



Theme 1:

Finding a Job

Theme: Finding a Job

Unit: Where do I begin to look?

Initial Assessment: (What does the student know, what does he need to know?)

1. What are the names of three local newspapers?
2. Which newspaper do you read?
3. Is there a community newspaper in the area where you live?
Where can you get a copy of this paper?
What is the name of your community newspaper?
4. Can you tell me three sections you would find in each newspaper?
5. In what section of the newspaper would you look if you were looking for job advertisements?
6. What type of job are you interested in finding?
7. What qualifications/ skills does this job require?
8. What hours are you interested in working?
9. Are you looking for full-time or part-time work?
10. Have you looked for work before?
11. Where did you go to look for a job?

Expected Outcomes:

In this unit students will:

- # identify the Classified Section in local newspapers
- # identify other sources where job advertisements can be found
- # further develop vocabulary related to job advertisements
(understanding abbreviations in job ads)

Tools :

For this unit you will need:

- # copies of local newspapers
- # copy of the local Yellow Pages
- # flip chart paper
- # index cards
- # markers
- # pen/pencil
- # dictionary
- # thesaurus

Activity Procedures:

Activity One:

- # ask student to name places they might refer to when looking for a job
- # once a list has been developed discuss the advantages and disadvantages for each location
- # provide any places which might not have been mentioned by the student (See Background Notes for Example)

Activity Two:

- # provide student with three or four job advertisements from various newspapers
- # ask student to read the job ad silently
- # as they read the ad ask students to highlight, underline, or circle any words they are unclear of (either pronunciation or meaning)
- # once student has read the ad silently, read the ad aloud (check for pronunciation of words)
- # discuss the meaning and pronunciation of any words the student has experienced difficulty with
- # student should record these words on index cards and look the meaning of the word up in the dictionary and copy this onto the index card
- # once the word and meaning have been written on an index card the student should then use the word in a sentence

Activity Three: (Alternative Exercise)

- # provide your student with the vocabulary list found at the end of this unit along with a copy of the classified section of various newspapers
- # have your student read the vocabulary list and identify the words he knows and the ones he is having difficulty with (either pronunciation or meaning)
- # have him go through the job ads and select vocabulary he is unclear of or may have difficulty spelling
- # have him add this to the vocabulary list
- # these words should then be recorded on index cards along with the meaning and then used in a sentence

Activity Four:

- # using the same job ads as in Activity Two, have your student answer the following questions:
 - a) What company is advertising for this position?
 - b) Where is this job located?
 - c) What is the job title
 - d) What are the qualifications for this job?
 - e) What is the salary for this position?
 - f) Who do you contact to apply for this position?
 - g) How do you apply for this job?
 - h) What benefits are provided in this position?

- # for homework have your student choose three job ads and answer similar questions

Activity Five:

- # ask your student to brainstorm a list of what he is looking for in a job (Example: important benefits, travel time, salary expectations, size of company, job responsibilities)
- # discuss each of these aspects in detail
- # have the student review the list and prioritize what he is looking for in a job
- # ask the student to write a job ad that he would consider as a perfect job

Activity Six:

- # provide your student with the classified section from various newspapers
- # ask him to go through and choose three jobs which he would apply for and three that he would not
- # ask him to write the reasons for his choices
- # after the student has recorded his reasons, have him present the ads and his reasons and discuss his choices

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to locate the classified section of the newspaper independently.

Tutor's Initials

Date: _____

2. _____ is able to retell in his own words what a job ad is stating.

Student's name

Tutor's Initials

Date: _____

3. _____ is able to rewrite a job ad in her own words?

Student's Name

Tutor's Initials: _____ *Date:* _____

4. _____ is able to identify some, or all vocabulary related to job ads.

Student's Name

Tutor's Initials

Date: _____

5. _____ is able to identify job expectations?

Student's Name

Tutor's Initials _____

Date: _____

Background Notes:

Activity One:

- # sources for job advertisements include: newspapers, cold calls, networking, Human Resources Canada and Employment Agencies
- # there are many community newspapers (in many languages)
- # *Careers* is a free job search newspaper with job listings and job search tips this is free and is found on many major street corners or in shopping malls

Activity Two:

- # select job ads which relate to the student's field of interest
- # having the student read the job ads silently allows the student the opportunity to use prior skills and knowledge such as phonics and decoding skills to identify vocabulary
- # by having the student read the ad aloud, you will be able to identify any vocabulary or pronunciation difficulties
- # if you decide to read the ad aloud, this may clarify any vocabulary or pronunciation difficulties for your student
- # using new vocabulary in a sentence will help your student to "own" the word (this activity may be completed as a homework activity)
- # an address book may be used in place of index cards
- # crossword puzzles may be designed to practice new vocabulary

Activity Three:

- # design questions which will demonstrate the student's understanding of the vocabulary he has developed in the previous activities
- # a cloze activity may also be designed to use new vocabulary
- # use synonyms to practice and increase vocabulary e.g.: job, position, career (this may require a lesson in using the thesaurus)

Activity Four:

- # the purpose of this activity is to clarify what a student is looking for in a job

Activity Five

- # this activity will help to evaluate the student's progress in reading and understanding job ads

Key Vocabulary

A

administrative
advertising
agency
appointment
asset
assistant
assembly line
applicant

appt.

B

background
building
business

bkgd.
bldg.
bus.

C

candidate
careers
career training
certificate
certified
classified section
clerk
college
commission
comprehensive benefit package
company
computer literate
consultant
customer service
corporation

co.

corp.

D

degree

department
diploma
director
distributor
division

dept.

dir.

div.

E
entry level
employer
Equal Opportunity Employer
equipment
evenings
executive
experience
extension

E.O.E.

eves
exc.
exp.
ext.

F
fringe benefits
full-time

FT.

G
general
generally
general factory
general office
general labour
graduate

H
hour
hourly
hospital
headquarters
High School

hr.
hrly

H.S.

I.
immediately
Incorporated
including
industrial
inexperienced
index

immedly.
Inc.
incl.
ind.
inexp.

J
junior

jr.

L
light

lt.

M
machine
manager
manufacturing
mechanical
month
morning

mach.
mgr.
mfg.
mech.
mo.
a.m.

N

necessary

necc.

O

operator

opportunity

overtime

own transportation

oppty.

O.T.

own trans.

P

part-time

paid

permanent

preferences

programmer

P. T.

pd.

perm.

pref.

prog.

Q

qualifications

R

references

reliable

responsibilities

required

rate

refs.

S

salary

sal.

sales
secretary
shift work
shorthand
student
senior
switchboard

stdnt.
sr.
swbd.

T
technical
telephone
temporary
trainee
typing/typist

tech.
tel.
temp
trnee.
typ.

W
wage
week
work
words per minute

wk.
wk.
wpm.

Y
year

yr.

Vocabulary

wage * money paid or received for work or services My weekly wage is \$300.00	

Theme: Finding a Job

Unit: Identifying My Skills, Experience and Education

Initial Assessment: (What does the student know, what does he need to know?)

1. What jobs have you worked at in the past?
2. What were some of the responsibilities/duties of your job?
3. What equipment did you use at your job?
(telephone, calculator, computer, photocopier, fax machine)
4. What qualifications did you need for your job?
5. What did you like most about your job?
6. What did you like least about your job?
7. What are personal skills? Can you name three personal skills?
8. What are technical skills? Can you name three technical skills?
9. What are transferable skills? Can you name three transferable skills?
10. What are your hobbies?
11. What skills do you need to have for this hobby?
12. What skills do parents need? (What type of skills are these: personal, technical, transferable?)
13. What skills do you need to drive a car? (What type of skills are these: personal, technical, transferable?)
14. What skills do you use when you volunteer on a committee? (What type of skills are these: personal, technical, transferable?)

Expected Outcomes:

In this unit students will:

- # define personal, technical and transferable skills and explain the differences
- # identify their personal, technical and transferable skills
- # further develop vocabulary related to skills, education and work experience
- # document in writing, skills related to their prior jobs
- # develop confidence in identifying and presenting their skills

Tools:

For this unit you will need:

- # pen/pencil
- # Handout: *Skills Identification Chart*
- # Handout: *Skills Definitions*
- # Handout: *Skills*
- # Handout: *Skills I Own*
- # index cards
- # dictionary
- # magazines

Activity Procedures:

Activity One:

- # ask your student to explain what the word “skill” means
- # have her identify any skills that she can think of
- # record these skills on individual strips of paper
- # (Use handout: *Skills*)

Activity Two:

- # ask your student to look up the word “skill” in the dictionary and read it aloud
- # have her write the definition in the box labelled SKILL
- # (Use handout *Skills: Definitions*)
- # have her define what Personal Skills means
- # this may mean looking up the word “personal” in the dictionary
- # have her record the definition in the box
- # repeat the above procedure for technical and transferable skills

Activity Three:

- # gather magazine pictures of people in different jobs
- # talk about the job and have your student identify the various skills that a person in that position would need
E.g.: Administrative Assistant: computer literate, communication skills
- # a homework or in class activity would be to have her develop a job ad for one of the positions discussed

Activity Four:

- # review the Key Vocabulary List (found at the end of this unit) with your student
- # have her print each of the words on an index card or on a slip of paper
- # as she reads each word check for pronunciation and meaning
- # have her use each word in a sentence (verbally)
- # for homework have her review the vocabulary by using 5-10 words per night in a sentence

Activity Five:

- # review the vocabulary list and definitions of personal, technical and transferable skills
- # place the headings Personal, Technical and Transferable on the table (Use handout: *Skills Identification Chart*)
- # take each slip of paper with a skill written on it and have your student use it in a sentence and then place it under the appropriate heading (ie: using a calculator - technical)

Activity Six:

- # ask your student to choose the skills from each column that she feels relate to her
- # have her record these skills on the handout, *Skills I Own*
- # ask her to develop point form sentences for each of these skills
ie: able to use a computer - well-organized individual

Activity Seven:

- # ask your student if she has any other skills that she would like to add to the vocabulary list
- # a home work activity would be to group the skills based on: synonyms, or antonyms

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the difference between personal, technical and transferable skills.
Tutor's Initials: _____ *Date:* _____

2. _____ can identify her own personal, technical and transferable skills.
(Both verbally and in writing)
Tutor's Initials: _____ *Date:* _____

3. _____ has completed the Skills I Own handout and can relate how she has used these skills in past jobs.
Tutor's Initials: _____ *Date:* _____

4. _____ has gained confidence in relating her skills.
Student's Name _____ *Tutor's Initials:* _____ *Date:* _____

5. _____ is able to identify some, or all of the vocabulary related to identifying skills.
Tutor's Initials: _____ *Date:* _____

Background Notes

Activity One:

- # this activity will provide the tutor/instructor with the student's previous knowledge and vocabulary related to identifying skills
- # if the student is uncomfortable writing her skills the tutor/instructor could act as the recorder
- # the tutor should note any pronunciation difficulties to deal with in future activities

Activity Two:

- # this activity provides the student with dictionary practice
- # before recording definitions tutors/instructors may wish to brainstorm words that would relate to each set of words in order to create a definition

Activity Three:

- # this activity could be simplified to use with a beginning level student to help build vocabulary related to identifying various occupations
- # pictures promote dialogue and are helpful in building vocabulary related to job skills (This activity may be used as an initial, informal discussion tool.)

Activity Four:

- # there are two sets of vocabulary for this unit: List One consists of easier vocabulary; List Two deals with a higher level of vocabulary
- # using the vocabulary list in sentences both in the tutoring session and for homework will help the student become more familiar with the words
- # using the words in sentences will also prepare students for writing resumes

Activity Five and Six:

- # by completing these activities, students will have a concrete list to use as a reference when developing a resume and for use in developing answers to interview questions

Activity Seven:

- # this activity provides students with a chance to review the vocabulary list and clarify any vocabulary she may not understand

Additional Information

- # Human Resources Development Canada has a book which provides definitions of various jobs and related skills
- # phoning various trade unions or associations may help in defining the job or its equivalent in Canada
- # Human Resources Development Canada has a great web site address: <http://www.bc.hrdc-drhc.qc.ca/assnich/index.html>

Key Vocabulary:

List One:

A

ambitious, aggressive, assertive, accurate,
able to operate: computer, calculator, fax machine, cash register, motor vehicle

B

business-like

C

customer-oriented, calm, cheerful, common sense, confident, considerate,
competitive, clear-thinker, constructive, strong communication skills, computer-
literate

D

diplomatic, dependable, dedicated, diligent, determined, detail-oriented, decision-
making skills

E

easy to get along with, eager, energetic, enthusiastic, efficient, editing skills

F

friendly, fair, flexible

G

genuine, good listener

H

hard-working helpful, honest

I

intelligent

J

K
keen

L
likable, leader, logical, loyal

M
mature, motivated, mechanically-inclined

N

O
open-minded, open to new ideas, original, orderly, organized, objective

P
positive, practical, professional, problem-solver, persistent, precise, productive
prompt, punctual

Q
quick-learner

R
responsible, reliable, research skills

S
sense of humour, sensible, sincere, sound judgement

T
team-player, thorough

U V W
warm personality, well-liked, well-groomed

X Y Z

Key Vocabulary:

List Two

A

amiable, adaptable, analytical, articulate, able to prioritize

B

broad-minded

C

compatible, congenial, co-operative, courteous, conscientious, consistent, contemporary, creative, current

D

diligent, dynamic, decisive, discreet

E

enjoys challenges, enterprising, entrepreneurial,

F

focused

G

go-getter, goal-oriented

H

I

innovative, intuitive, investigative

J

K

L

lateral thinker

M

meets deadlines, motivated, methodical, meticulous

N

O

observes confidentiality, open-minded, optimistic

P

people-oriented, personable, puts others at ease, person of integrity, proactive, perceptive, proven negotiator

Q

quick-thinker, quality- oriented, qualified

R

respectful, respected, resourceful

S

supportive, self-motivated, self-reliant, self-starter, systematic

T

tactful, takes initiative, troubleshooter, time-management skills

U V W

versatile, well-balanced

X Y Z

SKILL:

PERSONAL SKILLS:

TECHNICAL SKILLS:

TRANSFERABLE SKILLS

Handout: *Skill Identification Chart*

PERSONAL	TECHNICAL	TRANSFERABLE

Handout: *Skills I Have*[illegible]

Theme: Finding a Job

Unit: Preparing a Resume

Initial Assessment: (What does the student know, what does he need to know?)

1. What is a resume?
2. What is another name for a resume?
3. Do you have a current resume?
4. Are you pleased with your current resume?
5. Did you prepare your resume?
6. What information did you include in your resume?
7. What information do you think you should include in a resume?
8. Can you tell me five verbs or action words you would use in writing your resume?
9. What tense is a resume written in?

Expected Outcomes

In this unit students will:

- # identify the contents of a resume
- # identify their skills, education and work experience and document it in a resume
- # understand the three different resume styles and the purpose of each
- # further develop vocabulary related to resume writing
- # practice verb tensing (past and present)
- # complete a current resume
- # review skills and vocabulary learned in previous section

Tools:

- # pen/pencil
- # Handouts: *Resume Brainstorm*
Chronological Resume Example
Skills Resume Example *Functional*
Resume Example
Types of Resumes
Chronological Resume Outline
Skills Resume Outline
Functional Resume Outline
Personal Information Sheet

Activity Procedures:

Activity One:

- # ask your student to look up the definition of a resume and have him write it in the box on the handout, *Resume Brainstorm*
- # ask him: What do you think should be included in a resume? (record answers on the brainstorm handout)
- # try and break down the initial thoughts to gather more information and vocabulary e.g.: Personal Information - name - first - middle- last

Activity Two:

- # review the Key Vocabulary List with your student
- # have her read the list to herself and put a check mark beside any word she is unclear of (either pronunciation or meaning)
- # then have her read the list aloud and use each word in a sentence
- # for homework she may wish to write each verb in a different tense e.g. present or future

Activity Three:

- # use the handout, *Resume Styles*, to discuss the three different resume styles (look for differences and similarities)
- # ask the student based on the definitions/functions of each resume, which of these styles they feel most comfortable using and why

Activity Four:

- # from the vocabulary list, have your student chose the verbs that may apply to their previous work experience
- # have her write a sentence in point form using the verb
- # (the sentence should be related to their past work experience)

Activity Five:

- # review the handout, *Personal Information Sheet*
- # discuss the vocabulary contained in the handout
- # ask your student how this may be helpful in a job search
- # have her complete a copy of the sheet independently either during the session or as a homework assignment
- # review the sheet and verify the information

Activity Six:

- # review the different resume styles with your student; discuss each style, and have her choose one which she feels will best present her previous work experience and skills
- # ask her to transfer the information from her Personal Information Sheet to the resume outline
- # ask her to look at the sentences she wrote in Activity Four and decide where these would be included in the resume outline
- # the vocabulary list of action words (verbs and hobbies and interests should aid in “fleshing out” the resume)

Activity Seven:

- # have your student read their completed resume
- # ask her if there is anything else she feels would be important to include

Activity Eight:

- # review the resume; do the final edit of the rough copy
- # talk about the format of the resume (ie: bolding, centering, indenting)
- # the resume is now ready to be completed on a computer

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the various sections included in a resume.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____
2. _____ is able to explain the difference between a chronological, functional and skills resume.
Tutor's Initials: _____ *Date:* _____
3. _____ is able to explain the purpose of a resume.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____
4. _____ is able to identify the various parts of a resume.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____
5. _____ is able to identify verbs related to their own work experience and use them in the past tense.
Tutor's Initials: _____ *Date:* _____
6. _____ is able to read and spell some or all vocabulary related to resume writing.
Tutor's Initials: _____ *Date:* _____
7. _____ has completed a current resume.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____
8. _____ is able to edit and add to his existing resume.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____

Background Notes:

Activity One:

- # responses to the brainstorm question can be recorded by either the student or the tutor
- # the words recorded during the brainstorm will act as a starting point determining what vocabulary (both written and oral) the student already knows as well as identifying any pronunciation difficulties

Activity Two:

- # this activity is meant to further the student's vocabulary knowledge related to resume writing
- # have your student add any additional vocabulary to the list
- # the homework assignment may also be completed in class
- # using the vocabulary list at home will also build the student's knowledge and confidence in completing Activity Four
- # have the student put the words on index cards and add them to their word bank

Activity Three:

- # while reading the resume style handouts, check to make sure your student has a clear understanding of the vocabulary; have him use it in a sentence
- # when discussing the handouts have the student identify similarities and differences between the three styles of resumes (include: content, order and where skills are listed)

Activity Four:

- # a starting point for this activity may be asking your student what they did in their last job
- # after listing the duties/responsibilities you could then choose the verbs that are suitable to begin the phrase describing the duty (e.g.: I used a computer - operated a computer)

Activity Five:

- # have the student keep a copy of Personal Information Sheet in his portfolio

Activity Six:

- # review the fact that a resume is written in the past tense

Activity Seven:

- # writing is an ongoing process; this activity is an opportunity to discuss editing skills
- # discuss the fact that writing is an ongoing process; each of us writes more than one copy of anything
- # help you student develop editing skills by having him read his work aloud and listen for areas that are difficult

Activity Eight:

- # you may choose to assist your student in the typing of his resume
- # locations for free use of a computer include libraries and Human Resources Development Canada
- # before typing, stress the importance of checking spelling, grammar typing errors, and punctuation

Key Vocabulary:

Action Words

A

accomplished, achieved, acted, acquired, adapted, addressed, administered, advertised, aided, analyzed, anticipated, applied, approached, approved, arranged, assembled, assisted, adjusted, authored

B

budgeted, built, balanced, bargained

C

calculated, catalogued, chaired, changed, clarified, collaborated, collected, communicated, composed, compared, compiled, completed, conceived, condensed, conducted, contracted, co-ordinated, created, controlled, cooperated, corrected, counselled, coached

D

dealt, delegated, demonstrated, designed, developed, determined, devised, directed, distributed, drafted, decided, defined, delivered, dispensed, displayed

E

earned, edited, eliminated, employed, encouraged, ensured, established, estimated, evaluated, exchanged, executed, exhibited, explained, expanded, equipped

F

facilitated, familiarized, fashioned, formed, formulated, founded, fostered

G

generated, governed, guided, gathered, gave, grouped

H

handled, hired, headed, helped

I

identified, increased, indexed, improved, informed, inspected, insured, installed, instituted, instructed, integrated, interpreted, interviewed, invented, investigated, interacted

J**K****L**

led, launched, liaised, lobbied, located, logged

M

maintained, managed, marketed, mediated, minimized, moderated, modified, monitored, motivated, made, measured, merged

N

negotiated, navigated, nursed, nurtured

O

obtained, operated, originated, oversaw, observed, offered, organized

P

participated, perceived, performed, persuaded, planned, prevented, produced, promoted, provided, prepared, publicized, published, presented, presided, processed, programmed, proposed, painted, prioritized, proofread, purchased

Q

qualified, questioned, quoted

R

raised, recommended, recruited, reconciled, recorded, rectified, redesigned, reduced,

regulated, related, renewed, reorganized, reported, reproduced, represented,
researched, resolved, reviewed, responded, retrieved, revised

S

scanned, scheduled, screened, selected, separated, served, serviced, settled, set up,
simplified, solved, spoke, staffed, standardized, supported, systematized, searched,
selected, sold, solicited, sorted, submitted, started

T

taught, tested, trained, transmitted, tabulated, talked, tracked, typed

U

utilized, updated, uncovered, understood, united, upgraded, used

V

W

weighed, widened, won, worked, wrote

X

Y

Z

Handout: *Hobbies and Interests*

Technical

auto repairs	computer repairs	repairing appliances
wood working	designing jewelry	photography
carpentry	Interior Design	painting
designing and sewing clothing		restoring/refinishing furniture

Arts

drawing	listening to music	sketching
singing	reading	writing
acting	playing an instrument	
oil/water colour painting		

Sports

tennis	football	table tennis
soccer	rugby	swimming
hockey	skiing	cricket
bowling	ping pong	

Crafts

knitting
crocheting

beading
embroidery

macrame

Fitness

dancing
aerobics
exercising
rowing

jogging
weight lifting
swimming
skating

hiking
mountain climbing
boating

Games

chess
crossword puzzles

word searches
computer games

Scrabble

Collections

coins

rare books

stamps

Other

coaching teams
pen pal

member of committees
Internet

book clubs

Handout: *Resume Brainstorm*

Resume

Chronological Resume

- # a chronological resume presents your entire work history in a logical, sequential order
- # your work history starts with your present or most recent job and then proceeds to list the rest of your jobs backward in time
- # under each job/position you should list four or five of your main duties (list these in order of importance)
- # a chronological resume also includes: Education and Hobbies and Interests

Functional Resume

- # a functional resume presents previous work experience and shows the background experience and knowledge you have related to the job you are applying for
- # work experience is not necessarily listed in chronological order
- # you should list your work experience according to company or job title, starting with the position or company with the most importance first but be consistent in your choice

Skills Resume

- # a skills resume presents the skills you have obtained through different jobs
- # skills you list may come from various types of jobs (e.g.: a sales position and receptionist both involve dealing with customers - you may list the duties of both of these positions under Customer Service)

Chronological Resume Example

Lily Ann Bates

640 Treeline Drive
Toronto, Ontario
M6N 1T9
(416) 231-9234

Objective:

To obtain a job which allows me to further develop my skills as a Clerical Assistant

Work Experience:

Administrative Assistant Xerox Canada, Toronto, Ontario

June 98 - Present

- * organized and planned meetings scheduled by the manager of Customer Relations
- * knowledge of Windows 95 and WordPerfect 7.0
- * responsible for responding to incoming telephone inquiries
- * sorted incoming correspondence for manager
- * answered incoming calls and took messages

Clerical Assistant China Doll Exporters, Tokyo, Japan

October 95 - March 98

- * translated letters to customers from Japanese to English
- * strong computer skills (Microsoft Word and Excel)
- * answered telephone inquiries from English-speaking customers
- * completed invoice billings
- * maintained an effective filing system

Clerical Assistant Coca Cola Ltd., Tokyo, Japan

June 93 - September 95

- * strong computer skills (knowledge of Windows and WordPerfect)
- * translated letters from Japanese to English
- * answered telephone inquiries from English-speaking customers
- * maintained an effective filing system

**Secretary/Receptionist
Barnes Pharmaceuticals, Tokyo, Japan**

June 92 - May 93

- * answered telephone inquiries
- * operated 60 line phone system
- * typed correspondence to send to English-speaking clients
- * greeted customers and directed them to their meetings

Education:

WordPerfect 7.0
New Skills for Newcomers
Toronto, Ontario
Certificate

English as a Second Language
James Ave. Public School
Toronto, Ontario
Advanced Level

Tokyo Business College
Tokyo, Japan
Diploma

Hobbies and Interests:

reading, tennis, bicycling and sewing

EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Functional Resume Example

Lily Ann Bates

640 Treeline Drive
Toronto, Ontario
M6N 1T9
(416) 231-9234

Objective:

To use my prior knowledge and experience to secure a clerical position in a large, fast-paced office setting

Work Experience:

Xerox Canada, Administrative Assistant Toronto, Ontario

June 98 - Present

- * experienced in managing office equipment (fax, photocopier, email)
- * organized and planned meetings scheduled by the manager of Customer Relations
- * knowledge of Windows 95 and WordPerfect 7.0
- * responsible for responding to incoming telephone inquiries
- * distributed and recorded minutes of meetings
- * sorted incoming correspondence for manager
- * answered incoming calls and took messages

Coca Cola Ltd., Clerical Assistant Tokyo, Japan

June 93 - September 95

- * strong computer skills (knowledge of Windows and WordPerfect)
- * translated letters from Japanese to English
- * answered telephone inquiries from English-speaking customers
- * maintained an effective filing system

Clerical Assistant China Doll Exporters, Tokyo, Japan

October 95 - March 98

- * translated letters to customers from Japanese to English
- * strong computer skills (Microsoft Word and Excel)
- * answered telephone inquiries from English-speaking customers
- * completed invoice billings
- * maintained an effective filing system

Lily Ann Bates

(416) 231-9234

**Secretary/Receptionist
Barnes Pharmaceuticals, Tokyo, Japan**

June 92 - May 93

- * answered telephone inquiries
- * operated 60 line phone system
- * typed correspondence to send to English-speaking clients
- * greeted customers and directed them to their meetings

Education:

WordPerfect 7.0
New Skills for Newcomers
Toronto, Ontario
Certificate

English as a Second Language
James Ave. Public School
Toronto, Ontario
Advanced Level

Tokyo Business College
Tokyo, Japan
Diploma

Hobbies and Interests:

reading, tennis, bicycling and sewing

EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Skills Resume Example

Lily Ann Bates

640 Treeline Drive
Toronto, Ontario
M6N 1T9
(416) 231-9234

Objective

To use my prior knowledge and experience to secure a clerical position in a large, fast-paced office setting.

Professional Profile

- # Computer Literate
- # Knowledge of Window 95, WordPerfect 7.0 and Microsoft Word
- # ability to type 50 wpm
- # strong personal and communication skills
- # dependable, polite and hardworking
- # proven customer service excellence

Professional Experience

Administrative Skills

- # experience in managing office equipment (ie: photocopier, multi-line telephone system, fax machine and postal machine)
- # recorded and distributed minutes of meetings
- # organized and planned meetings scheduled by Customer Relations manager

Communication

- # answered telephone inquiries regarding products
- # transferred calls to appropriate extensions
- # translated letters from Japanese to English
- # fluent in Japanese and English
- # dealt with English-speaking customers in a Japanese company
- # completed invoice billings

Customer Service

- # maintained an effective filing service
- # greeted customers
- # handled customer complaints effectively

Work Experience

**Xerox Canada,
Toronto, Ontario
Administrative Assistant**

June 98 - Present

**China Doll Exporters,
Tokyo, Japan
Clerical Assistant**

October 95 - March

**Coca Cola Ltd.,
Tokyo, Japan
Clerical Assistant**

June 93 - September 95

**Barnes Pharmaceuticals,
Tokyo, Japan
Secretary/Receptionist**

June 92 - May 93

Education:

WordPerfect 7.0
New Skills for Newcomers
Toronto, Ontario
Certificate

English as a Second Language
James Ave. Public School
Toronto, Ontario
Advanced Level

Tokyo Business College
Tokyo, Japan
Diploma

Hobbies and Interests:

reading, tennis, bicycling and sewing

EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Chronological Resume Outline

Full Name

Number and Street Name

City and Province

Postal Code

(Area Code) Phone Number

Objective:
(Optional)

Work Experience:
(List in reverse chronological order from present job back)

Job Title:
Company:
City, Province/Country:

Date of Employment:

Duties/Responsibilities:

Job Title:
Company:
City, Province/Country:

Date of Employment:

Duties/Responsibilities:

Education:

(List in reverse chronological order, include workshops and continuing education courses.)

Hobbies and Interests:

Excellent References Available Upon Request

Functional Resume Outline

Full Name

Number and Street Name

City and Province

Postal Code

(Area Code) Phone Number

Objective:

(Optional)

Work Experience:

Title - Company:

Dates Employed:

City, Province/Country:

(Experience should be listed to illustrate the importance of the of position or company)

Duties/Responsibilities

Duties/ Responsibilities:

(List in order of importance. List five or six.)

Title - Company:

Dates Employed:

City, Province/Country

Duties/Responsibilities:

Education:

(List in reverse chronological order, include workshops and continuing education courses.)

Hobbies and Interests:

Excellent References Available Upon Request

Skills Resume Outline

Full Name

Number and Street Name

City and Province

Postal Code

(Area Code) Phone Number

Objective:
(Optional)

Professional Profile

(Choose six to eight skills to demonstrate your personal and technical skills)

#

Summary of Experience or Professional Experience or Highlights of Qualifications

(Choose three or four areas which highlight your job skills/qualifications e.g.: Communication
Supervisory, Accounting)

Education:

(List in reverse chronological order, including workshops and continuing education courses.)

Hobbies and Interests:

Excellent References Available Upon Request

Personal Information

Name: _____
Last First Middle Name

Address: _____ Postal Code: _____

Phone: Home: _____ Work: _____

Fax: _____ Email: _____

Education:

	High School	College/Business School	University
Name of School			
Address City, Country			
Graduation Date			
Diploma/Degree	Yes No	Yes No	Yes No
Area of Study			

Languages			
Spoken			
Read			
Written			

Employment History:

Company Name: _____

Address: _____

Phone: _____

Employment Dates: **From:** Mo.____ Yr.____ **to:** Mo.____ Yr.____

Supervisor: _____

Reason for Leaving: _____

Hobbies and Interests

*

*

*

*

References

Personal

Name	Company	Job Title	Phone Number

Professional

Name	Company	Job Title	Phone Number

Theme: Finding a Job

Unit: Developing a Cover Letter

Initial Assessment: (What does the student know, what does he need to know?)

1. Do you write letters?
2. What type of letters do you write? (personal, business, letters of complaint)
3. When do you write a letter to a company?
4. What information would you put in a letter you were writing to a company?
5. Do you write a letter once, or do you make a draft of your letter first?
6. What do you find the most difficult about writing a letter?
7. What is the purpose of a cover letter?
8. Have you written a cover letter?
9. What did you find the most difficult about writing a cover letter?
10. What information did you include in your cover letter?

Expected Outcomes:

In this unit students will:

- # identify the purpose of a cover letter
- # identify the structure and content of a cover letter
- # practice writing various cover letters related to specific job advertisements
- # developing a standard cover letter
- # develop a cover letter replying to a job advertisement that can be adapted when replying to other job advertisements

Tools:

- # pen or pencil
- # paper
- # Handout: *Purpose of a Cover Letter*
- # Handout: *Sample Cover Letter: Responding to a Job Advertisement (Block Style)*
- # Handout: *Sample Cover Letter: General (Block Style)*
- # Handout: *Cover Letter Format (Semi - Block Style)*

Activity Procedures:

Activity One:

- # use a generic letter from an advertising company (“junk mail”)
- # have your student identify the various parts of the letter and label them on the page
- # discuss the various styles of letter writing (block and semi-block)
- # ask him which letter style he is most familiar with and which he feels most comfortable with

Activity Two: Handout: *Cover Letter: Purpose and Goals*

- # discuss with your student the purpose and content of a cover letter
- # have him read the handout aloud
- # discuss the handout and clarify any vocabulary
- # review the Key Vocabulary List at this time

Activity Three:

- # have your student read this handout silently
- # ask him to underline any vocabulary he is unsure of (either meaning or pronunciation)
- # have him turn over the handout and question him to see how much of the information he understood (See Background Notes for sample questions)

Activity Four: Handout: *Sample Cover Letter (Responding to a Job Ad)*

- # ask your student to read the sample cover letter
- # once you have discussed the content of the letter, have him take the letter and check it against the handout, *Cover Letter Format*
- # have him list in point form the information from each paragraph and check to make sure that the sample cover letter contains all of the appropriate information
- # repeat this process for the handout, *Sample Cover Letter: General*

Activity Five:

- # select three or four job ads related to your student's job interests
- # have him read the ads and identify the position, the company, the hiring/contact person, and the skills and qualifications required
- # have him organize the information in point form in a cover letter format (i.e.: address, salutation, body (first, second and third paragraph))
- # ask what information is missing from the letter and have him fill it in
- # once the rough copy has been completed, work through and develop the next draft in complete sentences
- # identify the steps after the second draft (i.e.: checking spelling, grammar, word order and then presentation (typing))
- # for homework have him complete the other advertisements

Activity Six:

- # review the handout: *Sample Cover Letter: General*
- # have him write a general cover letter starting with point form, using the cover letter format handout as a template, then a second draft in full sentences, then the final editing process

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the purpose of a cover letter.
Student's Name _____ *Tutor's Initials: :* _____ *Date:* _____

2. _____ is able to identify the various parts of a cover letter.
Student's Name _____ *Tutor's Initials: :* _____ *Date:* _____

3. _____ is able to identify the important information that should be in a cover letter.
Student's Name _____ *Tutor's Initials: :* _____ *Date:* _____

4. _____ is able to create a primary draft cover letter. (In point form)
Student's Name _____ *Tutor's Initials: :* _____ *Date:* _____

5. _____ is able to write a basic cover letter.
Student's Name _____ *Tutor's Initials: :* _____ *Date:* _____

6. _____ is able to adapt a cover letter to different job advertisements.
Student's Name _____ *Tutor's Initials: :* _____ *Date:* _____

Background Notes

Activity One:

- # the “junk mail” you receive daily can serve as an excellent source of authentic material for lessons (e.g.: letters advertising products, flyers, coupons, community meeting notices)
- # parts of the letter to review: address, salutation, titles, body, closing, signature
- # letter style formats are not dictated; either semi-block or block is acceptable
- # use whichever format your student feels comfortable with

Activity Two:

- # listening to your student read aloud will help you identify any pronunciation difficulties

Activity Three:

Questions for reading comprehension

- # What information should the opening paragraph contain?
- # When you are answering a job advertisement, what information should you include?
- # What are you talking about in the second paragraph?
- # What is the main purpose of a cover letter?
- # Why are you thanking the person that has read your cover letter?
- # What should you include with your cover letter?
- # by asking these and similar questions you will be able to evaluate your student’s understanding of the handout

Activity Four:

- # this activity will reinforce the format and information included in cover letters
- # this step should assist your student when he writes his own cover letter by reviewing all of the skills he has learned so far in this unit

Activity Five:

- # this activity will help the student by having him list all of the information he wishes to include in a cover letter
- # a blank page can be intimidating even to the best of writers
- # students often feel that writing is a one-step process

- # many students do not realize that by listing your ideas/comments the letter/essay becomes easier to organize and write
- # for final editing, have your student read his work aloud and identify any changes he makes while reading
- # most of the time during this process the student will substitute the correct word when reading
- # if the student does not catch all of the errors in the first reading ask him if there are any words that posed a problem or if a particular sentence or paragraph did not sound right
- # self-editing is one of the most important skills to help your student develop

Activity Six:

- # this activity should reinforce all of the skills developed in this unit
- # a general cover letter can be use to accompany a resume when mailing out resumes as applications

Key Vocabulary

personal introduction

summary

salutation

body

closing

contact person

paragraph

Mr.

Mrs.

Ms.

Miss

To Whom It May Concern

Dear Sir/Madam

title

position

selection committee

employer

contact

Handout: *Cover Letter*

Purpose

- # A cover letter is your introduction to a potential employer.
- # It is a profession letter designed by you to tell the employer who you are and what you are able to do.

Goals

A cover letter should:

- # Catch an employer's attention so that he becomes interested enough to read your resume.
- # Briefly state your experience and skills related to the job you are applying for.
- # Show that you are enthusiastic and interested in working for that particular company/organization.

Handout:
Sample Cover Letter
Responding to a Job Advertisement
(Block Style)

60 Treeline Drive
Toronto, Ontario
M6B 1G8
(416) 231-9335

June 23, 1999

Ms. Jean Kirk
Personnel Manager
Campbell's Soup
65 Cedar Grove Ave.
Toronto, Ontario
M5C 1J9

Dear Ms. Kirk:

I am a qualified Administrative Assistant with ten years of experience working with senior management in the manufacturing sector. I am responding to your job advertisement in the **Toronto Star, Thursday, June 22, 1999, File Number: 607.**

I am a well-organized, highly motivated individual who enjoys the challenges of working in a fast-paced office environment. I have strong communication and computer skills. I have a working knowledge of Windows 95 and WordPerfect 7.0 as well as Microsoft Word. I also have experience in dealing with a customers and am fluent in both English and Japanese.

I know that Campbell's is noted for producing quality products and customer satisfaction. I would enjoy the opportunity of becoming part of a team which takes great pride in the products and service they deliver.

I have enclosed my resume for your consideration. I will call you in a week to further discuss this position and to arrange a time that we can discuss my resume in further detail. I can be reached at the above number day or evening. Thank you very much for your time and consideration.

Sincerely

Lily Ann Bates
(Enclosure)

Handout:

Sample Cover Letter
General
(Block Style)

60 Treeline Drive
Toronto, Ontario
M6B 1G8
(416) 231-9335

June 23, 1999

Ms. Jean Kirk
Personnel Manager
Campbell's Soup
65 Cedar Grove Ave.
Toronto, Ontario
M5C 1J9

Dear Ms. Kirk:

Perhaps you are currently looking for an individual in your Customer Relations Department. Please consider this my application for a position at Campbell's Soup Limited.

I have ten years experience as a very qualified Administrative Assistant, working with senior staff in the Customer Relations department.

I am a well-organized, highly motivated individual who enjoys the challenges of working in a fast-paced office environment. I have strong communication and computer skills. I have a working knowledge of Windows 95 and WordPerfect 7.0 as well as Microsoft Word. I also have experience in dealing with a customers and am fluent in both English and Japanese.

I have enclosed my resume for your consideration. I will call you in a week to further discuss this position and to arrange a time that we can discuss my resume in further detail. I can be reached at the above number day or evening. Thank you very much for your time and consideration.

Sincerely

Lily Ann Bates
(Enclosure)

Handout:
Cover Letter Format
Semi Block Style

Your Full Name
Your Street Address
City, Province
Postal Code
Area Code Phone #

Date

Name of Employer/Contact
Employer/Contact's Position
Name of Company
Street Address
City, Province
Postal Code

Dear ***(Name of Contact)***
(Salutation)

Opening Paragraph (The reason you are writing)

- # Your opening sentence should capture the interest of the employer
- # If you are applying to a job advertisement, state the source (newspaper, agency, office or friend) the job title and file number
- # If you are writing a general cover letter (not replying to a job posting/ad state how you heard of the opening or the type of position you are applying for)

Second Paragraph (What skills do you have to offer)

- # In the second paragraph, you should state key skills related to the position you are applying for
- # Remember the purpose of a cover letter is to catch the interest of the employer so that she will be interested enough to read your resume
- # Keep your sentences short and to the point
- # talk briefly about your skills and previous experience

Third paragraph: (Why you are interested in working for this particular company)
(Optional)

- # In this paragraph you should show that you know something about the company you are applying to
- # You can phone a company to ask them to send you information or check the Internet for information

Closing Paragraph: (Thanking the employer and requesting an interview)

- # Remember to thank the reader for her time
- # State that you have included your resume for further consideration
- # Let the employer know that you look forward to hearing from them at her earliest convenience and will call in a week to see how the interview/hiring process is proceeding
- # Remember to let the employer know where you can be reached

Thanking you in advance,
Yours Sincerely

Name Signed
Name Typed

Enclosure

Theme: Finding a Job

Unit: What do I Say? (Cold Calls)

Initial Assessment: (What does the student know, what does he need to know?)

1. What do you find most difficult about using the telephone?
2. Do you have difficulty taking down messages during a telephone conversation?
3. Do you ask people to repeat information if you have not understood?
4. Do you ask people to speak slower if you have difficulty understanding them?
5. Have you ever phoned somewhere to look for a job?
6. What was the most difficult part of the conversation?
7. What is a cold call?
8. What was the most frustrating part about the conversation?
9. What did you feel you did well during the conversation?
10. What type of questions did you ask when you called about a job?

Expected Outcomes:

In this unit students will:

- # locate companies in the White and Yellow pages
- # record information during a telephone conversation
- # ask for clarification during a conversation
- # develop a dialogue that they feel comfortable with when making cold calls
- # further develop vocabulary related to making cold calls
- # practice cold calls
- # use the telephone with greater ease especially when looking for work

Tools:

- # pen/pencils
- # index cards
- # White Pages Telephone Directory
- # Yellow Page Telephone Directory
- # tape recorder
- # blank cassettes
- # Handouts: *a) Cold Calls* *b) Cold Call Script Outline*

Activity Procedures:

Activity One:

- # ask the student what type of job they are interested in finding
- # ask him to list some of the skills that would be necessary for this job and then ask what type of companies or organizations might need these services
- # record the list

Activity Two:

- # using the list of companies/organizations you have developed in activity one, ask your student to locate the section in the Yellow pages where he might find these companies (e.g.: banks, car dealerships, doctors, lawyers)
- # ask him to go through the section and make a list of the companies/organizations that he recognizes and list what he knows about them and who he thinks might be responsible for hiring

Activity Three:

- # Review the Key Vocabulary List
- # ask the student if he has heard any other phrases when making phone calls
- # ask him to use each word in a sentence
- # ask him to write each word on an index card and add them to his word bank

Activity Four:

- # ask your student what time a mall in your community is open and what time it closes, the street address and how you would get there from your meeting place
- # ask him how he might find out all of this information
- # develop a script in writing that he could use to gather this information
- # once you have developed the script use a role-play to practice

Activity Four (Continued)

- # when he feels comfortable, have him call the information office at the mall and find out the information
- # have him record the information on paper
- # for homework provide your student with a list of companies/stores and have him call for the same information
- # he can practice using the Yellow page by looking up the telephone numbers for the stores/companies you have given him

Activity Five:

- # discuss the purpose of making cold calls to employers (Handout: *Cold Calls*)
- # review the type of job your student is interested in finding, his skills and the types of companies/organizations which might be hiring for this position
- # read and discuss the handout, *Cold Calls Script*
- # discuss the information which is included in the example
- # work with your student to develop a script
- # one script should be for gathering information about the person hiring, the next should be one for talking to the person responsible for hiring

Activity Six:

- # role-play the scripts written in Activity Five

Activity Seven:

- # use a tape recorder as an answering machine
- # have your student practice leaving a brief message (include name, number and date and asking to have their call returned)

Activity Eight:

- # record several messages on a tape
- # have your student listen to the message and record the important information

Activity Nine:

- # have your student complete the Job Search Log
- # during your session have your student choose five companies, record the company name, number and address
- # for homework have him find out the position and name of the person hiring and then the next day call to ask the person hiring about vacancies
- # debrief the homework assignment by asking him about each call
- # questions to ask: What was difficult? What was easy? Do you need to edit your script?

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to locate various companies using the White and Yellow Pages.
Tutor's Initials: _____ *Date:* _____

2. _____ is able to call a company to request specific information. ie: (location, hours of operation, directions)
Tutor's Initials: _____ *Date:* _____

3. _____ can record information during a telephone conversation.
Student's Name _____ *Tutor's Initials:* _____ *Date:* _____

4. _____ has developed a standard dialogue to use when making cold calls.
Tutor's Initials: _____ *Date:* _____

5. _____ is able to adapt the standard dialogue to use in various situations.
Tutor's Initials: _____ *Date:* _____

6. _____ is able to identify some or all vocabulary related to cold calls.
Tutor's Initials: _____ *Date:* _____

Background Notes:

Activity One:

- # this activity provides a review of the previous units on skill identification
- # a step you might wish to add before identifying various companies/organization would be to identify various jobs where your student's skills could be used

Activity Two:

- # using the Yellow and White pages to locate companies for this purpose also serves in aiding your student in becoming more familiar with the information contained in both
- # another activity using telephone directories would be to provide your student with a list of stores organizations and services and have them decide which section they would look in to find that particular store
- # the Internet also contains telephone directories (type in: telephone directories Toronto, Ontario)

Activity Three:

- # have your student list the Key Vocabulary on index cards and use them in sentences

Activity Four:

- # this exercise will help in building a student's confidence in using the telephone
- # it will also make him much more aware of services in his community
- # a written script can serve as a resource tool for future reference

Activity Five:

- # stress the importance of the receptionist
- # a receptionist is your first link to the company
- # review telephone etiquette: tone, clarity, voice level, asking for clarification and asking for spelling of names

Activity Six:

- # role play various telephone scenarios to practice the script written in Activity Five
- # interchange parts so that the student also has the opportunity to listen to you do a cold call
- # as you continue to role play, change phrases so the student is given the opportunity to respond to various phrases/questions

Activity Seven:

- # have the student review his message and ask if he is satisfied (note any pronunciation difficulties)

Activity Eight:

- # have the student replay the message and verify the information
- # discuss that the spelling of names taken from messages is not important but should be clarified when returning a call
- # role-play having the student return the call

Activity Nine:

- # this activity will act as a review of the entire unit
- # the debriefing part of this activity will help in evaluating your student's comfort level and the skills which may need to be further developed
- # you may also wish to practice some of these calls together before asking him to complete the activity independently

Key Vocabulary

- # May I take a message?
- # May I speak with ...?
- # Can you tell me...?
- # Who is...?
- # What extension is...?
- # Could you repeat that please?
- # Sorry, could you repeat that please?
- # Could you talk a little slower please?
- # I am looking forward to meeting you.
- # I am calling in response to...
- # Please hold.
- # Mr. _____ is not in right now.
- # Mr. _____ is unavailable right now.
- # I don't know when Mr. _____ will return.
- # In regards to...

Key Vocabulary

- # Human Resources
- # hiring
- # inform
- # extension
- # manager
- # supervisor
- # advertisement
- # available
- # hiring
- # vacancies
- # position
- # convenient
- # schedule
- # confirm
- # discuss
- # recruiting
- # response
- # correspondence
- # address
- # extension
- # interrupt
- # hours of operation
- # west of... north of... east of... south of...
- # blocks
- # southbound
- # northbound
- # eastbound
- # westbound

Handout: *Cold Calls*

Why make Cold Calls?

- # You can contact many prospective employers in a very short period of time.
- # 80% of all available jobs are not advertised.
- # You can inform a potential employer of your skills.
- # A cold call presents an opportunity to request an interview.
- # Cold calls allow you to personally introduce yourself to an employer before sending a resume.
- # Even if an employer is not hiring they may be able to refer you to a company that is.

How do I begin to make Cold Calls?

- # Decide what type of job you are interested in obtaining
- # Decide what type of companies would be looking for this type of position.
- # Use the White Pages and Yellow Pages to locate the name and phone number of these companies.
- # Create and practice a script you will use when phoning about a job.
- # Call each of these companies to find out from the receptionist the name and title of the person in charge of hiring.
- # Record the name of the company, the address, phone number and the person responsible for hiring in your Job Search Information Sheet.
- # Send a cover letter and resume as a follow-up.

Remember...

- # Practice your script (Call less important companies first for practice)
- # The best time to reach a supervisor is early in the day before meetings and general business have started
- # You may try leaving a message before 8:00 A.M. or at lunch or after business hours.
- # Try to speak directly to the person hiring.
- # If a person is asking questions about your skills, they are interested in you.
- # Listen carefully to what the other person is saying and listen to what you are saying.
- # Practice your cold call script with your tutor, a friend or relative.

Handout: *Cold Call Script Outline*

(Script One)

- A. Good Morning, Acme Lumber
- B. Yes, Could I please speak with Mr. Sharm?
- A. Please hold.
- C. George Sharm speaking.
- B. Good Morning Mr. Sharm. My name is _____. I am a very qualified Clerical Assistant with ten years of experience. I have strong communication skills and have a good working knowledge of WordPerfect and Windows 95. I am calling to find out if you have any positions available at this time?
- C. Sorry, not at this time.
- B. Could I send you a resume for future reference?
- C. Certainly.
- B. Thank you for your time. Good-bye

(Script Two)

- A. Good Morning, Acme Lumber, Vera speaking.
- B. Good Morning Vera. I am calling in response to the job advertisement you have in today's Toronto Star newspaper. Could you tell me the name of the person in charge of hiring for this position?
- A. Yes, her name is Ms. Booth.
- B. May I speak with her please?
- A. One moment please.
- C. Jane Booth speaking. How may I help you?
- B. Good morning Ms. Booth. My name is _____. I am interested in the clerical position you have advertised in the Toronto Star today. Could you tell me which specific computer programs I would be working with?
- C. Yes, Windows 95 and Microsoft Office.
- B. Ms. Booth, I am very interested in this position. I will be sending you my resume and would like to meet with you to discuss it in detail. May I call you back in a few days to see how your search is going?
- C. Yes, that would be fine.
- B. Thank you very much for your time Ms. Booth. I look forward to talking to you again.

Theme: Finding a Job

Unit: Filling Out Job Applications

Initial Assessment: (What does the student know, what does he need to know?)

1. Have you completed a job application before? (For which company?)
2. What did you find the most difficult about an application form?
3. What was the easiest part to the application form?
4. What skills do you think an employer can gather from a job application form?
5. What type of information do you need to fill in on a job application?
6. What does the term “reverse chronological order” mean?
7. Do you know what BLOCK CAPITAL LETTERS mean?
8. Whom should you use as references on a job application form?
9. What questions are illegal to ask on a job application form?
10. Why might you bring a resume with you to fill out a job application?

Expected Outcomes:

In this unit students will:

- # become aware of the “rules” of filling out a job application
- # further develop vocabulary related to completing job applications
- # practice completing various job application forms
- # feel confident in filling out job applications

Tools:

- # Handout: *Job Application Forms Do's and Don'ts*
- # Handout: *Questions You Do Not Need to Answer*
- # pen/pencil
- # index cards
- # variety of job applications

Activity Procedures:

Activity One:

- # review the Key Vocabulary List
- # ask your student to read the word and then use it in a sentence
- # ask her to record the information as she reads each word (e.g.
Family Name - Shaw First Name - Ann)

Activity Two:

- # review the handout, *Application Forms: Do's and Don'ts*

- # as you review the sheet ask your student why each point is important (e.g.: Do not use pencil - this is a permanent document, pencil fades and is unprofessional for a formal document)

Activity Three:

- # have your student complete various application forms
- # have her check the application by using the *Do's and Don'ts* handout

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to understand the various sections of an employment application form.
Tutor's Initials: _____ *Date:* _____

2. _____ is able to identify some of all of the vocabulary related to filling out job application forms.
Tutor's Initials: _____ *Date:* _____

3. _____ is able to complete a job application form.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____

4. _____ is able to complete a job application form with ease.
Student's name _____ *Tutor's Initials:* _____ *Date:* _____

Background Notes:

Activity One:

- # a review of personal information will help the student build her confidence in knowing she already knows information that is included in the job application form
- # another activity to review the Key Vocabulary is to have your student group the vocabulary words into different categories, e.g.: Personal Information, Skills, Education

Activity Two:

- # Some of the Application Forms Do's and Don'ts will surprise your student. Remember there are different expectations regarding employment practices in every country
- # have your student share the job search procedures and practices from his country
- # stress the point that an application form is an evaluation tool for the employer to measure reading skills, writing skills and general knowledge of job search skills

Activity Three:

- # many stores and fast food restaurants are excellent sources for gathering authentic forms; merely tell them you are an ESL tutor/instructor and you will be using it for instructional purposes
- # ensure them they will not be submitted as applications for employment

Key Vocabulary

Personal Information

Name

Surname

Family Name

First Name

Middle Name

Address

Street

#

No.

Postal Code

Social Insurance Number

Birthdate

Date of Birth

Day/ Month/ Year

Education

Post Secondary Education

Secondary Education

Elementary Education

Courses

Certificate

Diploma

Degree

Hobbies

Interests

Work Experiences

Employer, Employee

Applicant

Company

Supervisor, Manager

Block Capital Letters

Print

For Office Use Only

Handout: *Job Application Forms, Do's and Don'ts*

- # Do remember that the application form may be the first step in the selection process of a job
- # Do fill out the job application neatly
- # Do check for grammar and spelling errors
- # Do print clearly and in **BLOCK CAPITAL LETTERS**
- # Do use blue or black ink only
- # Do answer **all** questions
- # Do use **N/A** “not applicable” if a question does not apply to you
- # Do read the entire form before your begin to complete it
- # Do be honest; the information on your application form will become part of your employment record
- # Do respond to Salary Expectations by providing a salary range or indicating negotiable
- # Do follow instructions
- # Do use your Personal Information Sheet to assist in filling out the form
- # **Do not use** a coloured pen
- # **Do not** ignore instruction such as “For Office Use Only” or “Do Not Write In This Space”
- # **Do not** provide false information; this could become the basis for being fired from your job
- # **Do not** leave blank spaces... Use N/A or a dash if the question is not relevant to you
- # **Do not** cross out mistakes, use white-out for small errors
- # **Do not** use pencil

Handout:
Questions You Do Not Need to Answer on a Job Application

Any of the following topics are ones which you do not need to answer.
This applies to job application forms and also in job interview situations.

- # age
- # gender
- # disabilities
- # medical information
- # marital status (unless for insurance or medical coverage)
- # race
- # nationality
- # country of origin
- # religion
- # prior convictions for which you have been granted a pardon

Theme: Finding a Job

Unit: Interview Techniques

Initial Assessment: (What does the student know, what does he need to know?)

1. Have you ever attended a job interview before?
2. What did you find most difficult about your job interview?
3. What questions did you find most difficult to answer during the interview?
4. What questions did you find the easiest to answer?
5. Can you tell me three questions you were asked in a job interview?
6. How did you respond to a question you did not understand?
7. What do you think an interviewer is looking for when he is interviewing you?
8. What would you like to know about job interviews?

Expected Outcomes:

In this unit students will:

- # understand the purpose of a job interview
- # relate his skills, education and experience in a role-play
- # answer sample interview questions both in writing and verbally
- # understand some or all of the vocabulary related to job interviews
- # build confidence in participating in a job interview

Tools:

- # pen/pencil
- # paper
- # index cards
- # comic strips
- # Handouts: *Interview Etiquette*
List of Possible Interview Questions
Questions to ask an Employer
What is an Employer Looking For In an Answer?

Activity Procedures:

Activity One:

- # start with asking your student what he feels is the purpose of an interview
- # using the handout, *Job Interviews*, ask your student to brainstorm every thing that he can think of when he hears the word “interview”
(e.g.: what to wear, hard questions, nervous)

Activity Two:

- # add the list of words from the brainstorm to the Key Vocabulary list
- # review the Key Vocabulary List and have your student form questions using the words (e.g.: spare time - What do you do in your spare time?)

Activity Three:

- # have your student read each of the questions in the handout, *List of Possible Interview Questions*
- # have him put a question mark beside any question he does not understand

- # have him read each question aloud and then rephrase the question in his own words

Activity Four:

- # review the handout, *What is the Employer Looking For in an Answer.*
- # discuss each of the questions and what information the employer is looking for
- # refer back to the list of questions and ask your student what type of information the employer is looking for
- # discuss each question and the response she might give

Activity Five:

- # select five questions and have your student answer each one in writing
- # have him read his answers aloud
- # discuss his answers (Has he answered the question? Has he been direct and to the point?)
- # have him choose 10 more to write answers to for homework
- # review these next session

Activity Six:

- # role-play the questions in a mock interview

Activity Seven:

- # review the handout, *Interview Etiquette*
- # ask your student to tell you if the same “rules” apply when attending a job interview in his country

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to express skills, education and work experience.
Student's Name _____ *Tutor's Initials:* _____ *Date:* _____

2. _____ is able to answer sample job interview questions in his own words.
Tutor's Initials: _____ *Date:* _____

3. _____ is able to understand various interview questions (What is the employer looking for?)
Tutor's Initials: _____ *Date:* _____

4. _____ feels more confident facing a job interview situation.
Student's Name _____ *Tutor's Initials:* _____ *Date:* _____

5. _____ is aware of the etiquette involved in a job interview situation.
Tutor's Initials: _____ *Date:* _____

Background Notes:

Activity One:

- # the brainstorm activity should help you discover areas of strengths and concerns your student has around job interviews
- # this will also indicate which activities will be useful in further developing your student's skills

Activity Two:

- # a homework activity might be to have your student write the answers to the questions they have developed in this activity
- # e.g.: spare time - What do you do in your spare time? - In my spare time I like to swim.
- # you can also select a particular tense and have your student answer the questions in that particular tense

Activity Four:

- # having your student rephrase the questions will help her identify what the employer means
- # you may have to explain certain words

Activity Five:

- # by preparing answers in writing your student will have a resource to use to practice questions and answers; before attending interviews

Activity Six:

- # take turns with the role-play, allow your student to ask the questions and listen to the way in which you answer

Activity Seven:

- # asking your student to explain job interview procedures in his country will give you an idea of the differences and similarities
- # it will also allow the student to ask questions about practices which may be different
- # this activity is excellent for an exchange on your respective cultures

Key Vocabulary

responsibilities
employer
strengths
skills
weaknesses
experience
work record
take a chance
spare time
jobs
occupation
company
qualifications
salary
expectations
travel
relocate
shift work
earn
personal characteristics
chosen field
permanent
temporary
team player
self-satisfaction
previous
past
recommendations
supervisor
tailor-made
recent
stress
company policy

Handout: *Interview Etiquette*

Present Yourself Well

- # choose clothing which would be suitable for the position you are applying for (choose brown, blue or black suits, skirts, pants and jacket)
- # do not overdress (large jewelry, excessive makeup, loud colours, bold ties)
- # be on time for your interview; plan to arrive ten to fifteen minutes before your scheduled time

Bring Proof of Your Qualifications

- # extra copies of your resume
- # letters of recommendation
- # reference letters
- # copies of licences, transcripts
- # portfolios
- # sample of work

Watch Body Language and Signs

- # smile
- # watch your posture
- # maintain eye contact
- # use a natural greeting: Hello, Good Morning
- # shake hands firmly but only if it is extended to you by the employer first
- # let the interviewer start the dialogue
- # listen carefully
- # have questions prepared in advance to ask the employer

Provide Important Information and Skills

- # stress your willingness to work
- # provide examples of responsibilities you have had in your previous positions
- # illustrate you are committed to learning (talk about courses, workshops and professional development you have been involved in)
- # illustrate your ability to be flexible
- # do provide the employer with information about your skills
- # take time to develop your answers in your head before you answer
- # ask for a question to be repeated or clarified if you have difficulty understanding it

Closing Remarks

- # make sure to ask the employer questions
- # show your interest in the job by asking when the employer hopes to fill the position
- # if you want the job let the employer know
- # close by stating why you are qualified for the position (this is your last chance to state any skills/experience you may have forgotten earlier)

Follow Through

- # thank the interviewer for his time
- # make a note of any dates that you need to follow through with
- # evaluate the interview: What went well? What might you change in the next interview?
- # send a thank-you letter to the interviewer
- # enjoy a coffee, go shopping, exercise and then move on

Handout: *List of Possible Interview Questions Asked by Employers*

1. Tell me about yourself.
2. Why are you interested in working for this company?
3. What were your responsibilities in your last job?
4. Why did you choose this particular field to work in?
5. What type of position are you most interested in?
6. What are your strengths?
7. What do you see as your major weaknesses?
8. Give an example of where you showed leadership and initiative.
9. Where do you see yourself three years from now?
10. What future plans do you have for further professional development?
11. Why do you think you might want to work for our company?
12. What do you know about our company?
13. What qualifications would you bring to this position?
14. What personal characteristics do you feel are necessary for success in your chosen occupation?
15. Why do you think you would enjoy this particular job?
16. Do you prefer working by yourself or being part of a team?
17. What have you learned in previous jobs?
18. Why should I hire you?
19. If a job could be tailor-made just for you, what would it involve?

20. If I called your previous employer what would they say about you?
21. What did you like most/least about your previous job?
22. Why did you leave your last job?
23. How do you spend your spare time?
24. What are your hobbies?
25. What are your salary expectations?
26. How much money do you expect to earn?
27. Are you willing to travel or relocate if necessary?
28. Are you looking for full or part-time work?
29. Are you looking for a permanent or temporary position?
30. What type of supervisor do you work best for?
31. How did you feel about your previous employer?
32. What was your worst boss like?
33. Do you have any questions for me?

Handout: *Questions To Ask an Employer*

1. What are the responsibilities of this position?
2. Is there a written job description?
3. Is there room for the job duties to be expanded or changed?
4. What are some of the key challenges of this position?
5. How many employees are at this location?
6. Would you be my immediate supervisor?
7. How many people would I be working with on a regular basis?
8. When will you be making a final decision?
9. What is the next step in the hiring process?

Handout: *What is the Employer Looking For In An Answer?*

Tell me about yourself.

This is usually the first question asked by an employer. It is an invitation for you to talk about yourself. Remember that this is a job interview, keep your answers job-related.

What are your strengths?

This question presents you with the opportunity to talk about your personal qualities and job skills. This is the time to “sell” yourself to the employer by illustrating you have the skills he is looking for.

What do you know about our company?

Before attending an interview, you should make sure that you have done some research about the company. Your answer will show the employer that you do have an interest in working for the company and have some background knowledge related to the position. Your answer should contain positive information about the company and how your skills could benefit the company.

How do you feel about your last supervisor?

Remember that the interviewer is likely to be your supervisor. Try to avoid saying anything negative. If you had difficulty with your last supervisor try and think what you learned from this experience and focus your answer on this point.

What are your weaknesses?

Again, remember to try and focus on the positive. For example take a weakness that has a positive side (e.g.: It is very easy for me to become so involved in my work that I

lose track of time, but I am learning to organize my time better.)

Do you prefer working by yourself or being part of a team?

State which you prefer but remember to also say that you are also comfortable working in the other situation.

Where do you see yourself three years from now?

Remember professional development is an important part of your job. An employer is looking for someone who is willing to grow and develop new skills.

What are your salary expectations?

When answering this question remember that by stating an exact figure you may be asking too much or you might be “selling yourself short”. You may want to respond: “I expect to be paid the market value for this particular position”, or “What is the current salary for this position?”

Do you have any questions?

Always be prepared with two or three questions that you want to ask the employer. This may also provide you with the opportunity to state any skills you may have forgotten to mention.