

Chapter 4

Looking for a Job | Job Search Strategies

LINC 5/6

LINC 5/6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when looking for a job. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

LINC 5

-  CLB 6–I: Make or cancel an appointment or arrangement.
-  CLB 6–IV: Ask for and provide information in an interview related to daily activities.
-  CLB 6–I: Open, maintain and close a short routine formal conversation.
-  CLB 6–III: Demonstrate comprehension of details and speaker’s purpose in suggestions, advice, encouragements and requests.
-  CLB 5–III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
-  CLV 5–III: Fill out forms.

CLB

LINC 6

-  CLB 7–IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
-  CLB 7–III: Request a word. Ask for and respond to recommendations or advice.
-  CLB 7–IV: Describe, compare and contrast in detail two events, jobs, or procedures.
-  CLB 6–III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications.
-  CLB 6–III: Find two or three pieces of information in moderately complex formatted texts.
-  CLB 6–III: Fill out moderately complex forms.

ES

These activities can help to develop the following Essential Skills:

- Oral Communication
- Writing
- Computer Use

The activities in this section focus on the following language skills:

- Researching labour market information and own occupation
- Identifying and describing own skills
- Understanding information in job ads
- Filling out application forms
- Asking questions in information interviews

Activities | Chapter 4 | Job Search Strategies | LINC 5/6

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Introduction to Job Search Strategies

1 | Discuss the following questions.

1. Think about a job search you have conducted in the past. How did you learn about the jobs that were available?
2. How is the job search process in Canada different from that in your previous country?
3. How do you think looking for a job has changed in the last 10 years? What kind of changes do you expect in the future?
4. What aspects of the job search process would you like to work on?
 - Researching information about specific occupations
 - Understanding job postings
 - Filling out application forms
 - Networking



source: www.businesscartoons.co.uk/shop

Culture Note

Talking to friends, family and acquaintances when you're looking for work is always a good idea. The vast majority of Canadian jobs are never advertised at all – people learn about them through word of mouth. So let everyone know you are looking for a job. Tell them what kind of job you are interested in and tell them a bit about your background if they don't already know. That way, if they hear about a job opening, they just might think of you!

Job Search Resources



Audio 4.1: Listen to two people talking about looking for work. Answer the questions below.

- Place a checkmark beside the job search activities Rosa carried out:
 - ___ Visited an employment centre
 - ___ Spoke to a job counsellor
 - ___ Looked at job postings
 - ___ Analyzed her own skills
 - ___ Participated in mock interviews
 - ___ Attended job search workshops
 - ___ Read newspaper classified ads
- What three things did Rosa learn at the workshops?
- Rosa mentions two ways to write résumés and cover letters that she learned. What are they?
- What advice does Rosa have for Gita about preparing for interviews?
- What advice would you give Gita about looking for work?



Audio 4.2: Listen to a job seeker describe his job search. Discuss the following.

- What problems did this job seeker face?
- What information would have made his search more effective?

3 Think about your job search. What information or services do you think would help you to find a job? With a partner, make a list. In small groups, compare your lists.

e.g., job postings	4.
1.	5.
2.	6.
3.	7.

National Occupational Classification

The National Occupational Classification (NOC) is a system of organizing information about occupations in Canada. Every occupation in Canada has a NOC job description, which provides listings of the main duties, employment requirements and job titles. These descriptions are identified by a four-digit code called the NOC code.

Knowing the NOC code for the job you are interested in can make online research easier and quicker. This is because many job search services organize their job listings and occupation information by the NOC code. Here's how the NOC code works:

- **The first number** identifies the sector. There are 10 sectors in total (0–9). For example, 0 refers to management occupations, while 6 refers to sales and service occupations.
- **The second number** refers to the level of education or training the job requires (1–6). Generally:
 - **1** requires a university education
 - **2 or 3** requires a community college or apprenticeship training
 - **4 or 5** requires a high school diploma and/or job-specific training
 - **6** usually requires a short demonstration or on-the-job training
- **The third and fourth numbers** refer to specific occupations within the sector.

In the example on the right, the **2** refers to the sector *Natural and Applied Sciences*; the **1** means it generally requires a university degree; together, the code **2146** is the code specific to *aerospace engineers*.

→ **2146** Aerospace Engineers

Because the NOC groups occupations that are similar to each other, it is easy to find information about occupations that are related to your occupation of choice. This can be useful if you cannot find a job in your occupation and want to broaden your job search.

1

Locate the NOC website (www5.hrsdc.gc.ca/NOC). On the home page, click on *Occupational Structure* (on the left-hand side of the page). List the 10 sectors that the first digit of the NOC code refers to. In small groups, brainstorm three occupations for each sector.

- | | |
|----------------------------------|----------|
| 0. <u>Management occupations</u> | 5. _____ |
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |

Think of an occupation you would like to enter in Canada (either as a survival job, or in the occupation you are trained for). Which of the above sectors is this occupation in?



2 Imagine that you want to apply for a position as a sales clerk in a department store. Find the NOC information related to this position. Answer the questions below.

1. Go to the NOC home page. Look for the site search bar. Enter the number that represents the appropriate sector and click on *GO*. The first and second number of the NOC code represent the *Major Group*.
 - a) How many *Major Groups* are listed in this sector? What are they?
 - b) What *Major Group* is the Sales Clerk occupation listed under?
 - c) What types of occupations are within this *Major Group* (represented by the three-digit code)?
2. What is the four-digit NOC code for a Sales Clerk?
3. Click on the NOC code for the Sales Clerk and read the NOC description. What kind of information can you get from the NOC description?
4. Read the example titles in the NOC description. Do you think knowing these titles can be useful in your job search? How?
5. Read the main duties in the NOC description. List the duties you think are most relevant to this position.
6. How and where do you think you could use the statements about job duties?
7. How could you use the other information included in the NOC description (e.g., employment requirements and additional information)?
8. The information under *Classified elsewhere* lists related occupations. Choose one and click on its NOC code to view its NOC description. Compare the main duties with those of the Sales Clerk. How are they similar or different?



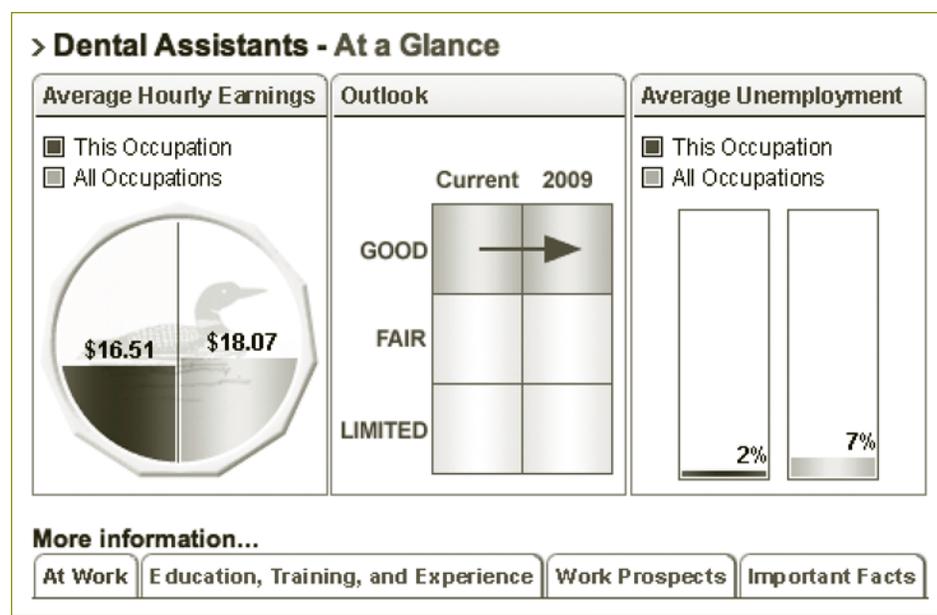
3 Find the NOC code for an occupation that interests you. Read the NOC description for this occupation. Prepare a short presentation for the class about this occupation. Include related job titles, main duties and employment requirements.

Job Futures Website

Job Futures (www.jobfutures.ca) is a Canadian government website that provides information about 300 occupational groups. For each occupation, you can learn about average earnings, job duties, unemployment and education requirements. The strength of this website is that it provides up-to-date information about the work prospects or employment outlook for each occupation. This information can help you decide what kind of work to look for.

Under the *work prospects* section you can find information about the factors that affect how easy or hard it is to find work in different occupations. These factors include economic conditions and demand in different areas of Canada for workers in that occupation.

The example below shows the 2009 work prospects for Dental Assistants. You can search the website for information by sector, by education level or by the NOC code.



At Work provides information about the main duties that Dental Assistants perform, related occupations, and links to related job titles and the NOC description.

Education, Training, and Experience provides information about the educational requirements of the occupation, and related soft skills.

Work Prospects provides information about earnings, unemployment, and factors that contribute to the work prospects for this occupation.

Important Facts provides demographic and earnings information.

Source: Service Canada Job Futures: <http://www.jobfutures.ca/noc/3411.shtml>. Extracted August 4, 2009.

1 | The following phrases come from the Job Futures website. Using your own words, explain what they mean.

1. licensing is mandatory
2. rate of wage growth is below average
3. employment outlook is fair
4. earnings are close to national average
5. work prospects will continue to be good
6. retirement rate will likely be average
7. the number of job seekers will likely match the number of job openings

2 | Refer to the chart from the Job Futures website on the previous page to answer the questions below.

1. Describe how the average earnings for this occupation compare to the average earnings for all occupations.
2. Describe how the average unemployment rate for this occupation compares to the average unemployment rate for all occupations.
3. Do you think someone would have a good chance of finding a job in this occupation in 2010? Why?

3  Go to the home page of the Job Futures website (www.jobfutures.ca). Click on *I want to be ...* Then, select *Browse Occupations by ... Alphabet*. Find *Dental Assistants* and click on the corresponding NOC code. Access the information in each tab and answer the questions below.

At Work

1. How many duties are listed for dental assistants? List three of them.

2. What are some related job titles?

3. What is the NOC code for dental assistants?

4. Where in Canada are the highest concentrations of dental assistants?

Education, Training and Experience

5. Is this a licensed occupation?

6. What are the educational requirements?

7. What skills are useful in this occupation?

8. Which educational program is most relevant to this occupation?

Work Prospects

9. Why are the work prospects rated good for this occupation (list three reasons)?

Important Facts

10. What is the average hourly wage for a dental assistant who is 30 years old?

11. How does it compare to the average hourly wage for all occupations?

12. What is the percentage of part-time workers in this occupation?

13. How does this compare to all occupations?

14. What is the percentage of workers in this occupation who are self-employed?

15. Have you read any other information about dental assistants that you found interesting or that surprised you?



On the Job Futures website, read the information about an occupation that interests you. Prepare a short presentation and present it to the class. The following questions can guide you.

1. What are the main duties in this occupation?
2. What are the educational requirements?
3. What are the work prospects (hourly wages, unemployment rates)?
4. What are some interesting facts about this occupation?

Hard and Soft Skills

When searching for a job, it is useful to be able to describe your skills. Job skills are often described in two categories: hard skills and soft skills.

Hard skills are those you learn through on-the-job or institutional training. These include skills specific to a particular occupation, such as those involved in planning and teaching for teachers, or the ability to use specialized tools for a dental technician.

Soft skills are those that can be used in *any* occupation. These skills are often called transferable skills because you can transfer them from one job to another. Often, these are the skills that you use and develop in everyday situations, not necessarily in relation to work. Soft skills include organizational and team work skills, as well as qualities such as initiative and attention to detail.

1 | Answer the questions below.

1. What are three examples of hard skills given in the text? List other examples of hard skills.
2. What are soft skills? Can you think of other soft skills?
3. Would research skills be considered soft skills or hard skills? Why?

2 | Brainstorm a list of hard and soft skills you have. Think about your professional and everyday experiences and give examples of how you demonstrate those skills in your day-to-day life. You can use the table below to organize your ideas.

- | | |
|-----------------|-----------|
| 1. Hard skills: | Examples: |
| _____ | _____ |
| _____ | _____ |
| 2. Soft skills: | Examples: |
| _____ | _____ |
| _____ | _____ |

3 | Review your list of soft skills. Circle the ones you feel are relevant to the work you would like to do.

4 Search the Internet for clear descriptions of the differences between hard and soft skills. Search for a listing of soft skills. Make a list of soft skills you think you have.

Possible search terms: *soft skills and hard skills; what are soft skills*

Work Habits

The Ontario Skills Passport website provides descriptions of the nine Essential Skills and lists sample tasks for each of these skills in a variety of different occupations. In addition to the nine Essential Skills, the website lists nine work habits. These work habits are the soft skills that are important in getting and keeping a job.

WORK HABITS

Working Safely	<ul style="list-style-type: none">• Working in a manner that prevents injury to self and others• Reporting unsafe conditions• Participating in health and safety training, as required• Using and wearing all required protective equipment and devices
Teamwork	<ul style="list-style-type: none">• Working willingly with others• Showing respect for the ideas and opinions of others• Taking responsibility for his or her share of the work• Contributing to the team effort by sharing information, resources, and expertise
Reliability	<ul style="list-style-type: none">• Being punctual• Following directions• Giving attention to detail• Using time effectively and producing work on time• Acting in accordance with health and safety practices
Organization	<ul style="list-style-type: none">• Organizing work priorities when faced with a number of tasks• Devising and following a coherent plan to complete a task• Revising the plan when necessary to complete a task or to make improvements
Working Independently	<ul style="list-style-type: none">• Accomplishing tasks independently• Independently selecting, evaluating, and using appropriate materials, tools, resources, and activities• Using prior knowledge and experience to solve problems and make decisions
Initiative	<ul style="list-style-type: none">• Beginning and completing tasks with little prompting• Approaching new tasks with confidence and a positive attitude• Seeking assistance when necessary
Self-advocacy	<ul style="list-style-type: none">• Asking questions and seeking clarification, where appropriate• Identifying and making use of appropriate resources and support when needed• Being proactive regarding individual rights and responsibilities, where appropriate
Customer Service	<ul style="list-style-type: none">• Listening effectively to determine and meet clients' needs• Interacting positively with both co-workers and clients/customers• Endeavouring to meet and exceed expectations• Creating a positive impression of the company or organization
Entrepreneurship	<ul style="list-style-type: none">• Recognizing and acting on opportunities• Showing perseverance• Being innovative and creative• Being versatile and resourceful

Source: Ontario Skills Passport: <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/OSPskillsandworkhabits.jsp?announcer=OSP>. Extracted July 25, 2009.

1 Find the following words in the list of Work Habits on the previous page. Guess the meaning of each word from its context. Then, look up the words in the dictionary to confirm their meanings.

Word	Meaning
devices	_____
punctual	_____
perseverance	_____
endeavouring	_____
innovative	_____
versatile	_____

2 Read the four job advertisements below and determine which work habits these jobs demand. Explain your choices.

1. **Accounting clerk required for busy office.** Duties include maintaining file systems and setting and managing appointments. Reports to multiple staff members, must work to tight deadlines. Some evening work required.

2. **Hiring sales manager for large department store.** Manages team of 10 sales associates. Responsible for scheduling, inventory control, some purchasing. Evening and weekend shifts.

3. **Marketing firm looking for motivated individual to join our creative team.** Entry-level administrative position with room for advancement. Set your own schedule. We pride ourselves on innovation – work experience not as important as a good fit with our work culture. Write and tell us why you want to work for us!

4. **Computer software sales.** Develop your own client base. Flexible hours, work from home. Pay based upon performance. Travel- and performance-based bonuses are available with select clientele.

Work Habits (Cont.)

The Ontario Skills Passport (OSP) lists work habits in noun form, e.g. *reliability* or *punctuality*. However, when speaking about yourself, you can express these skills or work habits as adjectives. For example:

I am a reliable worker. I am punctual.

You can also describe how you demonstrate the qualities you have by giving examples.

I am punctual. I use my time effectively and produce work on time.

3 For each of the nouns, write an adjective that can describe a person. Then write a sentence.

1. reliability reliable
2. organization _____
3. confidence _____
4. perseverance _____
5. versatility _____
6. flexibility _____
7. independence _____
8. resourcefulness _____
9. knowledge _____
10. punctuality _____

4 Write a sentence for each of the OSP work habits you think you have. Use examples from your work and day-to-day experience.

1. Working Safely: _____
2. Teamwork: _____
3. Reliability: _____
4. Organization: _____
5. Working Independently: _____
6. Initiative: _____
7. Self-advocacy: _____
8. Customer Service: _____
9. Entrepreneurship: _____

Job Advertisements

One way to find out about jobs that are available is to search job advertisements, also called job postings. Job advertisements can be found in newspapers, at employment resource centres and on job listing websites. The job advertisement below is from the Government of Canada's job listing website, called the Job Bank (www.jobbank.gc.ca).

1 | Skim the advertisement below to complete the activities on the next page.

Job Number 509302930

Title: House Cleaner (Team Lead – Residential Home Cleaning) (NOC: 6661)

Terms of Employment: Permanent, Full-time, Days

Salary: \$10.50 to \$12.00 hourly for 35 hours per week

Anticipated Start Date: As soon as possible

Location: Any Ave. and Queen Street, Toronto, Ontario (1 vacancy)

Skill Requirements:

Education: Some high school

Credentials (certificates, licences, memberships, courses, etc.): Not required

Experience: Experience an asset

Languages: Speak English, Read English, Write English

Specific Skills: Sweep, mop and wash floors, dust furniture, vacuum carpeting, area rugs, draperies and upholstered furniture, make beds and change sheets, clean, disinfect and polish kitchen fixtures and appliances, clean and disinfect bathrooms and fixtures

Transportation/Travel Information: Vehicle supplied by employer

Security and Safety: Bondable

Work Location Information: Work in employer's/client's home, urban area

Work Conditions and Physical Capabilities: Fast-paced environment, work under pressure, tight deadlines, repetitive tasks, physically demanding, attention to detail, combination of sitting, standing, walking, standing for extended periods, bending, crouching, kneeling

Essential Skills: Reading text, Writing, Oral communication, Working with Others, Decision Making

Other Information: Team-oriented, Leadership skills, Monday-Friday, no nights/weekends, competitive salary, company car provided, paid driving time, paid training/holidays. Driver's licence an asset.

How to Apply: Please fax or email your résumé. You must apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

Contact Name: Chuck or Julia. Fax: Between 9:00 and 18:00. (555) 287-28974. Email: johnr@linkednet.ca. Business: Residential House Cleaning

Advertised until: 2010/05/28

2 | The following words and phrases are from the job advertisement. Write their meaning in your own words.

1. anticipated start date _____
2. bondable _____
3. driver's licence an asset _____
4. fast-paced environment _____
5. competitive salary _____
6. failure to do so _____
7. team-oriented _____

3 | In which section would you find the following information? Write the name of the section beside each entry. The first one has been done as an example.

1. application process how to apply _____
2. work environment _____
3. educational requirements _____
4. how much the job pays _____
5. work hours _____
6. whether or not a car is required _____
7. whether or not heavy lifting is required _____
8. job duties _____

4 | Find the answers to the following questions.

1. How does someone apply for this job?
2. How would you find out more about this occupation?
3. What is the last day to apply for this job?
4. Make a list of the soft skills this job requires, according to the posting.

5 The following posting comes from a popular commercial job-listing website. Read the posting and answer the following questions.

1. Under which heading are the specific job duties listed and what are the job duties?
2. What are the hard skills required for this position?
3. What are the soft skills required? Underline them in the job posting.
4. Under the heading *Education*, what do the terms *preferred* and *an asset* mean?
5. How and when can you apply for this position?

JOB POSTING

Position: Dispensary Technician

The **Dispensary Technician** collaborates and assists the pharmacist in enabling a patient to achieve his/her health care goals, protecting patient rights to care, dignity, privacy and confidentiality. The Dispensary Technician provides preliminary triage to clients, applies ethical principles to practice to ensure dispensary services achieve quality outcomes and meets the Ontario College of Pharmacist Standards of Practice.

KEY RESPONSIBILITIES:

Customer Service: Greets patients with a warm & welcoming manner, has excellent telephone manners, uses best judgement in dealing with any client's concern and takes responsible action to resolve problems.

Dispensing: Receives a new prescription or a request to renew a prescription from a patient, enters prescriptions into computer, checks for compliance, possible drug interactions and informs the pharmacist accordingly. Verifies accuracy, completeness & legitimacy of prescription, contacts doctor as required. Counts and fills prescription, assists in billing and reconciliation issues.

KNOWLEDGE & SKILLS REQUIRED:

Proven customer service skills. Strong organizational skills, attention to detail and initiative. Good computer skills and mathematical computations related to pharmacy. Ability to multi-task in a fast-paced environment.

EDUCATION:

Graduate of an accredited technician program from a community college preferred. Certification through OCP is an asset.

EXPERIENCE/QUALIFICATIONS:

1-3 years of pharmacy technician/drug store experience with demonstrated leadership in the work environment. Experience in specialty services such as non-sterile compounding and diabetic education an asset. Experience with Nexsys pharmacy computer software and other Microsoft-based applications an asset.

If interested please send résumé and cover letter by email to Donna Guzak, HR Generalist, at dguzak@pharmastar.net or by fax to 555-111-2233.

Posting open until Friday, July 3, 2010 at 5:00 p.m.

6  Use the Internet to locate two job postings for an occupation that interests you. Take notes on the information from both postings and compare the information. Use the following headings to record your information: *Job requirements (education, experience, hard skills, soft skills, experience); duties and responsibilities; employer information; how to apply.*

Job Application Forms

Some employers require job applicants to complete an application form. These forms are usually your first opportunity to make a good impression with the employer. Read the instructions carefully, print neatly in the spaces provided, and make sure all spelling is accurate.

By law, employers are not allowed to ask for information about a person's age, ethnic origin, religion or marital status, as this information could be used to discriminate against potential applicants. If you see questions like this on an application form, you are not required to answer them.

1 | Discuss your responses to the following questions in a small group.

1. Describe your experience filling out job application forms. What makes completing these forms challenging?
2. Have you ever been asked for information during a job search that you felt was inappropriate? If so, what did you do?

2 | Read the job advertisement below. Skim the completed application form that follows and answer the questions below:

1. What makes this application ineffective? Give examples.
2. Would you hire this applicant? Why?

Administrative support staff wanted immediately for busy health club. Duties include answering phone inquiries, replying to information requests, processing sales of memberships. Excellent computer skills required, including knowledge of database software. Some experience with bookkeeping an asset. Must be able to work with minimal supervision. 40 hours a week, some evening work required.

HealthCheck Sports Club

EMPLOYMENT APPLICATION

Personal Information

Last Name: Merali Middle Initial: Date of Application: (dd/mm/yyyy) 03/31/11
 Address: 27-19 Hillcrest Dr. City: Kitchener
 Province: Ontario Postal Code: N2E 2Y8 Home Phone #: (519) 854-9391
 Alternate Telephone #: E-mail: j.merali@winnet.com

Have you worked for us before? Yes If yes, when: 2007 If yes, in what position: club

Position

Position applying for: Permanent Temporary (Circle one.)
 Are you interested in: Full Time (Min. 28 hrs per week) Peak Time (Less than 28 hrs per week) (Circle one.)
 How did you hear about us? friend

Availability

Date available to start (dd/mm/yyyy): June 01/11

When are you available to work (specify a.m. or p.m.)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
From	9-4	9-4	9-4	9-9	9-9	—
To						

Education

Circle the highest level of education completed

Institution Type	Completion	Certification/Diploma/Degree Received
High School Year Completed	1 2 3 <u>4</u>	
Post Secondary	1 2 3 4 <u>5+</u>	<u>Hons. Bachelor Science</u>

Applicant's name (Please print): Joseph Merali

Applicant's Signature: J. Merali Date: March 31/11

3  Search the Internet for tips on completing job application forms. Write a list of 10 tips and present them in a small group.

Possible search term: *how to complete job application*

Job Application Forms: Putting It in Practice

1

The job application form below is typical of many forms. Find a job posting you are interested in. Complete the job application form below to apply for the position.

APPLICANT INFORMATION							
First Name	Last Name			Date			
Address						Apt/Unit	
City		Province			Postal Code		
Phone				Email			
When can you start?				Position applied for			
When can you work?	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
From:							
To:							
Have you ever been convicted of a criminal offence for which a pardon has not been granted? Yes <input type="checkbox"/> No <input type="checkbox"/>							
Are you legally entitled to work in Canada? Yes <input type="checkbox"/> No <input type="checkbox"/>							
Are you 18 years of age or older? Yes <input type="checkbox"/> No <input type="checkbox"/>							
EDUCATION							
High school (name and location)	From	To	Diploma granted? Yes <input type="checkbox"/> No <input type="checkbox"/>				
College (name and location)	From	To	Degree/certificate granted? Yes <input type="checkbox"/> No <input type="checkbox"/>				
Name of degree/certificate							
University (name and location)	From	To	Degree/certificate granted? Yes <input type="checkbox"/> No <input type="checkbox"/>				
Name of degree/certificate							
EMPLOYMENT (list current or most recent first)							
Employer		From		To			
Address			Phone				
Job title			Supervisor				
Reason for leaving			Salary				
Job duties							
Employer		From		To			
Address			Phone				
Job title			Supervisor				
Reason for leaving			Salary				
Job duties							

(continued)

EMPLOYMENT (continued)		
Employer	From	To
Address	Phone	
Job title	Supervisor	
Reason for leaving	Salary	
Job duties		
Employer	From	To
Address	Phone	
Job title	Supervisor	
Reason for leaving	Salary	
Job duties		
ADDITIONAL INFORMATION		
<p>In this space, please provide additional information about the qualifications you have that you think would make you a good candidate for this position.</p>		
<p>I hereby certify that the information on this application form is true and complete to the best of my knowledge. I understand that if I am employed, any false statements are sufficient cause for dismissal. I authorize this company to investigate the accuracy of the information I have provided on this form.</p>		
Signature		Date

- Exchange the complete application form with a classmate. Take turns asking and answering questions about the information listed in the application form. You can also ask questions to clarify the details that are not included in the completed form. Evaluate your partner's application form for correctness and neatness.**

Volunteering

Volunteering is one way to gain Canadian work experience. Volunteering can provide excellent networking opportunities since you may have the chance to interact with other volunteers, employees and clients, and to learn valuable workplace skills. Applying for a volunteer position can be similar to applying for a paid job. You may need to fill out an application form and participate in an interview. This can be good practice for your job search.

You can find out about volunteer positions in a number of ways. In some communities, there are agencies whose work it is to help individuals find volunteer positions. You can also search for volunteer opportunities online, or talk to people you know to see if they're aware of any opportunities.

1 | In small groups, discuss the following questions.

1. From the point of view of a newcomer to Canada, how can volunteering benefit you?
2. In your group, brainstorm some possible volunteer opportunities. Where do you think you might be interested in volunteering? Why?

2 | Search the Internet for volunteer opportunities in your town/city. Look for positions that can offer exposure to the Canadian workplace and help you gain some skills related to your occupation. Use one of the options listed below.

1. Search the Internet using the key terms *volunteer + your city or town*. Many cities have a database of current volunteer positions.
2. Go to *Charity Village* homepage. Use the Internet search terms *charity village volunteers*. Browse by region to find a volunteer position in your area.
3. Ask a friend, teacher or acquaintance to recommend an agency or employer who uses volunteers. Follow up by searching the Internet to learn about available positions.

3 | Imagine you are preparing for an interview for a volunteer position you are interested in. Prepare answers to the following questions by writing point-form notes. Work with a partner and practise responding to the questions orally.

1. Why are you interested in this position?
2. Do you have any related experience?
3. What skills and abilities could you bring to this position?

Information Interviews

Information interviews are considered an integral part of a job search. They are interviews that you (the job seeker) arrange with people who are already working in the occupation you are interested in so that you can gather information about employment trends, possible jobs/career paths to explore, and further sources of information to research. Information interviews can help you find out more about the field you want to work in, practice your interviewing skills, build confidence in your ability to discuss your work expertise, interests and goals, and build your contact network.

It is important to be prepared and professional during information interviews: always make an appointment and be punctual, have a list of questions you want to ask, take notes if needed, and keep records of the contact information you gather. After an information interview, it is a good idea to send a thank-you note and acknowledge the person's time and the advice they gave you.

1

Audio 4.3: Listen to two conversations in which job seekers request information interviews. For each conversation, answer the questions below.

1. How does a job seeker connect himself/herself to the interview contact?
2. What information about himself/herself does the job seeker provide?
3. What does the job seeker request?
4. How does the job seeker react to his/her contact's response?
5. How effective was each job seeker's request?

2

When making a telephone call to request an information interview, you can create a telephone script to guide you. Prepare a dialogue using the prompts below.

Introduce yourself _____

Explain to your contact how you heard of him or her _____

Give details about yourself and your situation _____

State the purpose of your call _____

Arrange a meeting _____

Thank the contact _____

3 | In pairs, role-play two phone calls to request an information interview. Use the role cards below.



Student A

You are a (*use your occupation or an occupation you are interested in*). You are a newcomer to Canada and want to make some professional contacts. You got your contact's name from a counsellor at your ESL school. Call your contact. If it is not a good time for your contact to talk, arrange a more suitable time.

Student B

You are a professional contact. You have been a member of the professional association for many years. Right now, you are in the middle of a meeting but you will be free in about an hour. You agree to meet in person, but for a short time because you are busy.

Before your information interview, it is a good idea to prepare a list of questions to ask. This will help you stay focused during the interview and get all the information you need. Here are some examples of questions you could use:

- *What do you recommend I do to gain Canadian experience?*
- *Are there any upcoming opportunities in the area of ...?*
- *Do you know of any other companies that are hiring?*
- *What kinds of prior experience/training/skills are absolutely essential for work in this field/company?*

4 | In small groups, brainstorm general questions you could ask during an information interview. You can use sample topics below to base your questions on. Then customize these questions so that they relate to your occupation. Share and discuss your questions with the class.

Sample topics for questions in an information interview:

- The contact person's present position, career path, background
- The work on a typical day
- The criteria for hiring in this field
- The current job market for this occupation in your town/city
- Future prospects in your field
- Any advice your contact could give (e.g., the best way to find out about openings in this occupation)
- Other sources of information
- Contacting other people who could help you

5 

Search the Internet for information on information interviews (e.g., strategies, questions, possible guidelines). Prepare a list of tips and share them in small groups.

Possible search terms: *information interview; tips for information interview; questions for information interview*

After the information interview, it is a good idea to send a thank-you note or letter to your contact person. You can thank him/her for the specific information you found useful and the time he/she took to meet with you. If you get a job in your field, let your contacts know how their advice and expertise benefited you. The following is a sample thank-you email message.

 **Message**

To: Stefan Kolonko (skolonko@tippy.ca)

Subject: Thank you

Dear Mr. Wong:

Thanks so much for meeting with me on Tuesday to discuss my career path and opportunities in the field of structural engineering. It was a great learning experience for me.

I discovered a lot about the hiring process and possibilities for advancement from you. I can see that, as a new Canadian, I need to expand my areas of expertise and probably pursue additional training.

I really appreciate the time you took to meet with me and the advice you gave me. Should you have any additional information for me, please contact me at 222-333-4444.

Sincerely,

Stefan Kolonko

6

Write an email message to your contact thanking him/her for the opportunity to meet and discuss your career options. Add necessary details related to your occupation. Exchange your message with a classmate for peer editing.

This chapter includes activities that can help learners develop the skills and background knowledge they need to conduct a job search. These skills include: researching labour market information, occupation profiles and descriptions of skills; accessing and reading job postings; completing a job application form; arranging for and participating in an information interview; and writing thank-you letters.

These activities have been guided by the CLB performance conditions relating to LINC 5 and 6. If you want to develop your own activities, consider the following performance conditions.

For researching job search information:

- Texts have clear organization and are up to two or three paragraphs long (CLB 5); or one page long (CLB 6)
- Texts include business brochures, advertising features, business letters, educational content materials, websites

For completing job application forms and thank-you letters/email messages:

- Forms have 20 to 30 items (CLB 5); 30 to 40 items or pieces of information (CLB 6)
- Messages are three to five sentences long (CLB 5); five to six sentences or one paragraph long (CLB 6)

For information interviews:

- Topics are familiar and concrete (CLB 6, 7)
- Interaction is face-to-face or on the phone, semi-formal or formal (CLB 6, 7)
- Learner can partially prepare the exchange (CLB 6, 7)

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to looking for a job, see the *LINC 5–7 Curriculum Guidelines*, Units 9–11.



p. 401 | Introduction to Job Search Strategies

Introduces the topic of looking for a job

- 1 Have learners discuss the answers to questions in pairs or small groups and take them up as a class. Reinforce the notion that a job search can require a lot of preparation, and that they will be able to do some of that preparation through the activities included in this unit. Discuss the Culture Note.

Extend the Activity: Have learners search the Internet for tips about successful networking, and prepare a list of five tips to share with the rest of the class. Possible search term: *networking job search*



p. 402 | Job Search Resources

Provides background information on the job search process

- 1 To introduce this activity, you could discuss the services offered at employment resource centres. Then you could introduce some of the terms in the recording that learners may be unfamiliar with (e.g., *job seeker*, *community agency*). Play the recording twice; learners can take notes on key details and re-tell what was said in the conversation.

Answers

- Visited an employment centre Participated in mock interviews
 Spoke to a job counsellor Attended job search workshops
 Looked at job postings Read newspaper classified ads
 Analyzed her own skills
- How to find out about jobs that are available, how to write a résumé, how to do well in a job interview
- From employment counsellors and from the Internet
- Be prepared, know what your skills are and how they relate to the job you are applying for



Audio 4.1: Transcript

Friends talking about a job search

Gita: Rosa, I've got to start looking for a job and I don't even know where to begin. You've managed to find work. How did you do it?

Rosa: Well, the first thing I did when I started looking for a job was to go to an employment centre. It was good because there was so much information there. But honestly, Gita, it also made things difficult. I soon realized that I should have spent some time thinking about the kind of job I wanted before I started looking for work. Anyway, an employment counsellor showed me lots of job postings and told me about community agencies that specialize in helping different kinds of job seekers.

Gita: What do you mean by different job seekers?

Rosa: For example, the agency I ended up going to specializes in helping women find jobs. Others may offer their services especially for newcomers to Canada, for example.

Gita: So you went to an agency that helps women find jobs?

Rosa: Yes, I went right away. I was able to take part in some job search workshops and speak to an employment counsellor.

Gita: What did you do in the workshops?

Rosa: Well, I learned how to find out about jobs that are available, how to write a résumé, and how to do well in job interviews.

Gita: Were the workshops helpful? I don't know if I have the time for that. I think I should just start looking for a job right away.

Rosa: Oh, the workshops were really good – I have learned so much! I really think you should sign up for them. Actually, if you spend some time preparing and planning your job search, you may find that you save time in the end. Having a good plan includes knowing what your skills are and narrowing your search to jobs that match your skills and interests.

Gita: So what about résumés and cover letters? I don't even remember how to write those.

Rosa: It's true you will need to be able to write a good résumé and cover letter. I got some help from the employment counsellors, but I also used the Internet to find information.

Gita: Oh, and one thing I'm really terrified of is job interviews! I never know what to say.

Rosa: I know, they scare me too. One thing I've learned from the interviews I've been in is that it pays to be prepared. Again, because I spent some time figuring out what my skills were and how my experience related to the jobs I was applying for, the interviews weren't so bad. Of course, I was still nervous, but that's only natural!

Gita: Well, you've given me lots to think about. I thought I would start by reading classified ads in the newspaper, but now I think I should probably put together a plan. I'm going to find out where my local employment centre is, and maybe even where one of those agencies you talked about is. It sounds like they can help me with my job search. I can see that it will probably save me time in the long run. Thanks so much for the advice.

Rosa: You're welcome. And good luck!

2 Answers

1. There are no job postings for bakers; the advertised jobs are too far from his home; many companies are cutting back
2. Knowing the prospects of the job

Audio 4.2: Transcript

A man describing his job search to an employment counsellor

Job Counsellor (Agata): Hi Jim, welcome to the Job Search Club. My name is Agata Kinski and I'm one of the employment counsellors here. I understand you've been looking for work for some time. Can you tell me about your job search?

Job Seeker (Jim): Sure. What I can tell you is that my job search hasn't been very successful. I've been looking for a job as a baker for about five months.

Agata: I see. Are you licensed as a baker?

Jim: Yeah, I completed my apprenticeship about 15 years ago.

Agata: So, what is the difficulty?

Jim: Well, first of all when I look in the paper, I never see any ads for bakers. I've looked on the government websites for job postings, and again, hardly anything appears for bakers. When I do see a job posting, it's never close to my home.

Agata: Have you tried speaking directly to employers to find out whether or not they're hiring?

Jim: Yes. I've been to a couple of places that I know used to hire bakers. They tell me that they're cutting back. They used to employ several master bakers each. Now, they only employ one or two. All the rest of the work is done by hourly employees.

Agata: Do you know if this is happening across your industry?

Jim: It seems so. I know a couple of guys I apprenticed with are all finding the same thing. It's hard to find a job as a master baker.

Agata: It sounds like maybe the work prospects for bakers aren't very good right now. I think maybe we should find out how many jobs are available in your field.

Jim: That's a good idea. I feel like I've wasted a lot of time looking for baker jobs. Maybe there's something else I could be doing.

Agata: What about looking for work in a related occupation?

Jim: That sounds like a good idea. In fact, I don't feel like I have much choice.

3 Possible Answers

Employment counsellors (for one-on-one counselling); information about the outlook for specific occupations, information on how to apply for a job; workshops on résumé and cover letter writing, job interviews, networking; translation services for work-related documents; talking to someone from own profession; information about companies in my sector/field; job fairs.

Extend the Activity: Discuss the services (e.g., workshops, counselling, computer use) offered at local employment resource centres. Invite a guest speaker, or arrange a field trip to a resource centre.



Provides background information on the NOC; provides practice accessing and using information on the NOC

The following series of activities are Internet-based and ideally should be done in the computer lab. However, you can also print the information from the website for the activities that require reading.

Introduce this activity by telling learners what the NOC is and what information it provides. Also tell them where NOC codes are used: in job postings and in occupation-specific resources such as Job Futures and the Ontario Skills Passport.

- 1 In addition to listing the 10 sectors and examples of occupations, learners can discuss in which sector they think job prospects are best and in which sector they think the unemployment rate is the highest.

Answers

- 0: management occupations
- 1: business, finance and administration occupations
- 2: natural and applied sciences and related occupations
- 3: health occupations
- 4: occupations in social science, education, government service and religion
- 5: occupations in art, culture, recreation and sport
- 6: sales and service occupations
- 7: trades, transport and equipment operators and related occupations
- 8: occupations unique to primary industry
- 9: occupations unique to processing, manufacturing and utilities

- 2 The purpose of this activity is to walk learners through the steps involved in accessing information about a specific occupation and introducing learners to what information is available at each step.

Learners can work individually or in pairs. It's a good idea to use a data projector to show the class how to access specific web pages. As you demonstrate each step, learners can follow along on their own computers, answering each question as they go from one web page to another. If you have limited access to the computer lab, you can use a printout of a NOC code page for *Sales Clerks*. (Skip question 1 if you are using a print version of the NOC description.)

Answers

1. The number that represents the Sales and Service Occupations sector is 6.
 - a) There are three major groups: Skilled Sales and Service Occupations (62), Intermediate Sales and Service Occupations (64), Elemental Sales and Service Occupations (66)
 - b) Intermediate Sales and Service Occupations (64)
 - c) Sales Representative, Wholesale Trade (641); Retail Salespersons and Sales Clerks; Occupations in Travel and Accommodation; Tour and Recreational Guides and Casino Occupations; Occupations in Food and Beverage Service; Other Occupations in Protective Service; Childcare and Home Support Workers; Other Occupations in Personal Service
2. 6421: Retail Salespersons and Sales Clerks
3. General description, example titles, main duties, employment requirements, additional information, classified elsewhere (other sales clerk NOC codes)
4. Knowing more titles, one can apply for more jobs, rather than limit his/her search

Answers (continued)

5. Answers will vary
6. They can be used to compare own work duties from work history; they provide examples of job-specific phrases and vocabulary; can be used to express own skills in résumés, cover letters, application forms, interviews
7. To find out what is required to access the given occupation (e.g., license, diploma); opportunities for advancement or possible training needed
8. Answers will vary

- 3 Have learners work individually or in pairs. Learners can choose an occupation or you can assign one, making sure a variety of sectors are covered. Learners can take notes and give short presentations (two or three minutes).



p. 405 | Job Futures Website

Provides practice accessing and using information from Job Futures

The following series of activities are Internet-based and ideally should be done in the computer lab. However, you can also print the information from the website.

Introduce these activities by telling learners what Job Futures is and what information it provides.

2 **Answers**

1. For dental assistants, average hourly earnings are \$16.51 an hour, which is just below the average hourly earnings for all occupations (\$18.07).
2. For dental assistants, the average unemployment rate (at 2%) is lower than the average unemployment for all occupations (7%).
3. The current (2009) outlook is good. This means that someone would have a good chance of finding a job in this occupation.

3 **Answers**

Note: the answers below reflect the information accessed in July 2009. This information may change when the Job Futures website is updated.

1. To answer questions 1–4, learners must click on the *At Work* tab. Eleven job duties are listed.
2. Certified dental assistant, certified intra-oral dental assistant, dental clinical assistant, licensed dental assistant, registered dental assistant.
3. 3411
4. The highest concentrations of dental assistants are found in Alberta and British Columbia.
5. To answer questions 5–8, learners must click on the *Education, Training and Experience* tab. Licensing is not mandatory.
6. Completion of a college program or secondary school with on-the-job training
7. Teamwork, interpersonal communication skills, customer relations
8. Dental Hygiene/Assistant Technologies
9. To answer question 9, learners must click on the *Work Prospects* tab. Work prospects are rated *good* because: employment grew at an average rate, hourly wages are close to the average and the unemployment rate is close to the average.

Note: To answer questions 10–15, learners must click on the Important Facts tab.

Answers (continued)

10. \$17.08 an hour.
11. This wage is lower than the average (for a 30-year-old) for all occupations. 12. 26% of dental assistants work part-time.
13. This rate is higher than the average for all occupations.
14. The percentage of self-employed workers in this occupation is 0%.



p. 408 | **Hard and Soft Skills**

Introduces soft and hard skills; provides opportunity to assess work-related skills

- 2 Learners can work in small groups or as a class. Ask learners to consider skills not only relating to their work but also to those they use in daily life, such as organization and problem-solving. Learners can also list personal traits they think could be important at work.

Have learners share their lists in groups or as a class. Learners can compile a common list for future use.

- 4 There are many websites with lists of soft skills and examples of their use. If learners have limited access to the Internet, they can also find books on job searches available in a local library.



p. 409 | **Work Habits**

Introduces work habits from the Ontario Skills Passport website

You can introduce these activities by discussing the list of work habits and how this list can be used to prepare for a job search (e.g., by identifying and describing own soft skills).

- 1 This is a vocabulary-building activity. You can add (or learners can identify) other terms from the list of work habits that learners may not be familiar with.
- 2 Learners can work in groups and discuss all four advertisements; you can also assign each advertisement to a different group, then have groups share their answers with the class.

Learners can first underline specific phrases or words in the advertisement that require specific soft skills or work habits. Then learners can identify which work habit (from the list of work habits or other soft skills) would match these job demands. Then learners can discuss more specific work habits the job demands (from the bulleted lists of work habits for each work habit heading). The answers below are for job advertisement 1. The answers may vary.

Possible Answers (examples are given for a job ad 1 only)

- busy office and reports to multiple staff members: requires teamwork (e.g., show respect for others' ideas; work willingly with others; take responsibility for share of work; share information resources and expertise)
- work to tight deadlines: requires organization (e.g., organize work priorities, devise and follow a plan to complete a task)
- some evening work required: requires flexibility

3 **Answers**

- | | |
|------------------------------|---------------------------------|
| 1. reliability: reliable | 6. flexibility: flexible |
| 2. organization: organized | 7. independence: independent |
| 3. confidence: confident | 8. resourcefulness: resourceful |
| 4. perseverance: persevering | 9. knowledge: knowledgeable |
| 5. versatility: versatile | 10. punctuality: punctual |

- 4 This activity can also be done orally; you can ask learners to provide examples of both workplace and everyday situations.



p. 412 | **Job Advertisements**

Familiarizes learners with the format and vocabulary of job postings found online

Elicit/discuss with learners where they can find job advertisements and how they can differ (e.g., some use abbreviations and limited information, others are detailed and include the job description with salary and benefits information), as well as what information is generally included. Ask learners to bring examples of job advertisements to compare and to identify common vocabulary used in job advertisements.

The following activities are based on website listings of job advertisements, which are usually rather detailed. You can complement these activities with advertisements from commonly used websites such as workopolis.ca or monster.ca.

- 1 You can ask questions to check general understanding of the job posting; learners can also retell the most important information.
- 3 This activity can familiarize learners with the headings common to each job posting on the Service Canada Job Bank.

Answers

- | | |
|------------------------------|--|
| 1. How to apply | 5. Terms of Employment, Salary |
| 2. Work Location Information | 6. Transportation/Travel Information |
| 3. Education | 7. Work Conditions and Physical Capabilities |
| 4. Salary | 8. Specific Skills |

- 4 You can add questions about specific details in the job advertisement. For example:
- Will an applicant receive on-the-job paid training?
 - Is prior work experience required?
 - Is a driver's licence needed?
 - Will the applicant need to drive while on the job? Will he/she be reimbursed for the cost of driving?

Answers

1. By fax or email
2. By looking at the NOC description, Job Futures profile or Essential Skills Profile for this occupation
3. Does not specify, but the advertisement indicates a starting date (as soon as possible)
4. Answers may vary, but can include: physical strength, working safely, teamwork, reliability, organization, attention to detail.

5 Answers

1. Key responsibilities: The duties are listed under customer service and dispensing; learners can provide a detailed list of duties for each.
2. Hard skills: Some are listed under Key Responsibilities; some under Knowledge and Skills Required (mathematical computations related to pharmacy); others under Experience/Qualifications (Nexxsys pharmacy computer software).
3. Learners may identify or underline: collaborative, warm and welcoming manner, good judgement, customer skills, organizational skills, attention to detail, initiative, ability to multi-task and work in a fast-paced environment.
4. *Preferred* and *an asset* both mean that the qualification is desired but not required.
5. Applicants should send a résumé and cover letter by email before July 3 at 5:00 p.m.

- 6 Learners can bring print versions of the posting to class. In small groups, have learners compare the postings and discuss the organization of information and amount of detail. Learners can create a list of common terms/vocabulary used in job postings.



p. 415 | Job Applications Forms

Provides practice in completing job application forms

- 1 Discuss questions as a class. Learners can bring job application forms from various employers (e.g., from department stores, supermarkets).

2 Answers

1. The application includes errors (two items circled instead of one) and crossed-out information; it looks sloppy; hard to read.
2. Answers will vary.



p. 417 | Job Application Forms: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in completing a job application form

- 1 Learners should complete the job application form with their own information. This task can be used for formative assessment. The results of the assessment can help you and learners determine what still needs to be worked on. The task relates to the CLB competency below. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can use the same criteria for self-assessment. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 5-III: Fill out forms.

CLB 6-III: Fill out moderately complex forms.

Sample Assessment Criteria

- Completes all parts of the form accurately and correctly
- Provides adequate details
- Uses correct punctuation, capitalization and spelling
- Writes legibly and neatly, prints where necessary

- 2 As an extension of activity 1, learners can interview each other about their work experience and skills. Learners can develop questions based on the items listed in their forms. For example: What responsibilities did you have in your last job? What are your strengths? What are your additional qualifications?



p. 419 | **Volunteering**

Provides opportunity to discuss benefits of volunteering; provides practice in accessing information on volunteering

1 **Possible Answers**

1. Making contacts with potential employers or people in own field; getting exposure to Canadian workplace culture; getting to know workplace routines and duties; networking; speaking English; making friends; learning or developing skills; building self-confidence; exploring options and paths related to a career.
2. Answers will vary.

- 2 Have learners decide on the kind of volunteering they want to do (e.g., office work, health services environment, working with children). Ask learners to search one of the options listed. Many websites allow users to search volunteer databases by location, organization, type of work, skills or sector.

- 3 Learners role-play a mock interview. They can also add other questions to the list.



p. 420 | **Information Interviews**

Provides background information on information interviews; gives practise arranging for and participating in an information interview

- 1 Play the recording twice: first, ask learners to listen for general understanding. Then, have learners take notes of the specific expressions used and details asked about in the questions.



Audio 4.3: Transcript

Two conversations with a request for an information interview

Dialogue 1

Phone ringing

Contact (Dasa): Dasa Paramasantham, Engineering Department.

Job Seeker (Henry): Hello, Mr. Paramasantham. My name is Henry Kieran. I am a civil engineer from Slovakia and I am trying to find information that would help me to work in my profession here in Canada. I received your name from the professional association. They told me that you would be the best person to talk to.

Dasa: Oh, they did? I'm kind of busy right now.

Henry: Oh, of course. I don't mean right now. I was actually wondering if you might be able to spare some time to talk with me. I would like to explore some career options and learn about the labour market situation in structural engineering, and I think it would really help me to speak to someone like you.

Dasa: Well, I am not sure if I can give you all that information but I think it is a good start to your job search. *(pause)* I'd be happy to talk with you.

Henry: Oh, that would be great.

Dasa: Can you call me back some time on Friday? It's usually quiet here on Fridays and we could talk then.

Henry: Sure. Friday is good. I was hoping to meet with you in person, though.

Dasa: Oh. Well, that would be fine too. I can meet you after lunch; let's say around 1:30?

Henry: Great. I will be in your office at 1:30. Thank you, Mr. Paramasantham.

Dasa: See you then.

Dialogue 2

Phone ringing

Contact (Justina): Hello!

Job Seeker (Marta): Good morning, can I speak to Justina, please?

Justina: Speaking.

Marta: Hello Justina, my name is Marta Babik. I'm a friend of your brother's.

Justina: Oh yeah.

Marta: I was talking with Sam the other day and he suggested that you would be a good person to talk to about possible career options in physiotherapy.

Justina: Oh, Sam ... What did he say about me?

Marta: He said you have a lot of experience and that you know all about this field. I am new in Canada and I'm trying to find out how I can become a licensed physiotherapist here. I worked in this field in Poland for a few years. Do you think you might be open to having an information interview with me so I can learn about my options? I'd really appreciate it.

Justina: Sure, why not.

Marta: Oh, that's great. Can we set a date and time?

Justina: Yes, do you want to meet in the evening? I finish work at 5, so I could ... (*fade out*)

2 Learners can work in pairs or individually.

Extend the Activity: Learners can role-play dialogues to arrange an information interview using their scripts.

- 4 Discuss with learners what kind of information they would like to obtain in an information interview. Learners can create headings and then list their questions accordingly. Have a class discussion; discuss various ways of expressing the same request for information. You can also discuss requests that are considered inappropriate in information interviews (e.g., asking for a job, insisting on a face-to-face meeting after someone has refused, calling back every week to check in).
- 6 Elicit/discuss: how a thank-you message can help to maintain contacts; what the message should include; the tone the message can have (semi-formal, friendly, depending on the contact person and how well the interview went). Ask learners to identify what information is included in the sample letter. Learners can outline the content of their message before writing it.

Additional Information:

Learners may find the following websites useful in their job search. You can share this list with learners or develop activities relating to them.

Government job listing websites:

- Any job: Service Canada's job posting service: www.jobbank.gc.ca
- Ontario government jobs: www.gojobs.gov.on.ca
- Federal government jobs: www.jobs.gc.ca
- Ontario internship positions: www.internship.gov.on.ca
- Canadian Forces recruiting: www.forces.ca
- For youth: www.exchanges.gc.ca; www.youthjobs.gov.on.ca; www.youth.gc.ca
- Job search assistance: Job Connect: www.edu.gov.on.ca/eng/tcu/apprentices/jobconnect_EN.html

Non-government job listing websites:

- Any job: www.canadajobs.com; <http://working.canada.com>; www.jobbus.com; www.cooljobscanada.com; <http://jobsearch.ca>; www.jobshark.ca; <http://jobsearch.monster.ca>; www.workopolis.com
- Non-profit sector jobs: www.charityvillage.com
- Telecommuting jobs: www.tjobs.com
- Internship positions: www.careeredge.org

