about your experience working in carpentry.

**Answer:** years of experience (2 or more), at least four types of things they have done (painted, built a fence, put in flooring, tile work, etc), how they learned the skills (from school, another carpenter, or their dad)

3. Interview your partner.
4. Score each question out of five. Score the overall interview out of 40.
5. Review the interview with your partner and talk about what they did well and what they need to improve on.

### Your Interview Questions

Write your interview questions below. Come up with possible answers for each question.

1. \_\_\_\_\_

Answer:

2. \_\_\_\_\_

Answer:

3. \_\_\_\_\_

Answer:

4. \_\_\_\_\_

Answer:



5. \_\_\_\_\_

Answer:

6. \_\_\_\_\_

Answer:

7. \_\_\_\_\_

Answer:

8. \_\_\_\_\_

Answer:



### Getting the Job Learning Activity 5.14

## Portfolios

### Introduction

You have identified the perfect job, created an impressive résumé, and written a strong cover letter. Are you ready for the interview? Not quite, because you are missing a key piece of the puzzle that will complete your presentation package. You need a PORTFOLIO!



résumé



portfolio

### What Is a Portfolio?

Simply stated, a portfolio is a show and tell résumé, something like a scrapbook. It is a job-hunting tool that you develop that gives employers a complete picture of who you are: your experience, your education, your accomplishments, and your skill sets.

### Why Should I Have a Portfolio?

It used to be that only graphic artists, journalists, and other creative people used career portfolios while job-hunting. But now all different kinds of job seekers are using this tool to get an edge on the job market. You can use your career portfolio in job interviews to showcase a point or to illustrate the depth of your skills and experience.

### Benefits of Having a Portfolio

During a job interview, your portfolio makes you stand out from the competition.

- Employers will be impressed that you are prepared.

- Employers will see you really want the job.
- Employers will believe you can do the work.
- Employers will remember you.

### **How It Should Look?**

Your portfolio can be very simple:

- Use a new three-ring binder.
- Keep the cover clean — no doodling.
- Put pages in sheet protectors.
- Have a table of contents.
- Divide sections with tabs — you'll find pages easily.

### **What to Include?**

Include only relevant material in your portfolio. You can include the following:

- Your résumé
- Reference letters from school or previous work or volunteer experiences
- Reference list of three to five people that an employer can call for a reference
- A one-page skills and abilities checklist of all your skills and abilities and how you came to learn them
- Samples of your work: sample business letters, PowerPoint Presentations you developed, art work, promotional material you developed, writing samples, etc.
- Certificates or awards like your CPR or First Aid certificate
- A list of conferences or workshops that you have attended like family literacy training or proposal writing training
- Volunteer or community service work you have done in the community which you can include references or testimonials



### Getting the Job Learning Activity 5.15

#### Create Your Portfolio

This is your opportunity to plan your portfolio. Follow the guide below. This will take some time to complete, but it is well worth it.

##### You need:

- A three-ring binder
- Sheet protectors
- Tabs for dividing sections
- Your résumé and cover letter

Now it is time to think of all the things you would like to include in your portfolio.

1. Do you have any reference letters that you can include in your portfolio? Can you ask someone to write you a reference letter? Who?

---

2. List 3 – 5 people you can use as references for your portfolio.

_____	_____
_____	_____
_____	

3. Write out a one page skills and abilities page. You should already have this information on hand. Set it up something like below:

Skill	Details
Carpentry skills	<ul style="list-style-type: none"><li>• Grout and tile</li><li>• Put hardwood floors in</li><li>• Paint</li><li>• Drywall</li></ul>
Precise and accurate	<ul style="list-style-type: none"><li>• Measure very accurately</li><li>• Build things to code</li><li>• Able to make good estimates</li><li>• Able to come in on budget or under budget</li></ul>

4. Make a list of different sample work you can include in your résumé. For example:
- Photo of a house that you renovated
  - Estimate of one of your projects

5. List any certificates and awards that you have. For example:
  - WHMIS, First Aid
  - Proposal Writing Certificate
  
6. List conferences or workshops that you have attended. For example: Proposal writing training
  
  
  
  
  
  
  
  
  
7. List any volunteer or community service work you have done in the community. Do you have any references or testimonials? For example:
  - Helped the local school build furniture for the preschool program.  
Letter from coordinator included.

**Gather all your information and documents and put into your binder. You now have a portfolio!**

The *Career - Life - Work* Series consists of the following:

- Personal Management Skills Manual
- Communication Skills Manual
- Career Development Manual
- Job Success Strategies Manual
- Dealing with Conflict Workbook
- Getting the Job Workbook
- Soft Skills for Work Workbook
- Planning Your Career Workbook
- Dealing with Stress Workbook
- Goal Setting Workbook

You can download these documents from [www.nwt.literacy.ca](http://www.nwt.literacy.ca)



Box 761, Yellowknife, NT X1A 2N6

Phone toll free: 1-866-599-6758

Phone Yellowknife: (867) 873-9262

Fax: (867) 873-2176

Email: [nwtliteracy@nwtliteracy.ca](mailto:nwtliteracy@nwtliteracy.ca)

Website: [www.nwt.literacy.ca](http://www.nwt.literacy.ca)







